

STUDY OF HIGHER SECONDARY STUDENTS' ACCESS TO INTERNET AND ITS IMPACTS ON THEIR ACADEMIC ENGAGEMENT

*Dr Amitava Jana

Assistant Professor of Pailan College of Education.

Article Received: 04 June 2026, Article Revised: 24 June 2026, Published on: 14 July 2026

*Corresponding Author: Dr Amitava Jana

Assistant Professor of Pailan College of Education.

Doi: <https://doi-doi.org/101555/ijarp.1237>

ABSTRACT

The ubiquity of digital connectivity has altered classical educational structures, transforming how students acquire knowledge. While internet resources provide unprecedented learning opportunities, they simultaneously reshape student-teacher dynamics. **Objectives:** This study investigated the baseline relationship between higher secondary students' internet access and their academic engagement, evaluating the role of the internet as a moderating variable on student-teacher dynamics and academic performance. **Methodology:** Utilizing a quantitative case study design, data were compiled from a validated sample of $N = 300$ students (Grades 11 and 12) across four selected institutions in the South 24 Parganas district of West Bengal. Structural parameters were evaluated using descriptive statistics, Pearson product-moment correlation coefficients, and hierarchical regression analysis. **Results:** Descriptive metrics indicated substantial digital saturation, with a sample mean of 3.3 hours of daily internet consumption; notably, 66.3% of participants accessed the internet for 5 or more hours daily. Inferential models confirmed strong baseline links between teacher guidance and performance ($r \geq 0.920$). However, hierarchical regression verified that internet addiction acts as a significant negative moderator, where a one-unit increase in unguided digital reliance was associated with an approximate 42% reduction in students' dependence on instructor expertise. **Conclusion:** The study demonstrates that unmonitored web usage isolates students from traditional pedagogical frameworks, weakening the instructional authority of educators. It recommends the structural implementation of interactive blended learning curricula to preserve student-teacher alignment.

KEYWORDS: Internet Access, Academic Engagement, Student-Teacher Relationship, Secondary Education, South 24 Parganas, Hierarchical Regression.

INTRODUCTION

There exists a direct relation between internet usage and academics of any student. The increasing use of internet and its related technologies have brought a flood of opportunities for improving methods and techniques of knowledge gain. Before the internet and before all these advanced and quick ways of information, the teacher was the only source of knowledge besides books. And once the lecture was delivered it could not be accessed again. Modern techniques like e-learning, distance learning, and virtual lectures etc. use internet resources as a source of information and means of communication (Harb, 2011). Previous studies and research have proved that revolution of the internet has great influence on accomplishments and behaviours of students and the routine and character of educators has changed and improved (Giles, 2009). Kelly et al., (2007) characterize this paradigm shift of change in teacher's methods as, from student-teacher to teacher-facilitator framework. The Internet provides incomparable connection to the large population of students, and having them participate through a rather accustomed channel can prove to be a very effective method to transfer information and knowledge of different sorts e.g. academic routines, schedules, and news. It also provides teachers another effective and rather an enjoyable way to communicate with the students. This new method of communication also enables the educators to have discussions and get reviews from the students they teach. This development of internet and its use in education system gives birth to some interesting questions about student-internet connections and their influence on the student-subject relationship in practical life . Dissertation is being carried out in South 24 Parganas district in selected 4 schools of Higher Secondary level students.

Objectives of the Study

- To examine the significance of student-Internet Access relationship and students' academic engagement
- To examine the impacts of internet on student- subjects relationship and academic performance

Hypothesis

On the basis of objectives as outlined above, the following hypothesis have been formulated

H01: There is no significant relationship between student's Internet access & their academic engagement in school.

H02: There is no significant relationship between impacts of internet on student's subjects and their academic performance at higher secondary level.

Significance of the Study

The study has significant importance in the field of education. Student-Internet relationships are foremost in any discussion relating to the field of education. Education is the behavioural management field of study that offers knowledge and skills required to understand, define and 5 control students' inspiring behaviours, inside and outside of the classrooms. So, the study of student-internet relationship has great importance for the students, academics, and scholars of the Education field of study. The research on the student-Internet relationship and effects of social networks on this relationship is a very important as a topic of research itself. The ever-increasing use of social networking sites by students and teachers demands the investigation of its impacts on social lives and relationship of students and on their academics. And there is not very much research already done on these issues. The research and studies that are available have the very wide subject matter or have multiple purposes. This study is novel in its specific emphasis on particular aspects of the use of social networking sites that concern the relationship of the student with their teachers. While much research available focused on impacts of social networking sites on students and teachers. Yet these previous studies have provided different sources of information that backs this study. This study also has a lot of significance in the context of some schools of South 24 parganas, because of the fact that there is almost zero research done pertaining to subject matter of this research. The analysis and findings of this research will benefit both researchers and the educators of South 24 Parganas. There also are many implications of this study for the administrators and policymakers of educational institutes. The negative of positives findings of this research can help administrators formulate the policies about the communication and connection of students and teachers via social networking sites. This study also has significant importance for future researchers of this subject matter. The findings and conclusions of this study will act as a secondary source of information and literature for the future researchers.

RESEARCH DESIGN & METHODOLOGY

The purpose of this study is to examine the impacts of student-teacher relationship and internet use on the students' academics. This research is carried out in four schools selected

from different regions of South 24 Parganas. This makes this dissertation the case study of these four schools. According to Bryman (2015) in case study design data is gathered on a particular case or cases from a limited environment at a single point in time which aims the collection of quantifiable or numerical data in connection with two or more variables, and these variables and the data gathered is then examined to develop patterns of connection. In the case study design, quantitative method of data collection is selected to gather the data from four schools. The quantitative method enables the researcher to use open-ended questionnaires and data gathered from these questionnaires can be converted into quantifiable terms and values which is easier to analyze through computer applications and has low margins of human errors. The reasons to choose the quantitative method of data collection are; the high volume of data required for this study and the anonymity of the participants. The data is gathered from the students of the schools and some questions in the questionnaire are sensitive towards the student-teacher relationship, which students might not have been comfortable answering in face-to-face interviews, which could, as a result, affect the reliability and validity of the data, gathered. The questionnaire is designed in a way to protect the identity of the participant's students were very relaxing and comfortable filling the questionnaires honestly, consequently, safeguarding the validity and reliability of data gathered.

Population and Sampling

Population The entire set of objects or people is the focus of the research about which the researcher determines some characteristics (Bless, Smith and Kagee, 2006). For the proposed study population is the entire population of students enrolled in four schools of South 24 Parganas. The schools are: Namkhana Union High School, Debnagar High School, Rajnagar High School, Namkhana High School at South 24 Parganas.

Dissertation Sample For the proposed study, the sample selected is the students enrolled in grade 11,12 in the four selected schools of study. Students that participated in this study are ranging between the age group of 18-16. The intended sample size for this research was 100. The 100 questionnaires from each school but after the scrutiny of the filled questionnaires only 300 were included in the study, which represented 75 from each school.

Following table shows the sample size from each school and grade separately.

	11TH A	11TH B	12TH A	12TH B	TOTAL SAMPLE
NAMKHANA UNION	20	20	16	19	75
DEBNAGAR HIGH	18	222	16	19	75

RAJNAGAR HIGH	20	20	18	17	75
NARAYANPUR HIGH	19	21	21	14	75

Data Analysis and Findings

In the data analysis chapter, explanation of statistical techniques and result derived from the application of these techniques explain the conclusion of the research. In this research, regression analysis is the main test that offers insights into variable significance.

The primary hypothesis of the study is: H_{01} : Teacher-student relationship has a significant relationship with the academic engagement of student in schools. Internet is a moderating variable in this study i.e. an outside variable that disturbs the relation of dependent and independent variables of study and therefore, the regression also tests the following assumption;

H_{02} : Internet has a moderating impact on students' Academic engagement and teacher's student relationship in schools.

Data Analysis, Interpretation and Discussion:

In part 1, of data analysis, initial testing and demographic analysis will explain the findings. The initial testing means descriptive stat, that counts standard deviation, mean, minimum and maximum value for each variable. In addition, correlation analysis offers insights to correlation among the variables that describe if we can continue with regression or not. Demographic analysis is the main part of this section as it explains the characteristics of the sample collected.

The calculation of mean suggests the average value of observation while the standard deviation shows the distribution of values from mean. It shows the descriptive stats for each variable. Mean may not predict anything in case of age, grade, and school as the variable were qualitative. Therefore, we exclude an explanation of mean for these variables. However, the mean computed for average daily hours spent on the internet is 3.3 which means on an average student spent maximum 3.3 hours using the internet. Similarly, the other variables can be interpreted in a similar way i.e. the observations have high values from the 11th -grade student, however, equal from all schools. In addition, the interpretation of other variables relies on mean value as they are quantitative variables. The average score of teacher's expertise is 13.1 and so on for other variables.

Descriptive Statistics

Table 4.2-2: Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Age Group	300	1.00	2.00	1.3567	.47982
Grade	300	1.00	5.00	3.2300	1.49819
School	300	1.00	4.00	2.5000	1.11990
Daily hours spent on Internet	300	1.00	4.00	3.3667	1.00445
Teacher expertise	300	5.00	15.00	13.1115	2.14985

Student trust	300	3.00	15.00	12.3903	3.56497
Self confidence	300	4.00	10.00	8.6245	1.46740
Student motivation	300	4.00	10.00	8.6245	1.46740
Academic success	300	4.00	10.00	8.6245	1.46740
Internet as knowledge source	300	13.00	35.00	30.0037	5.37996
Internet as communication tool	300	13.00	35.00	30.3643	5.00310
Valid N (listwise)	300				

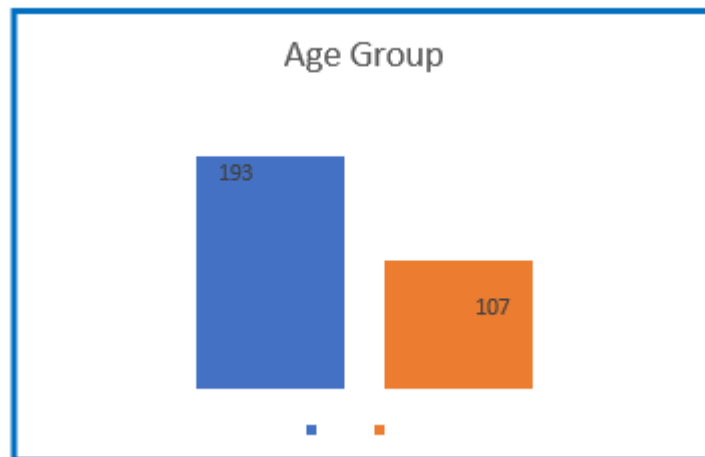
Descriptive statistics is the statistical calculation of frequency distribution

Demographic Analysis

The demographic analysis explains the characteristics of each variable. The demographic variables for this study are four. The first variable is age group. The students targeted were from only two groups among which most of the students were aging 16-17 i.e. 64% of the entire population. The sample collects 35% of the student aging 17-18. Table presents the tabular analysis where it shows that the complete cases in this variable were 300 among which 63% from 17-18 and 35.7% from 17-16. It illustrates the bar chart for the same variable.

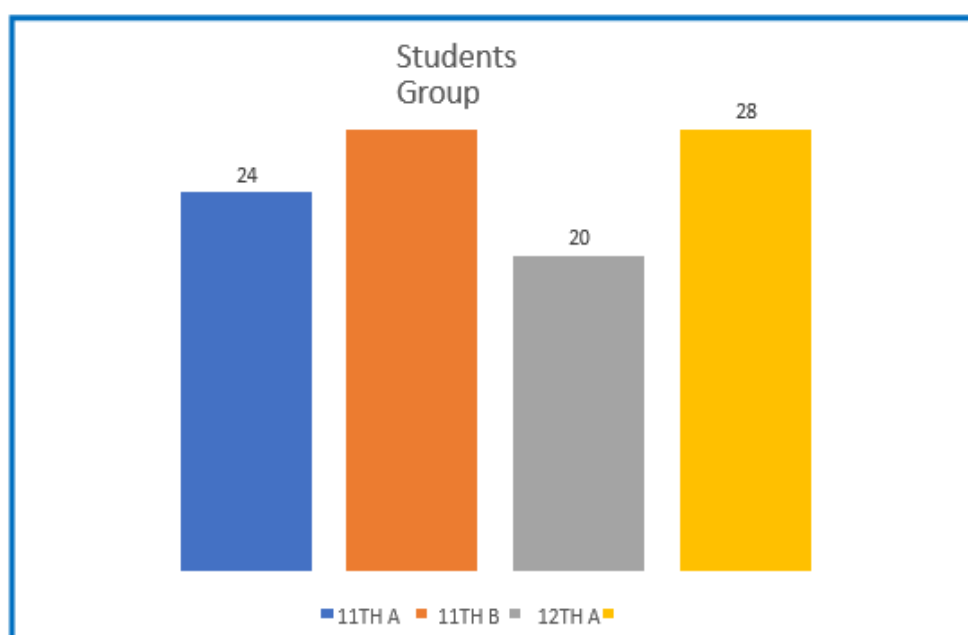
Age Group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 16 – 17	193	63.3	64.3	64.3
17- 18	107	35.1	35.7	100
Total	30	100		



The second demographic variable is a grade of students i.e. their current year of study. The data was collected from 11th to 12th -grade student who has sound knowledge of internet and can respond reasonably to the questions. The largest sample collected from the 12th -grade student i.e. 90 students and 30% of entire population. The sample from 11th A grade is 63 (21%), the 11th B - grade student is 56 (18.7%), 12th A -grade student is 52 (17.3%), and 12th B grade is 39 (13%) as present in below

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 11 th A	74	24	24	24
11 TH B	85	27.2	28	38.3
12 TH A	61	19.8	20	51.3
12 TH B	80	28.0	28	100
TOTAL	300	100	100	



The students were asked to highlight the frequency of using internet on daily basis. The average usage of internet is 3 hours whereas the students use internet for more than 5 hours. The sample collected shows that the students are using internet for five or more hours (N= 199, 66.3%), 4 hours (N= 12.8, 13%), 3 hours (N= 35, 11.7%) and 2 hours minimum (N= 27, 9%). Table 4.2- 5 and figure 4.2-7 presents the tabular and graphical distribution of data frequencies respectively.

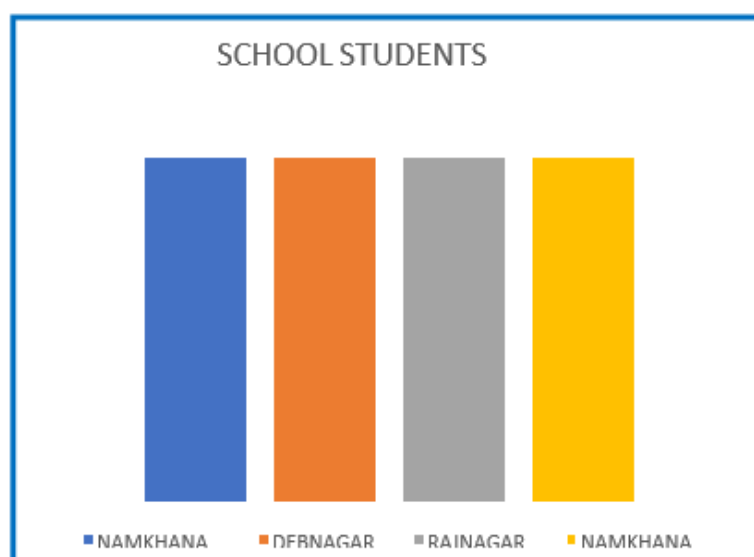
Table 4.2-5: Daily Internet Use.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2 hrs	27	8.9	9.0	9.0
	3hrs	35	11.7	11.7	20.7
	4 hrs	39	12.8	13.0	33.7
	5 or more	199	65.2	66.3	100.0
	Total	300	98.4	100.0	

Figure 4.2-7: Daily internet consumption

The samples were selected from four different schools and hence, the samples are equal from each school i.e. 75 from all schools as present in below table

	Frequency	Percent	Valid Percent	Cumulative Percent
NAMKHAN UNION	75	25	25	25
DEBNAGAR HIGH	75	25	25	50
RAGNAGAR HIGH	75	25	25	75
NAMKHANA HIGH	75	25	25	100
	300	100	100	



Correlation Analysis

Correlation analysis is the analysis of correlation that describes the significance of the variables. The condition is that each variable must have .50 significances of higher to be qualified as significant. In this research, we have computed correlations for four samples independently. The variables were first applied computation as of statistical procedure. After adding the relevant variables, a new variable was formed i.e. dependent, independent and moderating variable. The correlation stats are applied to computed variables.

Sample 1: NAMKHANA UNION From sample 1,

we analyze that the significance or correlation among variable is high. Academic performance is .967 significant to student-teacher relationship whereas its significance to the internet in 1. This suggests internet has a higher moderating impact on both dependent and independent variables in case of sample one i.e. Al NAMKHANA UNION The Correlation chart of sample one is present in table.

		student teacher relationship	academic performance	internet
student teacher relationship	Pearson Correlation	1	.967	.968
	Sig. (2-tailed)		.000	.000
	N	54	54	54
academic performance	Pearson Correlation	.967	1	1.000
	Sig. (2-tailed)	.000		.000
	N	54	54	54
internet	Pearson Correlation	.968	1.000	1
	Sig. (2-tailed)	.000	.000	
	N	54	54	54

Sample 2: DEBNAGAR HIGH SCHOOL

From sample 2, we analyze that the significance or correlation among variable is high. Academic performance is .969 significant to student-teacher relationship whereas its significance to the internet in 1. This suggests internet has a higher moderating impact on both 40 dependent and independent variables in case of sample one The Correlation chart of sample one is present in table 4.3-8:

		student teacher relationship	academic performance	internet
Student teacher relationship	Pearson Correlation	1	.969	.969
	Sig. (2-tailed)		.000	.000
	N	65	65	65
academic performance	Pearson Correlation	.969	1	1.000
	Sig. (2-tailed)	.000		.000
	N	65	65	65
internet	Pearson Correlation	.969	1.000	1
	Sig. (2-tailed)	.000	.000	
	N	65	65	65

Sample 3: RAJNAGAR HIGH School, Ajman From sample 3, we analyze that the significance or correlation among variable is high. Academic performance is .920 significant to student-teacher relationship whereas its significance to the internet in 1. This suggests internet has a higher moderating impact on both dependent and independent variables in case of sample one iThe Correlation chart of sample one is present in table below.

Table 4.3-9: Sample 3 Correlations

		student teacher relationship	academic performance	internet
student teacher relationship	Pearson Correlation	1	.920	.920
	Sig. (2-tailed)		.000	.000
	N	75	75	75
academic performance	Pearson Correlation	.920	1	1.000
	Sig. (2-tailed)	.000		.000
	N	75	75	75
internet	Pearson Correlation	.920	1.000	1
	Sig. (2-tailed)	.000	.000	
	N	75	75	75

Sample4: NAMKHANA HIGH SCHOOL

From sample 2, we analyze that the significance or correlation among variable is high. Academic performance significance to student-teacher relationship is 1 whereas its significance to the internet in .972. This suggests internet still has a higher moderating impact on both dependent and independent variables in case of sample one i.e. NAMKHANA UNION The Correlation chart of sample one is present in table 4.3-10:

Table 4.3-10: Sample 1 Correlations

		student teacher relationship	academic performance	internet
student teacher relationship	Pearson Correlation	1	.972	.972
	Sig. (2-tailed)		.000	.000
	N	75	75	75
academic performance	Pearson Correlation	.972	1	1.000
	Sig. (2-tailed)	.000		.000
	N	75	75	75
internet	Pearson Correlation	.972	1.000	1
	Sig. (2-tailed)	.000	.000	
	N	75	75	75

In sum, the correlations from sample 1-3 show higher internet influence both variables, whereas in sample 4 the moderator has a slightly lower impact in comparison to a significant relationship between the academic performance and student-teacher relationship.

DISCUSSION OF RESULTS

The results from all sample suggest that internet has a significant impact on dependent and independent variable. This means that the use of internet in schoolchildren can decrease the relationship with their teachers as a source of knowledge provider and hence have a negative impact on academic performance. The study aims to analyze the impact of internet use on academic performance and student teacher relationship. In previous studies and practical terms, the student-teacher relationship in a positive way helps the student to improve his academic performance. However, with the prevalence of internet students are less dependent on teachers and therefore, the relationship between student and teacher is weakening. This suggests that internet is playing the role of teachers and therefore, the student's no longer seek teacher's expertise and trust his guidance as they trust internet as a knowledge source and communication tool. The results clearly indicate that teacher-student relationship is direct and significant to student's teacher relationship, however, with the introduction of internet use, the relationship is weakening. The results were similar in all four samples i.e. no sample shows distinctive results. The collective result of this study is that internet is negatively influencing the student-teacher relationship and academic performance.

CONCLUSION

This study focuses on student-teacher relationship and its impact on the academic success of the student. The aim of the study was to find the relationship between academic success and

student-teacher relationship. The study applies a quantitative methodology. The study is a cross-comparison of schools. It analyses the data collected from four different schools in South 24 Parganas. The aim was to analyze the moderator impact of the internet on academic performance and the teacher-student relationship. This study provides an overview of how teacher-student relationship is significant to academic performance and the role of internet use for academic purpose influencing the academic success. In views of Adeyele and Yusuff (2012) student-teacher relationship plays a vital role in the academic success of student as well as on student's motivations for his life. The study explored the literature review providing relevant theories, constructs, and themes. The study contends the results of previous literature and concludes that the authoritative role of teacher over students is justified, as the teacher is superiors in knowledge, status, position, and supremacy. As per earlier studies, the student-teacher relationship is lifelong and it has positive impacts on student's academic life. The students are more successful when constructive and helpful relations with teacher exist (Adeyele & Yusuff, 2012). However, in the age of the internet, the knowledge source and communication tool for the next generation has altered several aspects of academic life.

Students are no longer found indulge in positive academic activities and they are least considering teachers as a source of information provider. This study analyses the student-teacher relationship and academic performance of student significance and concludes that in all four sample, the relationship is positive and direct. This validates the results of previous studies in the context of student-teacher relation and academic performance of the student. However, the study in an attempt to analyze the current scenario of internet use, suggests that more the use of the internet will decrease the student-teacher relationship to have an excellent academic performance. This study suggests that student teacher relationship is significant for students for a successful academic life, however; the use of internet has changed the game. 57 Students now have started using the internet as a source of knowledge provider and communication tool for their

academic help. They rely less on teacher's expertise and support. There is a transition in student-teacher relationship and internet is the factor that aids this transition (Banks et al., 2005). In today's academic world, the role of teaching has transformed a lot. Teaching that once depended on effective curriculum and student's social and academic motivations are now transformed. The more addiction of internet is causing the students to follow their desired readings and helping materials provided by the internet. This shows that teachers are lacking control on what student seek advice from or source of helping material (Harb, 2011).

Past examinations and research have demonstrated that use of the web has an extraordinary impact on achievements and practices of students and the routine and role of teachers has changed (Giles, 2009). Kelly et al., (2007) portray this change in perspective of progress in educator's techniques as, from instructor to educator facilitator system. The Internet gives a unique association with the extensive populace of students, and having them take part through a fairly acclimated channel can end up being an extremely compelling technique to exchange data and learning of various sorts e.g. scholastic schedules, timetables, and news. It likewise gives instructors another successful and rather a charming method to speak with the students. This new strategy for correspondence likewise empowers the instructors to have discourses and get audits from the students they educate. This advancement of web and its utilization in training framework brings forth some fascinating inquiries concerning understudy instructor associations on SNSs and their impact on the understudy educator relationship in viable life and then again the impact of understudy instructor relationship on understudy instructor associations on SNSs. The extremely casual and honest tone of SNS correspondence can bring about numerous unfortunate results in the understudy instructor relationship that is the reason in numerous nations, correspondence through informal communication locales among students and educators has prohibited. The study finds the relations between student-teacher relationship and academic success of the student, and internet impact on it. However, the explanation of key findings provides more detail.

Key Findings

The study collected data from four different sampled schools. The case analysis of each school is similar. This is because the sample includes the similar characteristic of each population. For example, the student's age and grade were similar. The students enrolled in 11thA, 11thB, 12thA, 12thB grade were the population of this study. The students were asked simple questions so they can properly answer. The researcher selects 75 complete cases from each school and performs statistical analysis. The descriptive analysis provides an overview of variables i.e. the nature of variables as quantitative and mean values. The correlation analysis suggests the correlations between dependent, independent and moderating variables. The correlation in each sample was above 0.50 which suggests that the variables are a good fit for regression testing. The regression testing provides the test of the main assumption of the study. The assumption of study is that there is significance between academic performance and student-teacher relationship. In addition, the study assumed that internet has a moderating impact on this relationship. Since the study does not assume the type of impact,

the results of study clarify negative impacts of internet use. It was found that internet has a negative impact, which means it decreases the student-teacher relationship for achieving academic success. The previous literature can support the results of the study. As supported by Bovill et al. (2011), students should assume a dynamic part in the learning procedure. For this situation, the conventional strategy for educating has not advanced as the students and educators assume a complementary part to each other.

Therefore, there exists significance in student-teacher relationship to achieve academic success. The social development theory has support to the results of a study in the context of the internet use as a determinant of the instructional outline created for empowering or debilitating the cooperation and coordinated effort of students. The steady culture and conventions inside nature offer a massive commitment to the psychological procedures of students. Additionally, in the setting of the second idea of the hypothesis, it exhibits the degree in which the social communication between the educators and students through the web can add to improvement guided by an able person (Shabani et al. 2010). However, our results suggest that the internet use is decreasing the student-teacher relationship. It is, therefore, assumed that students do not utilize the internet as means of communication to the teacher, rather they depend on the internet for guidance.

Shabani et al. (2010), this speaks about what the students could learn autonomously and what they cannot realize without the help of others. The gap filled by the utilization of web and different aspects of present-day innovation is leading to weakening the student dependency on teachers. Furthermore, Mills (2011) noticed that the social advancement hypothesis predominant structure is established on the limit of social cooperation assuming a basic part in perception improvement. This implies the students should effectively take an interest in making a powerful learning condition. They should be in a place of responding the learning procedure by offering responses, remarks or criticism to their instructors. However, the result of the study suggests that students are utilizing the internet as a source of connection to their teachers. Therefore, the internet is influencing this relationship as a one-unit increase in internet use can decrease the chances of trust on teacher's expertise by approximately 42% in all samples. As substantiated by Risse (2007), the social constructivism contends to the possibility that learning is a social practice that occurs on an occasion people work cooperatively. For this situation, in teacher-student connections, students tend to assemble information for disguising from unmistakable sources in their condition. These sources can be comprehensive of electronic and print sources, direct encounters and frequently an instructor in the customary part of information supplier. By and by, the part of an educator

should not be constrained to that of the supplier of learning, however, ought to similarly be comprehensive of features of instructing, managing and encouraging. This implies the internet use has either positive or negative influence the current connection between the educators and students. Therefore, the study of Risse (2007) is valid and this study supports the internet use as negatively influencing student-teacher relationship and academic success in schools of South 24 Parganas.

RECOMMENDATIONS

The study has few recommendations for designing the academic settings. In the key findings above, it is true that education is a social development of student and teacher plays a significant role in overall student's life. Therefore, there need significant measures to be taken such as increasing the attention teacher gave to a student. The main recommendation of this study is that the teachers must engage students in activities where they depend directly on teacher's 60 support more. This will help in reducing internet use. In addition, this will help teachers in controlling student's source of helping material. Engaging student's more in physical activities rather than letting them find the solutions themselves can help reduce the use of the internet. The study is applicable to the students of secondary schools and therefore, they are not in the age of maturity to understand the positive use of the internet. In addition, parents do not allow students to use internet much and whenever they get the time they can use the internet for entertainment. Therefore, the study recommends teachers and academic policymakers to design the study curriculum that engages student directly with teachers and promote a healthy student-teacher relationship. This will help in the positive development of the student in the context of academic success and social life. This also suggests that teachers will continue to play their role and internet cannot take over their role in society.

Implications

This study is applicable to students above primary education. The study implies that the students in their academic career need advice and help. Teachers are the source of help for a student at an early age.

Internet, on the other hand, has negative impacts on student-teacher relationship. Since students are naïve and do not know the positive use of the internet, the internet use can influence student's academic and social development. The study implies that the teachers have a critical role in student's personal development in all aspects and therefore, for

academic perspectives, students must rely more on teachers.

REFERENCES

1. Adeyele, J. S., & Yusuff, Y. S. (2012). Effect of teaching method, choice of discipline and student-lecturer relationship on academic performance. *Journal of Economics and Sustainable Development*, 3(7), 1-7. Alexander, S., Ellis, D., & Mendoza-Denton, R. (2007).
2. Alrashidi, O., Phan, H. P. (2016). Assessing the undergraduate experience in the postmodern university: SERU Project Symposium
3. Alshahrani, S. (2013). Academic Engagement: An Overview of Its Definitions, Dimensions, and Major Conceptualisations. *International Education Studies*, 9(12), 41.
4. Baker, R., Walonoski, J., (2008). The impact of website use on students' perception of the student lecturer relationship within higher education in Saudi Arabia (Doctoral dissertation, University of Huddersfield).
5. Banks, J., Cochran-Smith, (2005). Why students engage in " gaming the system" behaviour in interactive learning environments. *Journal of Interactive Learning Research*, 19(2), 185.
6. Bell, E., & Bryman, A. (2007) Teaching diverse learners. Preparing teachers for a changing world: What teachers should learn and be able to do, 2005, 232-274.
7. Bless, C., Higson-Smith, C.,(2006). The ethics of management research: an exploratory content analysis. *British Journal of Management*, 18(1), 63-77.
8. Bovill, C., & Bulley, C. J. (2011). *Fundamentals of social research methods: An African perspective*. Juta and Company Ltd.
9. Bowen, G. L. (2009). A model of active student participation in curriculum design: exploring desirability and possibility.
10. Boyd, D. M., & Elision, N. B. (2007). Preventing school dropout: The eco-interactional developmental model of school success. *The Prevention Researcher*, 16(3), 3-9.
11. Bridgman (1927) cited in Wendt, D.C. (2014). In *Encyclopaedia of Critical Psychology* (pg. 1283-1289). Timeline of the launch dates of many major Social Networking Sites.
12. Bryman, A. (2015). *Social research methods*. Oxford university press. Cornelius-White, J. (2007).
13. Cox, A., & Williams, L. (2008) Learner-centered teacher-student relationships are effective: A meta-analysis. *Review of educational research*, 77(1), 113-143.
14. Creasey, G. Jarvis, P., & Knapcik, E. (2009) The roles of perceived teacher support,

- motivational climate, and psychological need satisfaction in students' physical education motivation. *Journal of sport and exercise psychology*, 30(2), 222-239.
15. Drake, G. (2014). A meta-analytic review of experiments examining the effects of extrinsic rewards on intrinsic motivation.
 16. Durlak, J. A., Weissberg, R. P., (2011). The ethical and methodological challenges of social work research with participants who fear retribution: To 'do no harm'. *Qualitative Social Work*, 13(2), 304-319.
 17. Ellison, N. B., Steinfield, C.(2007). The impact of enhancing students' social and emotional learning: A meta-analysis of school- based universal interventions. *Child development*, 82(1), 405-432.
 18. Fernyhough, C. (2008) The benefits of Facebook "friends:" Social capital and college students' use of online social network sites. *Journal of Computer- Mediated Communication*, 12(4), 1143-1168.
 19. Fewkes, A. M., & McCabe, M. (2012) Getting Vygotskian about theory of mind: Mediation, dialogue, and the development of social understanding. *Developmental review*, 28(2), 225-262.
 20. Fox, E., & Riconscente, M. (2008). Teacher use of prosocial and antisocial power bases and students' perceived instructor understanding and misunderstanding in the college classroom. *Communication Education*, 61(1), 67-79.
 21. Giles, D. L. (2008) Metacognition and self-regulation in James, Piaget, and Vygotsky. *Educational Psychology Review*, 20(4), 373-389.
 22. Goodboy, A. K., & Bolkan, S. (2011) Exploring the teacher-student relationship in teacher education: A hermeneutic phenomenological inquiry (Doctoral dissertation, Auckland University of Technology).
 23. Gordon, M. (2009). Student motives for communicating with instructors as a function of perceived instructor power use. *Communication Research Reports*, 28(1), 109- 114
 24. Harb, Z. (2011) Toward a pragmatic discourse of constructivism: Reflections on lessons from practice. *Educational studies*, 45(1), 39-58.
 25. Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112. *Revolutions and the social media effect*. *M/C Journal*, 14(2).
 26. Lamborn, S., Newmann, F., & Wehlage, G. (1992). The significance and sources of student engagement. *Student engagement and achievement in American secondary schools*, 11-39.
 27. Leithwood, K., Patten, S., & Jantzi, D. (2010). Testing a conception of how school

- leadership influences student learning. *Educational Administration Quarterly*, 46(5), 671-706.
28. Lessard, A., Poirier, M., & Fortin, L. (2010). Student-teacher relationship: A protective factor against school dropout?. *Procedia-Social and Behavioral Sciences*, 2(2), 1636-1643.
29. Lincoln, S. R. (2009). *Mastering Web 2.0: transform your business using key website and social media tools*. Kogan Page Publishers. Martin, A. J., & Dowson, M. (2009). Interpersonal relationships, motivation, engagement, and achievement: Yields for theory, current issues, and educational practice. *Review of educational research*, 79(1), 327-365.
30. Mazer J. P., Murphy, R. E., & Simonds, C. J. (2007). I'll see you on "Facebook": The effects of computer-mediated teacher self-disclosure on student motivation, affective learning, and classroom climate. *Communication Education*, 56(1), 1-1