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Effects of Social Media on Academic Performance of The Students

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Abstract

Social media has become an integral part of students' daily lives, significantly influencing their academic activities and learning behaviors. The rapid growth of platforms such as Facebook, WhatsApp, Instagram, YouTube, and X (formerly Twitter) has transformed communication, information sharing, and collaboration among students. While social media offers educational benefits such as access to learning resources, peer interaction, academic networking, and collaborative learning, its excessive and uncontrolled use may negatively affect students' academic performance. Issues such as distraction, reduced concentration, time mismanagement, addiction, and decline in study habits are commonly associated with prolonged social media engagement. This study examines the effects of social media on the academic performance of students by analyzing both its positive and negative impacts. The research aims to assess how social media usage patterns influence students' grades, study routines, and overall academic achievement. The findings are expected to provide insights for educators, parents, and policymakers to develop strategies that promote the effective and responsible use of social media for educational purposes while minimizing its adverse effects on academic performance.

Keyword: Social Media, Academic Performance, School Students

Introduction

Social media networking is the most popular way of communication. Users come from all walks of life and use it. The general population has embraced social media. Instagram, Facebook, Pinterest, Google+, LinkedIn, Snapchat, Vine, and Tumblr are just a few of the many online networking sites. Social media is the most rapidly expanding form of association due to its ability to disseminate useful information at a rapid pace. While social media has altered many industries, its influence on classroom instruction and the educational system as a whole has been profound. There has been a lot of buzz about incorporating digital tools into classrooms recently. It is usual for administrators and faculty to look into ways to make sure the

school is up-to-date, relevant, and can turn out graduates with skills that are in demand in the workforce. As they go about college life, students often have extremely advanced electronic devices on hand. The fact that these pupils have utilized their smartphones for anything other than learning shows that there is a significant chasm. Colleges and universities care that their faculty and students are proficient in using technology to learn and teach. For the sake of both academics and socializing, students often use online spaces known as "social media networks" to make new friends, share information, and communicate with existing ones. With the proliferation of successful mobile applications, social media networking is rapidly becoming a dominant form of online communication.

Social Media

In order to build online communities and facilitate the flow of ideas, information, images, and videos, students are increasingly turning to social media platforms. Using social media as a teaching tool has been a hotly debated subject for a while now. Concerns about potential negative consequences have kept many parents and teachers from allowing students access to social media in the classroom. The global reach of social media is expanding at a rapid pace. More and more people, both young and old, are signing up for social networking sites like Facebook, MySpace, Skype, WhatsApp, and Twitter in order to communicate with people they don't know. For knowledge workers, social media is a great way to expand the breadth and depth of their professional networks, as well as a community resource for finding experts, sharing information, and working together to create new material. Researchers can tap into a wealth of knowledge and contacts beyond their usual social circle through social media networking. One example of a research-focused social media site is ResearchGate. Through the use of social media, educators are better able to encourage students to think critically and build a learning community outside of traditional classroom boundaries. A teacher's Facebook page revealed a wealth of information, hinted at increased motivation and affective learning, and suggested that students had a favorable impression of both the class and the instructor. Educators can also use social media to build professional relationships, share ideas, and establish their own professional identity through debate and collaboration. Educators may find useful information and resources on social networking sites, which could improve their ability to handle particular situations. More so than that, students might just feel at ease.

Social Media in Education

There is a lot of value in social media networking for higher education because of the sharing and creating of knowledge it facilitates. In both the classroom and the lives of individual students, social media has become an indispensable tool. Using social media to get information, share information, and communicate is more simple and easy. These social media sites facilitate communication between educators and their students, who can then utilize this information to further their education. Live lectures, after-hours help, and student discussions are just a few ways that professors are utilizing social media. Connecting with students and former students off campus is made easier for teacher educators through social media. Teachers in training make use of student-run groups and individual accounts on various social media platforms to disseminate course materials. Networking tools like Skype, WhatsApp, LinkedIn, and Facebook allow teacher educators to exchange ideas and connect with students. In order for students to be able to tag their academic writings and view submissions to discover what the collective has artistically made, teacher educators use hash tags. The ability to really teach kids through social media is a major draw for educators to incorporate these platforms into the classroom. They are able to make things easier for everyone involved, and they are also advancing their careers and making a reputation for themselves in the neighborhood. Teachers often go above and above in their work on social media, blogs, and video sharing websites like YouTube and Facebook. Because of the large number of people who use these social media sites, they can be an asset to professors' careers. While Facebook and LinkedIn are more commonly used for social and professional

connections, WhatsApp, blogs, and wikis are more favored for the teaching and learning process. If your admissions, enrollment management, public relations, or student services department is looking for a way to engage your audience on social media, Social Media for Community Building is the missing link. All aspects of college life, from admissions to campus life to alumni connections, are being heavily influenced by social media. Everyone from students to professors uses social media at some point or another. Many people could be interested in what academics have to say if they don't take social media into account. Implementing it in educational institutions has the potential to yield excellent results.

Social Media in Teaching and Learning

Learning is making use of open social practices like blogging and social media like Facebook, Twitter, Google Plus, and Flickr to facilitate communication within and between students, both within and outside of the classroom, including students studying related subjects and subject matter experts. Considering the hazards of openness and maintaining constant connection with students to handle academic concerns and social media issues as they emerge are both prompted by the fact that these platforms are typically accessible to the public. The scholarly advantages of free speech and intellectual debate in genuine online settings outweigh these dangers. One subset of social media is rapidly growing in popularity; it's all about connecting with students in ways that go beyond the classroom. Using social media in the classroom has several benefits. Researchers found that students' access to information, the ability to communicate in real-time outside of class, the prevalence of opportunities for collaboration, and the level of creativity all increased when they used social media tools for learning. After viewing instructional videos or discussing what they have learned, students can participate in online discussions with their instructors. Educators can gain knowledge from their pupils through social media interactions as well. In a similar vein, a teacher can keep an eye on their pupils as they study, reflect, share, engage, and summarize class conversations. With the use of social media, students and teachers can stay in touch no matter where they are, which allows for more flexible scheduling. Features in social media platforms like Facebook, WhatsApp, YouTube, and the Kaizala app may encourage students to engage in collaborative and imaginative learning processes outside of the classroom.

Review of Related Literature

According to Junco *et al.* (2010) ^[16], social media are a gaggle of internet websites, services, and practices that support collaboration, community building, participation, and sharing". The growing dimension of the utilization of social media among the youth of today can't be over emphasized. Over the years, social networking among second cycle students has become more and more popular. It is how to form connection not only on campus, but with friends outside of faculty. Social networking may be a way that helps many of us feels as if they belong to a community. Due to the increased popularity of it, economists and professors are questioning whether grades of scholars aren't being suffering from what proportion time is spend on these sites (Choney, 2010) ^[6]. According to Lenhart *et al.*, (2010) ^[22], about 57% of social network users are 18-29 years old and have a private profile on multiple social media websites. In a study by Pempek, Yermolayeva, and Calvert (2009), the

quantity of your time spent daily on social network sites varied greatly. However, an analysis of the info indicated most participants spent approximately thirty minutes a day socializing, mostly during the evening hours between 9p.m to 12a.m students spent a mean of forty seven minutes a day on Facebook. More than 50% of school students continue a social networking sites several times each day (Sheldon, 2008). Quan-Haase and Young (2010)^[27], found that 82% of school students reported logging into Facebook several times each day. Younger students attended use Facebook more frequently than older students to stay in-tuned with friends from high school or from their hometown (Pempek *et al.*, 2009). Many researchers like Choney (2010)^[6], San Miguel (2009) and Enriquez (2010)^[7] studies on students' use of the social media sites revealed a negative effect of the use of social media sites on students' academic performance. Nielsen Media Research study conducted in June 2010 stated that nearly 25% of students' time on the web is spent on social networking sites (Jacobsen & Forste 2011)^[15]. The American Educational Research Association conducted a search and declared at its annual conference in San Diego California (2009)^[5], that social media users study less and generate lower grade (Abaleta *et al.*, 2014). San Miguel (2009), focused on the connection between time spent on Facebook and therefore the academic performance of scholars. The overall findings indicated "more time on Facebook equals slightly lower grades". In his study, the typical facebook user had a GPA of three .0 to 3.5, while the non facebook user had a GPA of three .5 - 4.0. Also, the typical facebook user study for 1 – 5 hours per week, while the non facebook user would study 11 – 15 hours per week Enriquez (2010)^[7], revealed that students who multi-task between social networking sites and residential work are likely to possess 20% lower grades than a student who doesn't have a social networking site. He believes that even running a social networking site on the background on a student's PC while studying or doing homework could lower a student's grade. He believes that "the problem is that the majority people have Facebook or other social networking sites, their e-mails and can be instant messaging constantly running within the background while they are completing their tasks" Choney (2010)^[6], in watching the time spend on facebook and its effect on academic performance said a user of Facebook has a mean "GPA of three .06, while non users have a mean GPA of three .82". Furthermore, a study conducted by Karpinski and Duberstein (2009), of Ohio Dominican university on college students who use social network have significantly lower mark averages (GPAs) than people who don't. They also mentioned that among various unique distractions of each single generation, Facebook remains a big distraction of current generation According to Khan (2009), facebook users often time experience poor performance academically. Similarly, Englander *et al.*, (2010)^[8], posit that social media is negatively related to academic performance of student and may be a lot more momentous than its advantages. According to Kubey *et al.*, (2010), impairment of educational performance and internet dependency are correlated by utilizing synchronous communication programme including websites and forums. Jocabson and Forste (2011)^[15], found a negative relationship between the utilization of varied media, including mobile phones, and self-reported GPA among first year university students within the us. In Taiwan, Yen *et al.* (2009), identified an association between mobile use and respondents and report that respondents have allowed phone use to interfere with their academic activities. Similarly, Hong *et al.*

(2012), reported that daily use of mobile phones is correlated with self-reported measure of educational difficulty among a sample of Taiwanese university students. In a survey of Spanish high school students Sanchez-Martinez and Otero (2009)^[28], found a correlation between "intensive" mobile use and faculty failure. However, other studies like Ahmed and Qazi (2011), Hanqittai and Hsich (2010), Pasek and Hanqittai (2009), conducted on an equivalent topic revealed no correlation between social media and students' academic performance. A study conducted at Whittemore school of Business and Economic on one thousand, 127 students revealed that there's no correlation between what proportion time is spent on social networking sites and grades (Martin, 2009). Again, University of latest Hampshire (2010) study also revealed that students' use of social media sites don't affect grades. A recent survey showed that approximately ninety percent of teens within the us have Internet access, and about seventy-five percent of those teens use the web quite once per day (Kist, 2008). This study also showed that approximately half all teens who have Internet access also are members of social networking sites, and use the web to form plans and socialize with friends (Kist, 2008). In September 2005, out of the entire adult internet users (18-29 years) 16% were using social networking site but this percentage increased to 86% in May, 2010 (www.marketingcharts.com).

Significance of Study

New developments in the technological world have made the internet an innovative way for individuals and Students to communicate through Social Networks, Social media have created a phenomenon on the internet that has gained popularity over the recent days. Students use social media sites such as Facebook, Twitter, WhatsApp and MySpace to create and sustain relationships with teachers and peers. These social media let those who use them create personal profiles, while connecting with other users of the sites. Users can upload photographs, post what they are doing at classroom and any academic activities, and send personal or public messages to whomever they choose. In this "information age," social media seems to be growing in popularity rapidly, especially among school students. The issue of using the social media in the classroom has been a controversial topic for several years. Many parents and educators have been fearful of the repercussions of having the social media in the classroom. Social media helps Teacher to be connected to their students off campus as well as with their ex-students. Teachers use social media as a way of teaching by creating groups and accounts for students where the information can be accessed. Teachers can share ideas with each other and point students to LinkedIn and Facebook. Teachers create hash tags that allow students to tag their academic posts, and view submissions to see what the collective has creatively produced. Though parents are worried about students' continuous use of the social media sites, many students continue to utilize these sites on a daily basis. It is against this background that this study is being conducted to find out the impact of students' use of social media on their academic work. Social Media are becoming more popular among university students and are a new way of spending free time and serve as a separate channel for finding the necessary information, both educational and entertaining. Therefore, it is necessary to examine the effect of social media on students academic performance, in particular, how the use of social networks in the academic purpose.

Objectives of the Study

The objectives of the project is to determine following in order to assist to derive outcome of the research problem.

1. To find out the Use of Social Media have any Impact on Academic Performance of the Students.
2. To find out the difference between Time Spent on Social Media and Academic Performance of the Students.
3. To find out the difference between Using Time of Social Media and Academic Performance of Students.
4. To find out the difference between Most use of Social Media Platform and Academic Performance of Students.
5. To find out the difference between Purpose of Using Social Media and Academic Performance of Students.
6. To find out the difference between Impact of Social Media on Education and Academic Performance of Students.

Hypotheses of the Study

1. There is no impact between Social Media and Academic Performance of the Students.
2. There is no difference between Time Spent on Social Media and Academic Performance of the Students.
3. There is no difference between Using Time of Social Media and Academic Performance of Students.
4. There is no difference between Most use of Social Media Platform and Academic Performance of Students.
5. There is no difference between Purpose of Using Social Media and Academic Performance of Students.
6. There is no difference between Impact of Social Media on Education and Academic Performance of Students.

Methodology in Brief

The goal of this study is to learn about the social media's impact on school students' academic performance. The investigator followed the "Survey" as method of the present study. The Questionnaire was developed and administered to the Students. The Students have responded to the questionnaire. Annual Marks of IX Standard and Half Yearly Marks of X Standard have been taken to analyse the Academic Performance of the Students. The data thus collected were put into appropriate statistical to analysis the data with the help of SPSS.

Sample for the Study

Random sampling technique was adopted to select the sample for the present study. The investigator decided to collect data from Students, which are under the jurisdiction of Bhopal District. 1000 Students were the sample for this study.

Tools Used for the Study

Effectiveness of evaluation largely depends upon the accuracy of measurement in any research. Accuracy of measurement in turn depends on the precision of the tool. Effects of social media on Student's Academic Performance Scale (ESMAPS) was prepared and developed by the investigator and it was used to collect the data for this study. The reliability and validity of the Effects of Social Media on Student's Academic Performance tool were established.

Statistical Techniques Applied

Statistical Techniques serve the fundamental purpose of the description and inferential analysis. The descriptive and differential analyses were used in the study.

Hypotheses Testing

The hypotheses formulated for the present study were tested by applying statistical techniques. Descriptive and Differential analyses were used.

Hypothesis - 1

There is no impact between Social Media and Academic Performance of the Students.

Table 1: Impact between Social Media and Academic Performance of the Students

Variable	N	Mean of Academic Performance	SD	T VALUE
Before Starting use of social media	1000	233.5	35.6	24.6
After Starting use of social media	1000	289.01	73.6	

The above Table-1 reveals that there is a positive impact between the Academic Performance in Annual of IX standard (Before Starting use of Social Media) and Academic Performance in Half Yearly of IX standard (After Starting use of Social Media) at a significant of 0.01 level. This indicates that the social media impacts the academic performance of the students. Therefore the social media contributes to improve the academic performance of the students.

Hypothesis - 2

There is no difference between Time Spent on Social Media and Academic Performance of the Students.

Table 2: Time Spent on Social Media and Academic Performance of the Students

Time Spent	N	Percentage	Mean of Academic Performance	S.D	F Value
Less than 1 Hour	123	12.3%	197.19	4.4	2080.3
3 - 4 Hours	498	49.8%	326.14	35.6	
5 - 6 Hours	114	11.4%	427.26	12.4	
Total	1000	100%	297.2	73.5	

When respondents were asked how much time they spent on their social media sites, 123 of the respondents representing 12.3% indicated that they spent less than 1Hour, 265 respondents representing 26.5% spent between 1 - 2 Hours, 498 respondents representing 49.8% spent between 3 - 4 Hours and the last group of 114 respondents representing 11.4% said they spent between 5 - 6 Hours a day on the social media sites. The above Table-2 reveals that the Students who have spent between 5 - 6 Hours a day on the social media sites have more academic performance than the counterpart.

Hypothesis - 3

There is no difference between Using Time of Social Media and Academic Performance of Students.

Table 3: Using Time of Social Media and Academic Performance of the Students

Using Time	N	Percentage	Mean of Academic Performance	S.D	F Value
During Free Time	150	15.0%	198.88	5.4	816.7
Whilst at School	738	73.8%	297.39	52.4	
Spare Moment	112	11.2%	427.61	12.2	
Total	1000	100%	297.2	73.5	

When respondents were asked when do you use social media sites, 150 of the respondents representing 15% indicated that they use During Free Time, 738 respondents representing 73.8% use Whilst at School and 112 respondents representing 11.2% use Spare Moment on the social media sites. The above Table-3 reveals that the Students who have used Spare Moment on the social media sites have more academic performance than the counterpart.

Hypothesis - 4

There is no difference between Most use of Social Media Platform and Academic Performance of Students.

Table 4: Most use of Social Media Platform and Academic Performance of the Students

Most use Platform	N	Percentage	Mean of Academic Performance	S.D	F Value
Facebook	441	44.1%	262.71	42.1	842.7
Instagram	63	6.3%	211.82	3.7	
Twitter	140	14.0%	236.51	10.1	
WhatsApp	356	35.6%	378.89	38.8	
Total	1000	100%	297.2	73.5	

From the above Table-4, respondents gave the following as their most use of Social Media Platform. Facebook 441 represents 44.1%, Instagram 63 represents 6.3%, Twitter 140 represents 14% and WhatsApp 356 represents 35.6%. respectively. The analysis shows that Facebook is the most use Social Media Platform. It reveals that the Students who have used WhatsApp have more academic performance than the counterpart.

Conclusion

Social media has a significant and multifaceted impact on the academic performance of students. The study concludes that social media acts as both a supportive educational tool and a potential source of distraction, depending on how it is used. On the positive side, social media facilitates easy access to educational content, enhances communication between students and teachers, promotes collaborative learning, and encourages knowledge sharing beyond classroom boundaries. These benefits can contribute to improved understanding of subjects and academic engagement when used purposefully.

However, the excessive and unregulated use of social media negatively affects students' academic performance by reducing concentration, increasing procrastination, disrupting study schedules, and lowering overall academic productivity. Continuous exposure to non-academic content, online entertainment, and social networking can divert students' attention from their studies and lead to poor time management and declining academic outcomes.

Therefore, the study emphasizes the need for balanced and responsible use of social media among students. Educational institutions, parents, and teachers should guide students in developing digital discipline and awareness of productive online behaviors. Integrating social media into teaching and learning processes in a structured manner can help maximize its academic benefits while minimizing its negative effects. Ultimately, social media should be used as a supportive educational resource rather than a distraction, ensuring positive academic growth and overall student development.

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