Investigating the Effects of Social Media and Absenteeism on the Students' Motivation for Learning

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Abstract: This study investigated the impact of social media and absenteeism on students' motivation to learn. Building on existing literature, the research formulated objectives and hypotheses to guide the investigation. A mixed-methods approach was employed, with primary data collected from all high schools in District Khyber. A sample of 336 Class 10 students was selected using the Rao soft formula, and data was gathered through closed-ended questionnaires. Following permission from relevant authorities, data analysis was conducted using SPSS, confirming the reliability and validity of the variables. Regression analysis revealed significant relationships between absenteeism, social media influence, and student motivation. The findings indicate that absenteeism negatively affects motivation, diverting students' attention from learning, while excessive social media usage correlates with decreased motivation levels. The study highlights the importance of accurate attendance records, parental notification, and vigilant monitoring of social media usage to minimize distractions. By addressing these factors, educators can foster an environment that enhances student motivation at the secondary level.

Key Words: Absenteeism, Social Media, Student Motivation

Introduction

Motivation plays a crucial role in student's academic journey as it fuels their desire to succeed and achieve their goals. Without proper motivation, students may struggle to stay focused, engaged, and committed to their studies, resulting in lower academic performance. It is very important for parents and educators to foster the students' motivation to help them overcome challenges and develop essential skills. By recognizing the different types and sources of motivation, encouraging a growth mindset, and providing meaningful learning opportunities, students can be empowered to take ownership of their education and strive for excellence.

However, many factors are observed that divert the students from the right track of the desired goals, which is why students are not ready to be motivated to learn. The consequences of these diversions are regular absenteeism from school, too much influence from social media, and decreased obedience of students to teachers. Much research was done on Absenteeism, social media, and teacher control before, but the current research was to take these factors collectively and linked with motivation for learning in students.

Absenteeism is defined as the practice of staying away from school without any specific reason. Absenteeism is a significant obstacle to learning, innovating, and developing the necessary abilities to achieve one's personal and professional goals. Absenteeism has a negative impact on the student's academic performance, and continuous absenteeism of students from classes leads to weak subject knowledge, and they will also try to use unfair means in the

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examinations to get good grades. According to Gottfried (2011), feeling disheartened by familial disparities can lead to decreased exam grades, particularly with increased absenteeism. However, Pakistan is ranked 113th out of 120 countries for having a problem with absenteeism in the classroom and has a very low literacy rate when compared to other developing nations. The absenteeism of students from classes is one of the severe issues that Pakistan's educational system is now facing, especially in government schools. Most students stay away from schools due to child labor because they support their families during school time.

Tariq et al. (2011) claimed that social media is destroying students' prospects for the future and careers, and students are diverted from their academics by it. Further research revealed that many users of social media use several IDs, both real and fake, according to data gathering sources. Finally, they claimed that Pakistan has no regulations for the use of social networking sites. Also, nowadays, in Pakistan, social media applications waste students' precious time, and they always engage in the entertainment of this application, but they show less interest in real-life activities such as their studies, homework, and physical exercise (Tariq et al., 2011).

In conclusion, the multifaceted landscape of education in Pakistan reflects a complex interplay of factors ranging from motivation and examination systems to social media influence and teacher preparedness. While education is acknowledged as a lifelong journey aimed at nurturing cognitive skills and physical capabilities, challenges such as absenteeism, examination malpractices, and the pervasive impact of social media threaten to derail students from their academic pursuits. However, amidst these challenges lie opportunities for systemic reform and innovative approaches to teaching and learning. The current study addresses the root causes of absenteeism and regulating social media usage through effective training and support for better student learning. Through concerted efforts from stakeholders across society, the vision of an inclusive, equitable, and quality education system can be realized, ensuring that every child has the opportunity to thrive and contribute meaningfully to society.

Motivation

Motivation is described as an inner, burning passion brought on by needs, wants, and desires that drives a person to invest both physical and mental effort in order to accomplish desired goals. Broussard, and Garrison (2004) provide a general definition of motivation as "the attribute that moves us to do or not do something". According to Guay et al. (2010) motivation is defined as "the reasons underlying behavior".

Whiseand Rush (1988) explained motivation as the willingness of an individual to do something and conditioned by actions to satisfy needs. According to Maslow (2000), the ability to motivate someone to take action is a power that develops within a person. Another way to think of motivation is as an internal state that drives action motivates people to pursue specific objectives, and sustains interest in predetermined activities (McClelland, 1987; Herzberg, 2017; Gardner, 2001).

Absenteeism

Absenteeism pertains to the condition of not being present in a particular location, such as an educational institution. It also encompasses the duration of time one has been or intends to be away. While we typically associate 'absence' with the opposite of 'presence' in educational settings, it can also signify anything that is deficient or lacking. If someone regularly skips work or learning without valid reasons, they are experiencing a significant issue with absenteeism.

Several theories exist on the potential impact of truancy and absence on student's academic achievement. According to Grendron and Pieper (2005), there is a positive relationship between attendance and student academic achievement in schools. According to Bowen (2005), those students who frequently miss lectures are not as successful in their own learning as those who attend lessons on a daily basis. According to Balfanz and Byrnes (2012) perspective, chronic absenteeism is often measured by the total number of school days missed, which includes both excused and unexcused absences. In this aspect, chronic absence and truancy are not comparable. According to Castro et al. (2001), Absences can lead a student to develop a drug addiction, and in the majority of these cases, a pupil's IQ would decline, and they would perform below medium on their class assignments because they missed all of the required academic and regular

school lessons. Also, he would make friends with bad habits that would push him ultimately to get drawn into criminal acts like stealing, smoking, joining a cult, using drugs, etc., because they would follow their lead without giving it a second thought. All of them will boost their self-assurance in their negative behavior, which will ultimately harm their academic performance.

Social Media

Social media was introduced suddenly at such a time in our country when our society and students were not mentally prepared to adopt it. There must be a need for pre-planned instructions to allow students to use social media positively. Because nowadays, in the modern age we should not leave and boycott the technology, we should adopt them, such as Facebook, and WhatsApp as communication for business purposes, news channels as information to know about what's going in the world, YouTube as a learning platform where students can seek difficult topics in an easy way, science experiments, etc.

According to Boyd and Ellison (2007), social network sites are defined as web-based services that enable individuals to create profiles, showcase connections with other users, and explore and navigate within that network of connections. Social media refers to online services or platforms specifically designed to facilitate the establishment of social networks among individuals who have shared interests, activities, or real-life connections. These platforms function as websites where users can share information within a designated group, providing a convenient means of staying connected and sharing photos from various experiences. The components typically include user representations in the form of profiles, social connections, and a range of additional services.

Social media has witnessed a tremendous surge as a category of online communication, where individuals generate content, share it, bookmark it, and network rapidly. Due to its user-friendly interface, speed, and extensive reach, social media is rapidly transforming public discourse and shaping trends across various topics such as the environment, politics, technology, and the entertainment industry (Asur & Huberman, 2010). Over the past decade, the online landscape has undergone significant changes, largely attributed to the advent of social media. Young individuals now engage in the swift exchange of ideas, emotions, and personal details, as well as images and videos. According to Oberst (2016), 73% of American teens actively participate in social media platforms.

Objectives of the Study
  a) To explore the effect of absenteeism on the motivation for learning of the students.
  b) To examine the effect of social media influence on the motivation for learning of the students.

Hypotheses of the Study
The study has the following hypotheses:

$H_{o1:}$ Absenteeism has no significant effect on secondary school students' motivation for learning.

H_{o2}: Social media has no significant effect on secondary school students' motivation for learning.

Significance of the Study
Students are important and valuable assets of the nation, and this is pertinent for school heads, teachers, and policymakers to groom them in a better way. Nowadays, students are not serious about their studies and lack sufficient motivation to show good performance in examinations. There are many reasons and factors which are responsible for this decreased motivation among students. The current study may help to explore students' motivation for learning at the secondary level of studies. The major aim of the current study is to explore areas such as the influence of social media influence and absenteeism on student's motivation. This study may also help the stakeholders to explore more about the motivational level of students and how to help them boost their motivation for learning. This study may also be helpful for parents to identify the factors that lessen the motivation of students to study.

Delimitation of the Study

Following is the delimitation of the study:

1. Current research is restricted to District Khyber due to resources and time constraints.
2. The study was delimited to 10th class students (male only). Because there is very less population of girls in district Khyber, secondly there is a cultural restriction for male to visits a girl's school.

Nature of the Study

This study was quantitative in nature; and the design of the study was descriptive. Regression model was used to find out the effect of the variables by using quantitative research methods.

Population

The current study explored the motivational level of secondary school students. All secondary school students of class 10th of District Khyber are the population of the study. There are 41 high schools for boys, and according to DEO Khyber, 2660 students are enrolled in class 10th. The students of all these schools are the population of the study.

Table 1

Name of District	No. of High School	No. of Enrolled Students in class 10th
Khyber	41	2660

Sampling Technique and Sample Size

Sampling is the method through which the researcher selects the sample from the population. The sample is the sub-group of the population. The following data shown in table, which shows the sample size, in which according to Rau soft formula there were 336 students of class 10th, and the data was taken from the sample randomly among the population, because it helps ensure the validity, reliability, and generalizability of research findings to the broader population under study.

Table 2

Respondents in the Form of Sample

Name of District	No. of High School	Sample Size of Class 10 Students
Khyber	41	336

Data Analysis

The current section of the study is the results and discussion. The section has included with the discussion of the reliability statistics, regression model and descriptive of the responses taken from the respondents by using questionnaire.

Question 1: When I am absent regularly, I feel less motivated towards my studies.

Table 3

Frequency and Percentage of Absent and Motivation

Scale	Frequency	Percentage
Strongly Agree	89	26
Agree	141	42
Undecided	14	4
Disagree	85	25
Strongly Disagree	7	2
Total	336	100

The above table is the final result of the question included in the study for the effect of absenteeism on student motivation for learning. The above table shows the results of the respondents' responses, which were taken on the basis of five

Likert scales. The responses are measured in terms of frequency and percentage, as shown in the table. The above table shows the final output of the "When I am absent regularly, I feel less motivated towards my studies." The final results mentioned in the table have shown that 89 respondents with 26 percent were found to strongly agree with the questions, 141 respondents with 42 percent agreed, and 14 respondents remained undecided with 4 percent. The results of the disagreed show that 85 respondents, 25 percent, disagreed, and seven respondents, 2 percent, strongly disagreed with the above-stated question. The chi-square has been used in this table as the responses were measured to check the significant difference between the actual results and the expected results.

Question 2: When I am absent regularly, I get poor grades.
Table 4

Frequency and percentage of Absence and Poor Grades

Scale	Frequency	Percentage
Strongly Agree	45	13
Agree	132	39
Undecided	32	10
Disagree	92	27
Strongly Disagree	35	10
Total	336	100

The above table is the final result of the question included in the study for the effect of absenteeism on student motivation for learning. The above table shows the results of the respondents' responses, which were taken on the basis of five Likert scales. The responses are measured in terms of frequency and percentage, as shown in the table. The above table shows the final output of the "When I am absent regularly, I get poor grades." The final results mentioned in the table have shown that 45 respondents with 13 percent were found to strongly agree with the questions, 132 respondents with 39 percent agreed, and 32 respondents remained undecided with 10 percent. The results of the disagreed show that 92 respondents, 27 percent, disagreed, and 35 respondents, 10 percent, strongly disagreed with the above-stated question. The chi-square has been used in this table as the responses were measured to check the significant difference between the actual results and the expected results.

Question 3: When I do regular absences, I become weak in my studies.
Table 5

Frequency and Percentage of Absent and Weak in Studies

Scale	Frequency	Percentage
Strongly Agree	71	21
Agree	119	35
Undecided	28	8
Disagree	101	30
Strongly Disagree	17	5
Total	336	100

The above table is the final result of the question included in the study for the effect of absenteeism on student motivation for learning. The above table shows the results of the respondents' responses, which were taken on the basis of five Likert scales. The responses are measured in terms of frequency and percentage, as shown in the table. The above table shows the final output of the "When I do regular absence, I become weak in studies." The final results mentioned in the table have shown that 71 respondents with 21 percent were found to strongly agree with the questions, 119 respondents with 35 percent agreed, and 28 respondents remained undecided with 8 percent. The results of the disagreed show that 101 respondents with 30 percent disagreed, and 17 respondents with 5 percent strongly disagreed with the above-stated question. The chi-square has been used in this table as the responses were measured to check the significant difference between the actual results and the expected results.

Question 4: When I am absent regularly, I have difficulty understanding the concept of my lessons.
Table 6
Frequency and Percentage of Absent and Lessons

Scale	Frequency	Percentage
Strongly Agree	52	15
Agree	134	40
Undecided	18	5
Disagree	105	31
Strongly Disagree	27	8
Total	336	100

The above table is the final result of the question included in the study for the effect of absenteeism on student motivation for learning. The above table shows the results of the respondents' responses, which were taken on the basis of five Likert scales. The responses are measured in terms of frequency and percentage, as shown in the table. The above table shows the final output of the "When I am absent regularly, I feel difficulty in understanding the concept of my lessons." The final results mentioned in the table have shown that 52 respondents with 15 percent were found to strongly agree with the questions, 134 respondents with 40 percent agreed, and 18 respondents remained undecided with 5 percent. The results of the disagreed show that 105 respondents, 31 percent, disagreed, and 27 respondents, 8 percent, strongly disagreed with the above-stated question. The chi-square has been used in this table as the responses were measured to check the significant difference between the actual results and the expected results.

Question 5: When I do absentee regularly, my interest in class activities is distracted.
Table 7
Frequency and Percentage of Absent and Distracted

Scale	Frequency	Percentage
Strongly Agree	64	19
Agree	145	43
Undecided	25	7
Disagree	98	29
Strongly Disagree	4	1
Total	336	100

The above table is the final result of the question included in the study for the effect of absenteeism on student motivation for learning. The above table shows the results of the respondents' responses, which were taken on the basis of five Likert scales. The responses are measured in terms of frequency and percentage, as shown in the table. The above table shows the final output of the "When I do absentee regularly, my interest in class activities is distracted." The final results mentioned in the table have shown that 64 respondents with 19 percent were found to strongly agree with the questions, 145 respondents with 43 percent agreed, and 25 respondents remained undecided with 7 percent. The results of the disagreed show that 98 respondents, 29 percent, disagreed, and four respondents, 1 percent, strongly disagreed with the above-stated question. The chi-square has been used in this table as the responses were measured to check the significant difference between the actual results and the expected results.

Question 6: Regular absenteeism diverts my focus from my goals in learning.
Table 8
Frequency and Percentage of Absentee and Focus on the Goals

Scale	Frequency	Percentage
Strongly Agree	58	17
Agree	169	50
Undecided	34	10
Disagree	60	18
Strongly Disagree	15	4
Total	336	100

The above table is the final result of the question included in the study for the effect of absenteeism on student motivation for learning. The above table shows the results of the respondents' responses, which were taken on the basis of five Likert scales. The responses are measured in terms of frequency and percentage, as shown in the table. The above table shows the final output of the "Regular absenteeism diverts my focus from my goals in learning." The final results mentioned in the table have shown that 58 respondents with 17 percent were found to strongly agree with the questions, 169 respondents with 50 percent agreed, and 34 respondents remained undecided with 10 percent. The results of the disagreed show that 60 respondents, with 18 percent, disagreed, and 15 respondents, with 4 percent, strongly disagreed with the above-stated question. The chi-square has been used in this table as the responses were measured to check the significant difference between the actual results and the expected results.

Question 7: When I am motivated to learn, more likely, I regularly attend my classes.
Table 9
Frequency and Percentage of Attend Classes and Motivation

Scale	Frequency	Percentage
Strongly Agree	71	21
Agree	144	43
Undecided	30	9
Disagree	82	24
Strongly Disagree	9	3
Total	336	100

The above table is the final result of the question included in the study for the effect of absenteeism on student motivation for learning. The above table shows the results of the respondents' responses, which were taken on the basis of five Likert scales. The responses are measured in terms of frequency and percentage, as shown in the table. The above table shows the final output of the "When I am motivated to learn, more likely, I regularly attend my classes." The final results mentioned in the table have shown that 71 respondents with 21 percent were found to strongly agree with the questions, 144 respondents with 43 percent agreed, and 30 respondents remained undecided with 9 percent. The results of the disagreed show that 82 respondents, 24 percent, disagreed, and nine respondents, 3 percent, strongly disagreed with the above-stated question. The chi-square has been used in this table as the responses were measured to check the significant difference between the actual results and the expected results.

Objective 2
Question 1: Social media decreases our interest in the studies.
Table 10
Frequency and Percentage of Social Media and Interest in Studies

Scale	Frequency	Percentage
Strongly Agree	55	16
Agree	133	40
Undecided	24	7
Disagree	99	29
Strongly Disagree	25	7
Total	336	100

The above table is the final result of the question included in the study for the effect of absenteeism on student motivation for learning. The above table shows the results of the respondents' responses, which were taken on the basis of five Likert scales. The responses are measured in terms of frequency and percentage, as shown in the table. The above table shows the final output of the "Social media decreases our interest in the studies." The final results mentioned in the table have shown that 55 respondents with 16 percent were found to strongly agree with the questions, 133

respondents with 40 percent agreed, and 24 respondents remained undecided with 7 percent. The results of the disagreed show that 99 respondents, 29 percent, disagreed, and 25 respondents, 7 percent, strongly disagreed with the above-stated question. The chi-square has been used in this table as the responses were measured to check the significant difference between the actual results and the expected results.

Question 2: I get help from social media with my exam preparation.
Table 11

Frequency and Percentage of Social Media and Exam Preparation

Scale	Frequency	Percentage
Strongly Agree	45	13
Agree	191	57
Undecided	11	3
Disagree	68	20
Strongly Disagree	21	6
Total	336	100

The above table is the final result of the question included in the study for the effect of absenteeism on student motivation for learning. The above table shows the results of the respondents' responses, which were taken on the basis of five Likert scales. The responses are measured in terms of frequency and percentage, as shown in the table. The above table shows the final output of the "I take help from social media about my exam preparation." The final results mentioned in the table show that 45 respondents, 13 percent, were found to strongly agree with the questions, 191 respondents, 57 percent, agreed, and 11 respondents remained undecided, 3 percent. The results of the disagreed show that 68 respondents, with 20 percent, disagreed, and 21 respondents, with 6 percent, strongly disagreed with the above-stated question. The chi-square has been used in this table as the responses were measured to check the significant difference between the actual results and the expected results.

Question 3: There is less restriction on me from my parents while using social media
Table 12

Frequency and Percentage of Social Media Using and Parents' Restriction

Scale	Frequency	Percentage
Strongly Agree	23	7
Agree	139	41
Undecided	31	9
Disagree	112	33
Strongly Disagree	31	9
Total	336	100

The above table is the final result of the question included in the study for the effect of absenteeism on student motivation for learning. The above table shows the results of the respondents' responses, which were taken on the basis of five Likert scales. The responses are measured in terms of frequency and percentage, as shown in the table. The above table shows the final output of the "There is less restriction on me, from my parents, while using social media." The final results mentioned in the table have shown that 23 respondents with 7 percent were found to strongly agree with the questions, 139 respondents with 41 percent agreed, and 31 respondents remained undecided with 9 percent. The results of the disagreed show that 112 respondents, with 33 percent, disagreed, and 31 respondents, with 9 percent, strongly disagreed with the above-stated question. The chi-square has been used in this table as the responses were measured to check the significant difference between the actual results and the expected results.

Question 4: Social media wastes my precious time.

Table 13

Frequency and Percentage of Social Media Wasting of Time

Scale	Frequency	Percentage
Strongly Agree	10	3
Agree	201	60
Undecided	8	2
Disagree	106	32
Strongly Disagree	11	3
Total	336	100

The above table is the final result of the question included in the study for the effect of absenteeism on student motivation for learning. The above table shows the results of the respondents' responses, which were taken on the basis of five Likert scales. The responses are measured in terms of frequency and percentage, as shown in the table. The above table shows the final output of the "Social media wastes my precious time." The final results mentioned in the table have shown that 10 respondents with 3 percent were found to strongly agree with the questions, 201 respondents with 60 percent agreed, while eight respondents remained undecided with 2 percent. The results of the disagreed show that 106 respondents, 32 percent, disagreed, and 11 respondents, 3 percent, strongly disagreed with the above-stated question. The chi-square has been used in this table as the responses were measured to check the significant difference between the actual results and the expected results.

Question 5: After spending some time on social media, it feels boring to study a book.

Table 14

Frequency and Percentage of Social Media Using and Boring for Study

Scale	Frequency	Percentage
Strongly Agree	28	8
Agree	221	66
Undecided	12	4
Disagree	59	18
Strongly Disagree	16	5
Total	336	100

The above table is the final result of the question included in the study for the effect of absenteeism on student motivation for learning. The above table shows the results of the respondents' responses, which were taken on the basis of five Likert scales. The responses are measured in terms of frequency and percentage, as shown in the table. The above table shows the final output of the "After spending some time on social media; it feels boring to study a book." The final results mentioned in the table have shown that 28 respondents with 8 percent were found to strongly agree with the questions, 221 respondents with 66 percent agreed, and 12 respondents remained undecided with 4 percent. The results of the disagreed show that 59 respondents, with 18 percent, disagreed, and 16 respondents, with 5 percent, strongly disagreed with the above-stated question. The chi-square has been used in this table as the responses were measured to check the significant difference between the actual results and the expected results.

Table 15

Regression Results of Motivation and Social Media

Motivation	Coefficient	T-value	P-value
Absenteeism	-0.731	-4.86	.000
Social media	0.564	6.33	.000

R-Square: 0.762, **F-value:** 31.44, **P-value:** 0.000

The table shows the results of the regression model, which was adopted to take the objectives of the study into account. As the study objectives were based on the cause-and-effect concept, therefore, the regression model is the only recommended model in this regard. The results in the table have explored that the absenteeism and social media effect show a combined effect of 76 percent on student motivation for learning. This variance can be explained by the value of R-square, i.e., 0.76. The f-value of the model is 31.44, which has been found to be significantly higher than the standard value, i.e., 4. The t-value of the social media effect is 3.19, which has been found to be significantly higher than the standard value.

Hypotheses Findings

H_{01}: Absenteeism has No Significant Effect on the Motivation

The first hypothesis was based on absenteeism and motivation. The regression findings for absenteeism (t-value: -4.86) were significant. Therefore, by taking the conclusion, the findings of the regression model have confirmed that absenteeism has a significant effect on student motivation.

H_{02}: Social media has no Significant Effect on the Motivation

The second hypothesis was based on social media and motivation. The regression findings for social media (t-value: 6.33) were significant. Therefore, in conclusion, the findings of the regression model have confirmed that social media has a significant effect on student motivation.

Discussion

When the teacher constantly makes absences from school, it leaves students unattended. Additionally, teacher absenteeism decreased the amount of practice and resulted in incomplete syllabi. In return, it affected the lower output of students' work (Ubogu, 2004). Bray and Percy (2004) noticed that, vastly and influentially, teacher absenteeism impacted the education system of the country. Regular absenteeism negatively affected the students' achievement and spoiled the reputation of the school. According to Rogers and Vegas (2009), it is clear that educational quality would be spoiled due to teacher absenteeism if students got involved in playing except when they were busy with work. According to Chaudhury and Jeffrey (2006), teacher absenteeism impacts access to education and school accomplishment rates when parents do not send their children to school because of poor quality. More importantly, the high absenteeism of teachers was a problem of accountability and governance that are also responsible for the poor educational progress.

Scholars like Hamid et al. (2009) argue that in the higher education field, social media is effectively used for cooperating, socializing, sharing, and collaborating, which may enhance students' motivation in research and study. Studies such as Balcikanli (2015) found that the utilization of Facebook facilitates the interaction level between teacher-student and student-student. Social media provides a platform for dynamic correspondence among users and allows them to facilitate the sharing of new information. Lankshear and Knobel (2011) view social media as a tool that enhances the interest of individuals in shared content. Social media provides all the things that make it possible for students to learn in a deep approach, get information, and make high concentration through collaboration. Hence, enhanced motivation is a likely outcome of social media usage.

Student motivation can be influenced by social media as the younger generation has become significant users of social media. Student motivation is an essential factor for successful collaborative learning in schools and homes. In today's society, social media's role is increasingly gaining momentum (Mbodila et al., 2014). There is already a need to increase student engagement on social media to allow them to achieve their academic goals. Social media can be successfully used as a motivational tool for students. The popularity of online social networks has created a new world of communication and collaboration (Cheung et al., 2011).

Student motivation from social media use is created by the effective collaboration that students have in learning. Students are able to work together to solve tasks. In collaborative learning, students engage in group work rather than working alone. This helps them to learn easily and also gain satisfaction from learning (Ojo & Ntshoe, 2017). Student motivation is essential for student learning. Social networks have a key presence in higher learning institutions

(Hortigüela-Alcalá et al., 2019). There has been a recommendation by the European Commission for the need to promote greater integration with educational technology at all levels of education to enhance lifelong learning and innovation. Many universities have made huge efforts to provide new students with the skills needed to handle various technological tools.

Technology in education has become a motivational tool. Social media is getting substantial attention in relation to the learning and teaching process in education (Hortigüela-Alcalá et al., 2019). The use of social media has grown exponentially in the last decade and can be used as a student motivational tool to increase student academic performance. The use of social networks among students allows them to interact and contact people with extensive practical experience in the subjects they are exploring. Student motivation due to social media is evaluated on the impact it has on student academic achievement (Hortigüela-Alcalá et al., 2019).

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