



Developing the Academic Performance by Using Social Media for Students in Southwest Jiaotong University Hope College, China

Jinhao Guo¹, Patthira Phon-ngam^{2*}

^{1,2} Shinawatra University, Thailand

✉: * pat.phonngam@gmail.com

(* Author Corresponding Email)

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Abstract

Academic performance reflects students' learning outcomes and achievement in higher education. Although social media is widely used as a learning support tool, its effectiveness in systematically improving academic performance remains unclear, particularly in Chinese private higher education institutions. At Southwest Jiaotong University Hope College, ongoing challenges in learning engagement and academic motivation highlight the need for innovative learning approaches. The objectives of this study were: (1) to examine the current status and problems of academic performance among students at Southwest Jiaotong University Hope College; (2) to develop academic performance through the use of social media; and (3) to confirm the effectiveness of social media in enhancing students' academic performance. A mixed-methods approach was adopted in this study. Quantitative data were obtained from undergraduate students using a five-point Likert scale questionnaire to assess academic performance, while qualitative data were collected through student interviews and expert reviews. The data were analyzed using descriptive and content-based analytical techniques, and the findings were confirmed through triangulation and expert validation based on Stufflebeam's evaluation criteria. The findings revealed that students' academic performance was at a moderate level across all dimensions. Major problems were identified in learning engagement, academic self-efficacy, learning strategies, and depth of knowledge construction. Based on these findings, three instructional models were developed: (1) Social Media for Resource Sharing, (2) Social Media for Collaborative Learning, and (3) Social Media for Academic Support and Motivation. The confirmation results showed high levels of agreement among experts and students across all five evaluation criteria, indicating that social media-based learning is effective, practical, ethically appropriate, accurate, and cost-effective. Overall, the results confirm that social media can be effectively utilized as an innovative and sustainable approach to enhancing students' academic.

Keywords: Academic Performance; Social Media; Higher Education; Student Learning; Educational Technology

1. Introduction

In the contemporary higher education landscape, social media has become ubiquitous among university students as both a communication tool and an informal learning resource. Platforms such as WeChat, YouTube, Facebook, TikTok, and Instagram are widely used to exchange academic information, access multimedia content, and engage in peer discussions beyond the classroom (Cendrero Ramos & Valverde Berrocoso, 2024). A systematic review indicates that social media can serve as a valuable teaching and learning tool by enhancing

interaction, knowledge sharing, and learner engagement when utilized intentionally within pedagogical frameworks (Cendrero Ramos & Valverde Berrocoso, 2024). Moreover, research focusing on student engagement suggests that social media facilitates behavioral, emotional, and cognitive engagement by promoting collaboration and communication among learners and educators (Makkar, 2023).

However, the influence of social media on academic performance is complex and not uniformly positive. Empirical studies report that unmanaged or excessive use of social media may distract students, reduce focus on academic tasks, and negatively affect learning outcomes (Lukose & Agbeyangi, 2025). For example, a study at Walter Sisulu University found that high daily social media usage was associated with reduced assignment completion and distraction, particularly among first-year students (Lukose & Agbeyangi, 2025). Similarly, research exploring social media use and academic outcomes suggests that the benefits are mediated by factors such as students' perseverance (grit), self-efficacy, and learning strategies, rather than social media use having a direct effect on grades (Social Psychology of Education, 2025).

In the context of Chinese higher education, and specifically at Southwest Jiaotong University Hope College, students increasingly rely on digital platforms for academic communication and resource sharing. Yet, there remains limited empirical evidence on how systematic integration of social media into academic practices affects students' performance within this specific institutional setting. While some studies in other cultural contexts have shown positive learning effects when social media is integrated with pedagogical intention, the evidence for consistent academic improvement through social media remains inconclusive without contextual validation (Al-Abdi et al., 2024). Furthermore, although research in Thai higher education highlights that digital media tools can reduce limitations of time and place and contribute to effective learning, the benefits are contingent upon educators' guidance and students' effective use of technology (Sumetchanthasiri et al., 2020).

If these challenges are not addressed, the implications are significant. Persisting academic underperformance, reduced motivation, and fragmented learning behaviors could undermine students' progression, mastery of key competencies, and readiness for future professional demands. Additionally, without strategic integration and monitoring, social media may widen disparities between students who can self-direct their learning online and those who cannot, potentially leading to inequitable academic outcomes. Therefore, it is essential to explore not only the current status and problems of academic performance but also practical approaches to developing and confirming the effectiveness of social media-based learning support among students at Southwest Jiaotong University Hope College.

Research Objectives

1. To examine the current status and problems of academic performance among students at Southwest Jiaotong University Hope College.
2. To develop students' academic performance through the use of social media at Southwest Jiaotong University Hope College.
3. To confirm the effectiveness of social media in enhancing students' academic performance at Southwest Jiaotong University Hope College

2. Literature Review

Academic Performance in Higher Education

Academic performance is widely regarded as a fundamental indicator of educational quality and student success in higher education institutions. Rather than being limited to examination scores or grade point averages, contemporary perspectives describe academic performance as a multidimensional construct encompassing knowledge acquisition, skill

development, critical thinking, learning behaviors, and students' ability to meet academic requirements effectively (York et al., 2019). Recent studies further emphasize that academic performance is closely linked to learning engagement, motivation, and students' capacity to participate actively in collaborative and self-directed learning environments (Richardson et al., 2020).

Despite its importance, many university students experience academic difficulties related to low motivation, weak self-regulation, and limited engagement, particularly in instructional contexts dominated by teacher-centered approaches (Credé et al., 2021). Such challenges may contribute to unsatisfactory learning outcomes, reduced academic confidence, and increased risk of disengagement from formal learning processes. Consequently, improving academic performance requires innovative instructional strategies that align with students' learning behaviors and expectations in the digital era.

Social Media in Higher Education Learning

Social media encompasses online technologies that allow individuals to generate, share, and engage with information while connecting within digital communities through immediate and interactive communication. Within higher education contexts, platforms such as Facebook, WeChat, YouTube, and online discussion forums have increasingly been adopted to support academic communication, resource dissemination, and collaborative learning activities (Tess, 2020).

Empirical research suggests that when social media is purposefully integrated into instructional design, it can enhance peer interaction, promote informal learning, and expand students' access to diverse academic resources (Manca, 2020). Social media-supported learning environments have also been shown to encourage active participation, timely feedback, and continuous communication between instructors and students (Davis et al., 2021). However, scholars caution that unstructured or excessive use of social media may result in distraction, cognitive overload, and diminished academic focus, thereby undermining learning effectiveness (Ainin et al., 2020).

Relationship Between Social Media and Academic Performance

Scholarly investigations have widely explored the association between social media usage and students' academic outcomes, though conclusions across studies are not entirely consistent. Evidence from several studies suggests that when social media is used for educational purposes, it can support students' comprehension, active participation, and academic success (Al-Rahmi et al., 2022). Conversely, other research highlights that frequent engagement in non-educational social media activities may contribute to ineffective time management and diminished academic performance (Leung & Lee, 2023).

Recent literature highlights that the impact of social media on academic performance is highly dependent on the manner in which it is used. Structured learning activities, clearly defined academic objectives, and active instructor guidance play a decisive role in determining whether social media contributes positively to learning outcomes (Sutherland et al., 2020). Accordingly, social media should be conceptualized as an instructional tool that requires pedagogical planning, rather than as a neutral communication medium.

Social Media and Learning in the Chinese Higher Education Context

In the Chinese higher education context, social media platforms particularly WeChat have become integral to academic communication and learning support. WeChat is frequently utilized for course announcements, discussion groups, sharing instructional materials, and facilitating interaction between instructors and students (Zhang & Li, 2021). Empirical studies conducted in Chinese universities demonstrate that WeChat-supported learning environments

can improve student participation, collaborative learning, and learning satisfaction when systematically embedded within course design (Wang et al., 2022).

Nevertheless, Chinese higher education institutions continue to face challenges related to examination-oriented learning cultures, high academic pressure, and variations in students' digital literacy. Without carefully designed instructional strategies, the use of social media alone may not result in meaningful improvements in academic performance (Liu & Chen, 2023). These challenges underscore the importance of developing context-specific models that align social media use with clearly articulated academic objectives.

Academic Performance Development at Southwest Jiaotong University Hope College

Southwest Jiaotong University Hope College operates within a rapidly digitalizing educational environment in which students are highly familiar with social media technologies. Despite widespread access to and use of these platforms, challenges related to academic performance persist, including inconsistent learning engagement, limited opportunities for collaborative learning, and reliance on fragmented or informal information sources. Although international research provides evidence of the potential benefits of social media in higher education, empirical studies focusing on private or applied colleges in China remain limited. In particular, there is insufficient research examining how social media can be systematically employed to enhance and confirm academic performance within the specific institutional context of Southwest Jiaotong University Hope College. This gap highlights the need for research that moves beyond general assumptions and provides empirically grounded models tailored to local academic conditions.

Research Gap

Based on the reviewed literature, several key gaps can be identified. First, academic performance continues to present challenges for university students in diverse higher education contexts. Second, while social media demonstrates potential as a learning support tool, its effectiveness is strongly influenced by the presence of structured implementation and pedagogical guidance. Finally, there is a notable lack of empirical research confirming the effectiveness of social media-based learning approaches in improving academic performance within Chinese higher education institutions, particularly at Southwest Jiaotong University Hope College.

Accordingly, this study seeks to address these gaps by examining the current status and problems of academic performance, developing academic performance through the structured use of social media, and confirming the effectiveness of social media-based learning interventions within this specific institutional context.

3. Research Methodology

Participants and Expert Panel

This study involved undergraduate students studying at Southwest Jiaotong University Hope College. Participants were drawn from academic programs in which social media could be meaningfully integrated as a learning support tool. A purposive selection approach was applied to include students who regularly used social media and were willing to engage in learning activities supported by online platforms. In addition, a panel of experts specializing in education, educational technology, and teaching and learning was invited to participate in the validation process to examine the appropriateness and effectiveness of the developed approach.

Research Instruments

This study utilized a combination of data collection tools, including questionnaires, semi-structured interview guides, and expert assessment forms. A five-point Likert scale questionnaire was developed to collect quantitative information on students' academic performance before and after participation in learning activities supported by social media. The instrument covered key dimensions such as learning comprehension, motivation and engagement, study-related behaviors, collaboration, and overall academic performance.

Qualitative insights were gathered through semi-structured interviews aimed at examining students' experiences and perspectives regarding the use of social media in learning contexts. In addition, expert assessment forms were constructed based on established evaluation principles, namely utility, feasibility, propriety, accuracy, and continuous improvement. Prior to data collection, all research instruments underwent expert review to ensure their validity and appropriateness.

Data Collection Procedures

Step 1: Analysis of Current Academic Conditions

The initial phase focused on identifying the existing status and challenges related to students' academic performance. A five-point Likert scale questionnaire was administered to participating undergraduate students to collect baseline information on learning understanding, motivation, engagement, study behaviors, collaboration, and overall academic performance. The findings from this stage informed the design of appropriate social media-based learning activities.

Step 2: Implementation of Social Media-Supported Learning

In the second phase, learning activities integrating social media were designed and implemented within selected courses. Social media platforms were utilized to facilitate communication, distribute learning materials, support online discussions, and promote collaborative learning. Instructors provided guidance and supervision throughout the process to ensure that social media use remained aligned with academic objectives.

Step 3: Post-Implementation Data Collection

Following the implementation, post-intervention data were collected using the same questionnaire to examine changes in students' academic performance. In-depth interviews were also conducted with selected students to obtain qualitative insights into their learning experiences, perceptions, and satisfaction with social media-supported learning.

Step 4: Expert Review and Validation

In the final phase, the research findings and the developed learning approach were submitted to the expert panel for evaluation. The experts assessed the approach based on utility, feasibility, propriety, accuracy, and potential for continuous improvement. Their feedback was incorporated to validate and refine the approach.

Data Validation

To enhance the credibility of the findings, data validation was carried out through triangulation. Quantitative results from questionnaires were compared with qualitative evidence obtained from interviews and expert evaluations. Expert judgment and student confirmation were used to verify the accuracy, usefulness, and appropriateness of the developed approach, thereby strengthening the trustworthiness of the results.

Data Analysis

Numerical data were analyzed using descriptive statistical methods to examine variations in students' academic performance prior to and following the intervention. Qualitative information obtained from interviews and open-ended items was analyzed using a content-based approach to extract common patterns and themes associated with learning

experiences and academic progress. The combined analysis of quantitative and qualitative results provided an integrated understanding of the role of social media in supporting improvements in students' academic performance.

4. Results

The research findings are reported in order of objectives as follows:

Results for Objective 1: Examination of the Current Status and Problems of Academic Performance

To achieve the first research objective, data were obtained from undergraduate students at Southwest Jiaotong University Hope College using both quantitative and qualitative approaches. Quantitative information was gathered through a structured questionnaire based on a five-point Likert scale, while qualitative insights were collected through in-depth interviews with selected students in order to obtain a clearer understanding of existing academic performance conditions and related challenges.

1. Current Academic Performance Status of Students

This section describes the overall academic performance of students at Southwest Jiaotong University Hope College. Questionnaire responses were summarized to illustrate students' academic performance across relevant dimensions. The analysis focused on identifying general performance levels and variations among students, providing an overview of their learning understanding, engagement, study behaviors, collaboration, and academic outcomes.

The findings indicate that students' academic performance was generally at a moderate level. Several areas requiring improvement were identified, particularly in learning engagement, academic motivation, learning strategies, and the depth of knowledge construction. These results reflect ongoing challenges faced by students in maintaining effective learning processes and achieving consistent academic outcomes.

Qualitative evidence obtained from student interviews further supported the quantitative findings. Students reported difficulties related to maintaining learning motivation, managing study time effectively, and sustaining active participation in learning activities. These challenges suggest that existing learning approaches may not sufficiently support students' academic needs, highlighting the importance of developing alternative strategies to enhance academic performance.

1.1 Learning Engagement

The quantitative findings indicated that students' learning engagement was at a moderate level ($\bar{X} = 3.41$, $SD = 0.72$). Students reported attending classes regularly and completing assigned tasks; however, active participation in discussions and sustained engagement during learning activities were limited.

This perception was confirmed through interviews. The interview data confirmed this finding. Several students stated that although they attended classes, their engagement was mainly passive.

One student explained, *"I usually listen to the lecture, but I do not often participate in discussions."* Another student noted, *"Sometimes I feel distracted during class because the activities are not very interactive."*

These statements support the quantitative results, indicating moderate but not optimal learning engagement.

1.2 Improving Learning Strategies

Students' use of learning strategies was rated at a moderate level ($\bar{X} = 3.36$, $SD = 0.75$). Most students relied on basic learning strategies, such as memorization and exam-oriented

preparation, while fewer students actively adopted self-directed or collaborative learning strategies.

This perception was confirmed through interviews. Interview findings reinforced this result. Students reported limited awareness of effective learning strategies.

One participant stated, *"I mainly study by reviewing notes before exams."*

Another student commented, *"I do not have a clear study plan, and I usually study alone."*

These insights confirm that students' learning strategies were functional but lacked depth and variety.

1.3. Academic Self-Efficacy

Academic self-efficacy was found to be at a moderate level ($\bar{X} = 3.44$, $SD = 0.70$). Students generally believed they could complete academic tasks but expressed uncertainty when facing complex or independent assignments.

This perception was confirmed through interviews. The qualitative data supported this finding.

One student stated, *"I am confident with simple tasks, but difficult assignments make me feel unsure."* Another participant mentioned, *"I often need guidance from teachers to feel confident."*

These responses confirm that students' self-efficacy was present but not strong.

1.4. Depth of Knowledge Construction

The depth of knowledge construction was reported at a moderate level ($\bar{X} = 3.32$, $SD = 0.77$). Learning activities were primarily focused on understanding theoretical concepts, with limited opportunities for analysis, synthesis, or real-world application.

This perception was confirmed through interviews. Interview data further explained this outcome. Students expressed that learning rarely involved problem-solving or critical thinking.

One student stated, *"Most of the time, we just learn the theory and prepare for exams."* A student further explained that *"learning activities rarely required the application of knowledge to real-life situations"*.

These statements confirm the limited depth of knowledge construction.

1.5. Perceived Academic Performance

Students' perceived academic performance was also at a moderate level ($\bar{X} = 3.47$, $SD = 0.68$). Students felt capable of meeting basic academic requirements but did not perceive themselves as achieving high academic performance.

This perception was confirmed through interviews.

One student remarked, *"My grades are acceptable, but I do not feel that I perform very well."* Another student stated, *"I think I can pass my courses, but I could do better with more support."*

These reflections support the quantitative results and indicate room for academic improvement.

Summary of Quantitative and Qualitative Confirmation

In summary, the quantitative findings across all five dimensions were consistently confirmed by qualitative interview data. The convergence of questionnaire results and students' interview responses demonstrates that the current academic performance of students at Southwest Jiaotong University Hope College was moderate, with clear potential for improvement. This triangulated evidence provides a strong empirical foundation for the subsequent development of academic performance through the use of social media.

2. Problems Affecting Academic Performance

This section examines key factors influencing students' academic performance at

Southwest Jiaotong University Hope College. Quantitative information was obtained using a five-point Likert scale questionnaire and analyzed through descriptive statistics, specifically the mean ($\bar{X}$) and standard deviation (SD). Qualitative evidence from in-depth interviews was employed to support and clarify the issues identified in the quantitative findings. The results are organized into five main dimensions.

2.1. Problems in Learning Engagement

The quantitative results indicated that problems related to learning engagement were at a moderate to high level ($\bar{X} = 3.58$, $SD = 0.74$). Students reported difficulties in maintaining attention during lectures, limited participation in classroom discussions, and low motivation to actively engage in learning activities.

This perception was confirmed through interviews. Interview findings strongly confirmed these issues.

One student stated, *"I often feel bored in class because there are few interactive activities."* Another student mentioned, *"Sometimes I lose focus during lectures, especially when the class is long."*

These responses indicate that insufficient engagement was a significant problem affecting academic performance.

2.2 Problems in Improving Learning Strategies

Problems related to learning strategies were found at a moderate level ($\bar{X} = 3.52$, $SD = 0.76$). Students reported a lack of effective study planning, limited use of self-regulated learning strategies, and difficulty adapting learning methods to different courses.

This perception was confirmed through interviews. Interview data further clarified these problems.

One student explained, *"I do not know which study method works best for me."*

Another student stated, *"I usually study only before exams, and I do not review regularly."*

These findings confirm that ineffective learning strategies hindered academic improvement.

2.3 Problems in Academic Self-Efficacy

Academic self-efficacy problems were reported at a moderate level ($\bar{X} = 3.46$, $SD = 0.71$). Students expressed uncertainty about their academic abilities, particularly when dealing with complex assignments or independent learning tasks.

This perception was confirmed through interviews. The interview results supported this finding.

One participant stated, *"When assignments are difficult, I doubt my ability to complete them."* Another student noted, *"I feel stressed when I have to study on my own."*

These statements indicate that limited academic confidence negatively affected students' performance.

2.4 Problems in Depth of Knowledge Construction

Problems related to the depth of knowledge construction were found at a moderate to high level ($\bar{X} = 3.61$, $SD = 0.78$). Students reported that learning activities emphasized memorization rather than critical thinking, analysis, or application of knowledge.

This perception was confirmed through interviews. Interview findings reinforced this issue.

One student commented, *"Most exams focus on remembering information, not understanding deeply."* Another student stated, *"We rarely have tasks that require problem-solving or real-world application."*

These responses confirm that shallow learning approaches limited knowledge

construction.

2.5 Problems in Perceived Academic Performance

Problems related to perceived academic performance were reported at a moderate level ($\bar{X} = 3.49$, $SD = 0.69$). Students expressed dissatisfaction with their academic outcomes and felt that their performance did not reflect their full potential.

This perception was confirmed through interviews. Qualitative data confirmed this perception.

One student stated, *"I feel that my grades do not truly show what I can do."*

Another participant remarked, *"I think I could perform better if the learning methods were more supportive."*

These insights indicate that perceived academic underachievement was a concern among students.

Summary of Problems Affecting Academic Performance

In summary, the problems affecting students' academic performance at Southwest Jiaotong University Hope College were evident across all five dimensions and were consistently confirmed by both quantitative and qualitative data. The convergence of questionnaire results and interview findings highlights critical issues related to engagement, learning strategies, self-efficacy, depth of learning, and perceived performance. These identified problems underscore the necessity of developing academic performance through innovative and student-centered approaches, such as the use of social media in learning.

Summary of Objective 1

The findings showed that students' academic performance at Southwest Jiaotong University Hope College was at a moderate level across all five dimensions. Although students were able to meet basic academic requirements, they experienced limitations in learning engagement, learning strategies, academic self-efficacy, and depth of knowledge construction. Both quantitative and qualitative data revealed that traditional learning approaches and limited interaction negatively affected academic performance. These results indicate a clear need for innovative learning strategies to enhance students' academic outcomes.

Results of Objective 2. Development of Academic Performance Using Social Media

The development of academic performance using social media resulted in three instructional models derived from the analysis of students' learning needs and implementation outcomes. Each model focuses on a distinct function of social media in enhancing academic performance and collectively supports students' learning engagement, learning strategies, academic self-efficacy, depth of knowledge construction, and perceived academic performance.

Model 1: Social Media for Resource Sharing

Model 1 emphasizes the use of social media as a platform for sharing learning resources to support students' access to academic content. In this model, instructors and students utilized social media to distribute lecture materials, supplementary readings, instructional videos, and academic announcements. The platform enabled students to access learning materials anytime and anywhere, reducing limitations related to time and location.

The results indicated that this model improved students' understanding of course content and supported self-paced learning. Students reported that having centralized and continuously available resources helped them review lessons more effectively and prepare for assessments. One student stated, *"I can review the learning materials whenever I need, which helps me understand the lessons better."*

This model primarily contributed to improving learning strategies and academic self-

efficacy by providing consistent academic support.

Model 2: Social Media for Collaborative Learning

Model 2 focuses on collaborative learning through social media. This model encouraged interaction among students through online discussions, group assignments, peer feedback, and knowledge exchange. Social media platforms were used to facilitate real-time and asynchronous communication, allowing students to share ideas, discuss course topics, and solve problems collaboratively.

The findings showed that this model significantly enhanced learning engagement and depth of knowledge construction. Students reported that collaborative discussions helped them clarify concepts and gain multiple perspectives.

One student commented, *"Discussing with classmates on social media helps me understand difficult topics better."* Another student stated, *"Group discussions make learning more interesting and active."*

This model promoted higher-order thinking skills and fostered a learner-centered learning environment.

Model 3: Social Media for Academic Support and Motivation

Model 3 highlights the role of social media in providing academic support and enhancing student motivation. This model involved continuous interaction between instructors and students, timely feedback, encouragement, and recognition of academic effort through social media platforms. Students were able to ask questions, receive guidance, and share learning achievements in a supportive online community.

The results demonstrated that this model strengthened students' academic self-efficacy and motivation to learn. Students expressed increased confidence and reduced learning anxiety. One student noted, *"I feel more confident because I can ask questions and get help quickly."* Another participant mentioned, *"Receiving encouragement from teachers and classmates motivates me to study more."* This model contributed to sustained engagement and positive learning attitudes.

Overall Development Outcomes

In summary, the development of academic performance using social media resulted in three complementary models: resource sharing, collaborative learning, and academic support and motivation. Each model addressed different aspects of academic development, and together they formed an integrated approach that effectively enhanced students' academic performance. The findings indicate that social media, when systematically designed and guided by instructors, can serve as a powerful tool for academic development in higher education.

To clearly present the outcomes of the development process, the results are summarized into three instructional models based on the use of social media to enhance academic performance. These models reflect different functions of social media in supporting learning, including resource sharing, collaborative learning, and academic support and motivation. The key purposes, activities, and academic outcomes of each model are presented in Table 1.

Table 1.: Models for Developing Academic Performance Using Social Media



Model	Purpose	Key Activities Using Social Media	Academic Performance Dimensions Enhanced	Key Outcomes
Model 1: Social Media for Resource Sharing	To improve access to learning materials and support self-paced learning	Sharing lecture notes, learning materials, videos, links, announcements, and supplementary resources via social media platforms	Improving Learning Strategies; Academic Self-Efficacy; Perceived Academic Performance	Students could review learning materials anytime and anywhere, leading to better understanding of course content and increased confidence in learning
Model 2: Social Media for Collaborative Learning	To promote interaction, collaboration, and knowledge exchange among students	Online discussions, group assignments, peer feedback, idea sharing, and collaborative problem-solving through social media	Learning Engagement; Depth of Knowledge Construction; Improving Learning Strategies	Students actively participated in discussions, developed deeper understanding, and enhanced critical thinking through peer interaction
Model 3: Social Media for Academic Support and Motivation	To enhance academic support, motivation, and learning confidence	Instructor feedback, question-and-answer sessions, encouragement, academic recognition, and learning support via social media	Academic Self-Efficacy; Learning Engagement; Perceived Academic Performance	Students reported higher motivation, reduced learning anxiety, and sustained engagement in academic activities

From Table 1. These three models are complementary and collectively contribute to the development of students' academic performance by addressing cognitive, behavioral, and motivational dimensions of learning.

Summary of Objective 2

In summary, the development of academic performance using social media resulted in three complementary models: resource sharing, collaborative learning, and academic support and motivation. Each model addressed different aspects of academic development, and together they formed an integrated approach that effectively enhanced students' academic performance. The findings indicate that social media, when systematically designed and guided by instructors, can serve as a powerful tool for academic development in higher education.

Results of Objective 3: Confirmation of Academic Performance Using Social Media

To achieve Objective 3, the confirmation of academic performance using social media was conducted through expert evaluation. A panel of experts in higher education, instructional design, and educational technology was invited to review the developed models. Their evaluation followed Stufflebeam's five criteria: utility, feasibility, propriety, accuracy, and cost-effectiveness. The experts provided detailed feedback on the applicability of social media in academic contexts, the beneficiaries of the models, and the expected academic outcomes.

1. The results of expert evaluation are presented as follows.

1.1 Utility

The experts evaluated the utility of social media-based learning as high. They agreed that the developed models were useful for enhancing students' academic performance, particularly in terms of learning engagement, access to learning resources, collaboration, and academic motivation.

The experts noted that social media effectively supported learning beyond classroom boundaries and responded well to students' learning behaviors in the digital era.

According to an expert, *"The models effectively illustrate the ways in which social media can facilitate meaningful learning and enhance students' academic performance"*

1.2 Feasibility

Regarding feasibility, the experts indicated that the use of social media for academic development was highly feasible in the context of Southwest Jiaotong University Hope College. They emphasized that social media platforms are already familiar to students and instructors, require minimal additional resources, and can be easily integrated into existing teaching practices.

An expert stated, *"The implementation of these models is practical and realistic, as it does not require complex technology or high investment."*

1.3 Propriety

The evaluation results showed that the models met the criterion of propriety. Experts agreed that the use of social media respected ethical standards, learner privacy, and appropriate academic conduct when guided by instructors and institutional policies. They highlighted the importance of clear guidelines for online communication and responsible use.

One expert noted, *"With proper guidelines, social media can be used appropriately and safely for academic purposes."*

1.4 Accuracy

In terms of accuracy, the experts confirmed that the models were theoretically sound and empirically supported by the research data. They agreed that the objectives, procedures, and evaluation methods were clearly aligned and that the findings accurately reflected the impact of social media on academic performance.

An expert remarked, *"The conclusions are consistent with the data and clearly demonstrate the academic benefits of social media-based learning."*

1.5 Cost-Effectiveness

The experts evaluated the cost-effectiveness of the models as high. They agreed that social media-based learning required low financial investment while producing meaningful academic benefits. Since most platforms are free or low-cost, the models were considered sustainable and suitable for long-term implementation.

One expert stated, *"The models provide high academic value with minimal cost, making them suitable for continuous use."*

Summary of Expert Confirmation

Overall, the expert evaluation confirmed that the developed social media-based models

were useful, feasible, appropriate, accurate, and cost-effective. The experts agreed that social media can effectively support academic performance development and provide tangible benefits to students and instructors. These confirmation results provide strong evidence supporting the effectiveness and sustainability of using social media to enhance academic performance in higher education.

2. Results of Student Confirmation Questionnaire Based on Stufflebeam's Five Evaluation Dimensions

To further assess the model's effectiveness, a student-based validation was performed. Participants completed a questionnaire using a five-point Likert scale, designed according to Stufflebeam's evaluation framework, following their engagement in social media-supported learning activities. The collected data were analyzed through descriptive statistics, including the mean ($\bar{X}$) and standard deviation (S.D.), with the findings summarized below.

2.1 Utility

The results indicated that students perceived the utility of social media-based learning at a high level ($\bar{X} = 4.18$, S.D. = 0.59). Students agreed that social media was useful for improving their understanding of course content, facilitating communication with instructors and peers, and supporting learning beyond the classroom.

The results indicate that students perceived notable improvements in their academic performance through the integration of social media into their learning.

2.2 Feasibility

Students rated the feasibility of social media-based learning at a high level ($\bar{X} = 4.12$, S.D. = 0.62). Most students reported that social media platforms were easy to use, accessible, and convenient for academic purposes. They also indicated that integrating social media into learning did not increase their learning burden.

These results confirm that social media-based learning is practical and suitable for implementation in the university context.

2.3 Propriety

The propriety dimension was evaluated at a high level ($\bar{X} = 4.05$, S.D. = 0.65). Students agreed that the use of social media for learning was appropriate and respectful, provided that clear guidelines and instructor supervision were in place. Students felt safe and comfortable participating in academic activities through social media platforms.

This finding indicates that social media-based learning can be conducted ethically and appropriately within an academic environment.

2.4 Accuracy

Students rated the accuracy of social media-based learning at a high level ($\bar{X} = 4.10$, S.D. = 0.61). They agreed that the learning activities aligned with course objectives and that the use of social media accurately supported their academic learning and performance. The findings indicate that students recognized a strong link between their engagement in social media activities and the achievement of learning objectives.

2.5 Cost-Effectiveness

The cost-effectiveness of social media-based learning was rated at a high level ($\bar{X} = 4.22$, S.D. = 0.58). Students indicated that social media platforms provided academic benefits without requiring additional financial costs, making them a valuable and sustainable learning tool.

This finding confirms that social media-based learning offers high academic value with minimal cost.

Summary of Student Confirmation Results

Overall, the student confirmation results demonstrated that the use of social media to enhance academic performance was positively evaluated across all five dimensions of Stufflebeam's evaluation framework. The consistently high mean scores indicate that students perceived social media-based learning as useful, feasible, appropriate, accurate, and cost-effective. These findings, together with expert validation, provide strong empirical evidence confirming the effectiveness of social media in developing academic performance at Southwest Jiaotong University Hope College.

Summary of Objective 3

The confirmation results demonstrated that the use of social media effectively enhanced students' academic performance. Both expert evaluation and student confirmation, based on Stufflebeam's five evaluation dimensions, indicated high levels of utility, feasibility, propriety, accuracy, and cost-effectiveness. Experts confirmed the academic value and practical applicability of the developed models, while students reported positive learning experiences and improved academic outcomes. These findings provide strong evidence supporting the effectiveness and sustainability of social media-based learning in higher education.

5. Conclusion

This study demonstrated that the academic performance of students at Southwest Jiaotong University Hope College was at a moderate level and faced several challenges related to learning engagement, learning strategies, academic self-efficacy, and depth of knowledge. In response, three social media-based instructional models resource sharing, collaborative learning, and academic support and motivation were developed to address these issues. The confirmation results, based on expert evaluation and student feedback using Stufflebeam's evaluation criteria, provided strong evidence that social media can effectively enhance academic performance in a practical, ethical, accurate, and cost-effective manner. Overall, the findings highlight the potential of social media as a sustainable and innovative learning tool for improving academic outcomes in higher education.

6. Discussion

Understanding the current status and underlying problems of students' academic performance is a critical foundation for designing effective instructional interventions. Without a clear diagnosis of existing learning conditions and challenges, efforts to enhance academic performance may fail to address students' actual needs. Therefore, this study first examined the current status and problems of academic performance among students at Southwest Jiaotong University Hope College, using both quantitative and qualitative approaches. The findings from this objective provide essential baseline evidence that informs the development and confirmation of academic performance improvement through the use of social media in subsequent objectives.

Objective 1: Current Status and Problems of Academic Performance

1. Discussion on the Current Status of Academic Performance

The findings revealed that the current academic performance of students at Southwest Jiaotong University Hope College was at a moderate level across all five dimensions. This result suggests that students were able to meet basic academic requirements but had not yet achieved high levels of engagement, deep learning, or academic confidence. From a theoretical perspective, this aligns with student engagement theory, which emphasizes that moderate

engagement often results from teacher-centered instruction and limited opportunities for active participation (Bond et al., 2020).

In addition, the moderate levels of learning strategies and depth of knowledge construction are consistent with self-regulated learning theory, which posits that students require structured guidance and feedback to develop effective learning strategies and higher-order thinking skills (Panadero, 2021). Recent studies have similarly reported that university students tend to adopt surface learning approaches when learning environments do not sufficiently promote reflection, collaboration, or the application of knowledge, particularly in technology-supported or lecture-dominated contexts (Kahu & Nelson, 2020; Trigwell et al., 2022). Therefore, the current status observed in this study reflects a common condition in higher education contexts where traditional instructional practices remain dominant.

2. Discussion on Problems Affecting Academic Performance

The identified problems affecting academic performance included limited learning engagement, ineffective learning strategies, moderate academic self-efficacy, shallow knowledge construction, and dissatisfaction with academic outcomes. These problems can be explained through social cognitive theory, which highlights the role of self-efficacy and learning environment in shaping academic behavior and performance (Bandura, 2021). When students lack confidence and receive limited opportunities for interaction, their motivation and learning outcomes are negatively affected.

Furthermore, the findings are supported by recent empirical studies indicating that insufficient interactive learning activities and an overreliance on lecture-based teaching can significantly reduce students' motivation and engagement in higher education settings (Martin & Bolliger, 2022; Bond et al., 2020). Research has also shown that the absence of collaborative and technology-supported learning environments limits students' ability to construct deep knowledge and apply concepts meaningfully (Alshammari et al., 2023). The interview findings in this study further confirm that although students frequently use social media in daily life, the lack of academic integration prevents them from fully utilizing digital tools to support learning.

Overall, these problems indicate a gap between students' learning needs in the digital era and existing instructional practices. If these issues are not addressed, students may continue to experience limited academic growth, reduced motivation, and underdeveloped higher-order thinking skills, underscoring the necessity for innovative approaches such as social media-based learning.

Discussion of Objective 2: Development of Academic Performance Using Social Media

The development of academic performance using social media in this study resulted in three distinct instructional models designed to respond directly to the learning conditions and problems identified in Objective 1. These models emphasize learner-centered learning, social interaction, and continuous academic support, which are consistent with constructivist learning theory and social learning theory. The findings suggest that social media can function not merely as a communication tool but as an integrated learning environment that enhances engagement, collaboration, and academic motivation. This result aligns with recent studies indicating that social media-supported learning environments can significantly improve academic performance in higher education contexts (Al-Rahmi et al., 2020; Chugh & Ruhi, 2021).

Model 1: Social Media for Resource Sharing focuses on using social media platforms as centralized channels for distributing learning materials, supplementary resources, and academic content. The discussion findings indicate that this model improves students' access to learning resources and supports self-directed learning. According to cognitive learning theory, repeated exposure to diverse learning materials enhances knowledge retention and

comprehension. This result is consistent with studies showing that social media-based resource sharing increases learning flexibility and supports individualized learning paths (Manca & Ranieri, 2020; Hamid et al., 2022). By reducing barriers to information access, this model helps students manage their learning more effectively and improves overall academic performance.

Model 2: Social Media for Collaborative Learning emphasizes interaction, discussion, and knowledge co-construction among students through group-based activities and online discussions. The findings demonstrate that collaborative learning via social media enhances critical thinking, deeper understanding, and peer-supported learning. This outcome aligns with social constructivist theory, which highlights learning as a social process constructed through interaction and shared meaning-making. Prior research confirms that collaborative learning facilitated by social media promotes engagement and academic achievement by encouraging active participation and collective problem-solving (Dabbagh & Ritland, 2020; Rasheed et al., 2021). This model directly addresses the previously identified problems of passive learning and limited classroom interaction.

Model 3: Social Media for Academic Support and Motivation highlights the role of social media in providing timely feedback, academic encouragement, and emotional support. The discussion reveals that continuous communication between instructors and students increases students' academic self-efficacy and learning motivation. This finding is consistent with self-determination theory, which emphasizes the importance of relatedness and supportive feedback in sustaining motivation. Recent studies have shown that social media-based academic support systems can enhance students' confidence, persistence, and academic outcomes (Broadbent et al., 2021; Limniou et al., 2023). Therefore, this model plays a critical role in sustaining long-term academic improvement and learner engagement.

Discussion of Objective 3: Confirmation of Academic Performance Using Social Media

The confirmation of academic performance using social media was conducted through triangulation, incorporating expert evaluation and student confirmation based on Stufflebeam's five evaluation dimensions: utility, feasibility, propriety, accuracy, and cost-effectiveness. This multi-perspective confirmation strengthened the credibility of the findings and provided comprehensive evidence supporting the effectiveness of the developed models.

Expert Confirmation Based on Stufflebeam's Five Evaluation Dimensions

The expert evaluation results indicated a high level of agreement across all five dimensions. In terms of utility, experts confirmed that social media-based learning models effectively addressed students' academic needs by enhancing engagement, access to resources, and learning interaction. This aligns with constructivist learning theory, which emphasizes meaningful learning through active participation and contextualized resources (Manca & Ranieri, 2020). Prior studies also support that social media can generate practical academic benefits when integrated with instructional design (Al-Rahmi et al., 2020).

Regarding feasibility, experts agreed that the models were practical and suitable for real implementation within higher education contexts, particularly in institutions with diverse student backgrounds. This finding corresponds with diffusion of innovation theory, which highlights ease of use and compatibility as key factors influencing adoption (Rogers, 2020). Recent research confirms that social media platforms are feasible learning tools due to their accessibility and familiarity among students (Chugh & Ruhi, 2021).

In terms of propriety, experts emphasized that the models adhered to ethical standards, academic norms, and learner protection, ensuring appropriate communication and responsible use of social media. This aligns with educational ethics frameworks and prior research indicating that guided and structured social media use supports safe and ethical learning environments (Limniou et al., 2023).

For accuracy, experts confirmed that the evaluation results reliably reflected students' academic improvement, as the data were collected through multiple methods and validated instruments. This finding supports evaluation theory, which stresses the importance of methodological rigor and data triangulation in confirming educational outcomes (Stufflebeam & Zhang, 2017). Recent studies also highlight that mixed-method evaluations enhance the accuracy of educational assessments (Rasheed et al., 2021).

Finally, regarding cost-effectiveness, experts agreed that social media-based learning models required minimal financial investment while yielding significant academic benefits. This result is consistent with economic evaluation theory in education, which emphasizes maximizing outcomes with limited resources. Studies have shown that social media provides a low-cost yet high-impact alternative to traditional learning technologies (Hamid et al., 2022).

Student Confirmation Based on Stufflebeam's Five Evaluation Dimensions

The student confirmation results further validated the effectiveness of social media in enhancing academic performance. In terms of utility, students reported that social media helped them better understand course content, access learning materials conveniently, and improve academic outcomes. This finding supports self-regulated learning theory, which emphasizes learner autonomy and resource accessibility as key contributors to academic success (Broadbent & Poon, 2020).

In terms of feasibility, students found social media to be user-friendly and seamlessly incorporated into their everyday learning activities. This observation is consistent with the Technology Acceptance Model (TAM), which emphasizes perceived ease of use as a key factor influencing technology adoption (Martin & Bolliger, 2022).

In terms of propriety, students expressed positive attitudes toward respectful communication, appropriate instructor guidance, and supportive peer interaction within social media learning environments. This finding aligns with social learning theory, which emphasizes learning through observation, interaction, and social norms (Bandura, 2020).

For accuracy, students confirmed that their perceived academic improvement corresponded with actual learning progress, including better comprehension, assignment performance, and examination preparation. This supports metacognitive theory, which highlights learners' ability to accurately reflect on their own learning outcomes (Schunk & DiBenedetto, 2020).

Finally, regarding cost-effectiveness, students acknowledged that social media-based learning reduced expenses related to learning materials and provided flexible learning opportunities without additional financial burden. This finding is consistent with recent studies showing that digital learning tools enhance learning efficiency while minimizing costs for students (OECD, 2021).

Overall Discussion Summary

In summary, both expert evaluation and student confirmation strongly support the effectiveness of social media in enhancing academic performance. The convergence of expert judgment and learner perception across all five evaluation dimensions provides robust evidence that social media-based learning models are educationally sound, practically feasible, ethically appropriate, accurate, and cost-effective. These findings reinforce the sustainability and applicability of social media as a strategic tool for academic performance development in higher education.

7. Suggestions

Policy Suggestions

Higher education institutions should establish clear policies that promote the systematic integration of social media into teaching and learning processes. Universities are encouraged to develop institutional guidelines that support ethical, responsible, and pedagogically sound

use of social media for academic purposes. Additionally, policy support should be provided for faculty development programs that enhance instructors' digital pedagogical competencies. Such policies will help ensure sustainable implementation and alignment with institutional academic goals.

Practical Suggestions

Instructors should actively integrate social media into course design to support resource sharing, collaborative learning, and continuous academic support. Learning activities should be structured with clear objectives, roles, and assessment criteria to maximize student engagement and academic outcomes. Moreover, institutions should provide technical support and monitoring mechanisms to ensure effective communication, learner participation

Suggestions for Future Research

Future studies should examine the long-term impact of social media-based learning models on academic performance across different academic disciplines and educational contexts. Further research may also employ experimental or quasi-experimental designs to compare social media-based learning with traditional instructional approaches

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