CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In recent times, the world has witnessed an unprecedented surge in the use of social media platforms. Social media usage has become an integral part of the daily routine of individuals, including students. With the advent of the internet, the use of social media has changed the way people communicate, share information, and learn. However, the use of social media has raised several concerns, especially regarding its impact on academic performance. The evolution of the internet has led to its usage as the best medium of communication whereby two-third (2/3) of the internet world's population visit social networking sites (SNSs) thus, serving as communication and connection tools. These networking sites are referred to as social media (Boyd and Ellison, 2007). Several studies have been conducted to assess the influence of social media usage on the academic performance of undergraduates. While some studies suggest that social media usage has a positive impact on academic performance, others suggest the opposite. The conflicting results indicate a need for a comprehensive assessment of the influence of social media usage on academic performance. Academic excellence or achievement plays an important role in an individual placement, be it in the academic institutions or job placement. Due to this, many people are concerned with the ways they can enhance their academic achievement. The emphasis on academic excellence which is also prevalent worldwide has encouraged many studies about the conditions promoting it. The role of academic achievement as one of the predictors of one's life success and also in the aspect of academic placement in schools to higher institutions as well as the level of employability in one's career is inevitable (Kyoshaba, 2009). Academic performance, which is measured by the examination results, is one of the major goals of a school. Academic performance or achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals.

Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Annie, Howard & Mildred, 1996). Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. Academic performance or achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performances commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, precedential knowledge such as skills or declarative knowledge such as facts (Annie, Howard & Mildred, 1996). A direct relationship exists between Social media usage and the academic performance of students in universities. However the darker side within technological evolution has resulted in dilemmas such as the setback of real values of life especially among students who form the majority of users interacting through the use of social networking sites. Online social networking sites focus on building and reflecting social associations among people who share interests and or activities. With so many social networking sites displayed on the internet, students are tempted to abandon their homework and reading times in preference for chatting online with friends. Many students are now addicted to the online rave of the moment, with Facebook, Twitter etc. Today, most youths and students possess Facebook accounts. The reason most of them perform badly in school might not be far- fetched. While many minds might be quick to blame the poor quality of teachers, they might have to think even harder, if they have not heard of the Facebook frenzy (Oche & Aminu .2010). Olubiyi (2012) noted that these days' students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy pinging, 2going or Facebooking, while lectures are on. Times that ought be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues. Hence most students' academics suffer setback as a result of distraction from the social media.

In (Obi, Bulus, Adamu & Sala'at 2012), it was observed that the use of these sites also affects students' use of English and grammar. The students are used to short forms of writing words in their chat rooms; they forget and use the same in the classrooms. They use things like 4 in place of for, U in place of You, D in place of The etc. and this could affect their class assessment. Social networking sites although has been recognized as an important resource for education today, studies however shows that students use social networking sites such as Facebook for fun, to kill time, to meet existing friends or to make new ones (Ellison, Steinfield, and Lampe 2007). Although it has been put forward that students spends much time on participating in social networking activities, with many students blaming the various social networking sites for their steady decrease in grade point averages (Kimberly, Jeong and Lee, 2009), it also shows that only few students are aware of the academic and professional networking opportunities the sites offered. According to Kuppuswamy and Shankar (2010), social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting.Whereas on the other hand, (Liccardi, Ounnas, Massey, Kinnunen, Midy, & Sakar. 2007) reviewed that the students are socially connected with each other for sharing their daily learning experiences and do conversation on several topics.Tinto (1997) argued that extracurricular activities and academic activities are not enough to satisfy some student those who are suffered by social networking isolation. This shows that social networks are beneficial for the students as it contributes in their learning experiences as well as in their academic life. Trusov, Bucklin, & Pauwels (2009) noted that the Internet is no doubt evolution of technology but specifically social networks are extremely unsafe for teenagers, social networks become hugely common and well-known in past few years. According to Cain (2009) social network websites provide ease of connecting people to one another; free of cost and after connecting one can post news, informative material and other things including videos and pictures etc. Wiley and Sisson (2006) argued that the previous studies have found that more than 90% of tertiary school students use social networks. In the same way Ellison et al (2007) stated that the students use social networking websites approximately 30 minutes throughout the day as a part of their daily routine life.

This statement shows the importance of social networking websites in students' life. Lenhart and Madden (2007) revealed through a survey that students strongly recommend social networking websites to stay in touch with friends to keep informed and aware. Kuppuswamy and Shankar (2010), social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting. Whereas on the other hand, (Liccardi, Ounnas, Massey, Kinnunen, Midy, & Sakar. 2007) reviewed that the students are socially connected with each other for sharing their daily learning experiences and do conversation on several topics. Tinto (1997) argued that extracurricular activities and academic activities are not enough to satisfy some student those who are suffered by social networking isolation. This shows that social networks are beneficial for the students as it contributes in their learning experiences as well as in their academic life. Trusov, Bucklin, & Pauwels (2009) noted that the Internet is no doubt evolution of technology but specifically social networks are extremely unsafe for teenagers, social networks become hugely common and well-known in past few years. According to Cain (2009) social network websites provide ease of connecting people to one another; free of cost and after connecting one can post news, informative material and other things including videos and pictures etc. Wiley and Sisson (2006) argued that the previous studies have found that more than 90% of tertiary school students use social networks. In the same way Ellison et al (2007) stated that the students use social networking websites approximately 30 minutes throughout the day as a part of their daily routine life. This statement shows the importance of social networking websites in students' life. Lenhart and Madden (2007) revealed through a survey that students strongly recommend social networking websites to stay in touch with friends to keep informed and aware. Over the past decade, social media has become a ubiquitous tool for communication and self-expression for young people. social media platforms such as Facebook, Twitter, Instagram, Snapchat, and LinkedIn have become increasingly popular among undergraduate students in tertiary institutions. Social media is an internet-based platform that allows people to share and access information, communicate and interact with others using a combination of text, images and videos. It includes platforms such as Facebook, Twitter, Instagram and Snapchat. Social media has gained significant popularity in recent times, particularly among young people.

A study carried out by Ofcom in 2018 showed that 94% of 16-24-year-olds in the UK use social media regularly. In the US, a Pew Research study in 2019 reported that 69% of 18-29-year-olds 'use Instagram, and 59% use Snapchat. The extensive use of social media among young people has generated concern about its impact on their lives. This study seeks to explore social media usage among undergraduates. Social media has become ubiquitous among undergraduates, and it has transformed the way they communicate, socialise, and study. according to data from the Nigerian Communications Commission, as of January 2021, there were 196.24 million active mobile internet subscriptions in Nigeria, which suggests that a significant portion of the population, including students, have social media accounts. Social media has many benefits for undergraduates. It provides a platform for communication, socialisation, and collaboration. Social media enables students to connect with classmates, professors, and other people from all over the world. It also allows students to share ideas, information, and resources with one another, which enhances their learning experience. Social media also enables students to build a network of contacts that can be invaluable in the future. The widespread use of social media among students has given rise to various discussions and debates on the impacts of social media on academic performance, social relationships, and personal development. Therefore, this chapter aims to explore the uses of social media by undergraduate students in tertiary institutions and the impact it has on their academic and social lives. According to the Pew Research Center, 72% of all internet users are active on social media platforms. Among 18-to-29-year-olds, this figure rises to 90%. Social media platforms are commonly used by undergraduate students for personal communication, sharing of information, socialization, entertainment, and education. Niger State, located in north-central Nigeria, and has many people who use social media platforms such as Facebook, Twitter, Instagram, and WhatsApp. These platforms are used for various purposes such as communication, networking, sharing news, events, and entertainment updates. Social media is widely used by Niger State residents to connect with family, friends, and colleagues, as well as to engage with people outside the state and worldwide. Social media platforms also provide opportunities for businesses and organizations to advertise their products and services, share market updates, and interact with customers.

The use of social media tools has become a ubiquitous phenomenon among Nigerian undergraduates in Niger State. social media has significantly changed the way undergraduate students in Nigeria communicate, connect, and access information. Its benefits and challenges need to be studied and addressed to ensure that it can be adequately harnessed for the students' benefit. In recent years, social media has also been used as a means of promoting social and political change. Niger State residents have used social media to highlight security challenges in the state, advocate for better governance and hold public officials accountable .Overall, social media is changing the way Niger State residents communicate and engage with each other. Although there have been concerns about the misuse of social media, its impact on the state cannot be ignored. Social media platforms are used by undergraduate students as a tool for personal communication. Through social media, students can connect with friends and family members, irrespective of distance barriers. Social media messaging and video call features provide instant communication, enabling students to stay in touch with their loved ones 24/7. Nigeria has a large and active social media user base, with over 25 million Twitter users and over 26 million Facebook users. WhatsApp is also very popular in Nigeria, with over 85 million users, while Instagram, LinkedIn, and YouTube are also growing in popularity, particularly among younger demographics. Social media is widely used for communication and networking, but also for news consumption, entertainment, and marketing. However, there are concerns about the spread of misinformation and hate speech on social media platforms, which have led to calls for regulation and increased moderation. This study aims to assess the influence of social media usage on the academic performance of undergraduates in Niger state..The study will examine the extent of social media usage among undergraduates, the factors that influence social media usage, and the impact of social media usage on academic performance, it will also look at the strategies that can be employed to mitigate the negative effects of social media on academic performance.2009). The study will as well adopt a mixed-method research approach, where quantitative and qualitative data will be collected and analyzed. Uche M. Aminu (2010) recommends a study on the use of social media by undergraduate students in Nigeria. Olowu, Seri (2012) study established that, social media usage by postgraduate students are inappropriately misplaced and failed the test of time.

Its findings stopped short of addressing social media usage by undergraduates in Nigeria, especially Niger State. A research by Maryam (2023) studied the impact of social media usage by undergraduate students in University of Portharcourt, River State, Nigeria, and concluded that, there is gross abuse or misuse of social media by the students, therefore, recommends further study using different institutions in other part of the country. To this end, it is necessary to carry out this study in order to bridge the existing gap through extending the tentacle of research and proliferate knowledge.

1.2 Statement of Research Problem

social media usage has become increasingly popular among undergraduates in Nigeria. These platforms provide a means for individuals to connect with others, share information and opinions, and engage in various forms of online activity. However, the impact of this phenomenon on the academic and social behavior of students has not been adequately researched. This study aims to assess the influence of social media usage among undergraduates in Nigeria. The use of social media platforms such as Facebook, Twitter, Instagram, and WhatsApp has grown exponentially in recent years, particularly in Nigeria. This trend has raised concerns about the potential impact of social media usage on the academic and social behavior of students. Previous studies have highlighted the negative effects of excessive social media usage, such as addiction, reduced attention span, and decreased academic performance. However, little is known about the extent of this phenomenon among undergraduates in Nigeria.

1.3 Research Question

This study seeks to address this gap in knowledge by exploring the influence of social media usage among undergraduates in Nigeria. Specifically, it aims to investigate the following research questions:

a. What is the level and frequency of social media usage among undergraduates in Nigeria?

b How does social media usage affect the academic performance of undergraduates in Nigeria?

c. What is the relationship between social media usage and social behavior among undergraduates in Nigeria?

d. How does the cultural and social background of undergraduates in Nigeria influence their social media usage patterns and behaviors?

This study will use a mixed-method approach involving both qualitative and quantitative methods. Data will be collected using questionnaires, interviews, and focus group discussions. The sample population will consist of undergraduate students from the two selected universities in Niger state, Nigeria. The study will use statistical analysis methods to analyze and interpret the data collected.

1.4 Objectives of the Study

The primary objective of this study is to examine the influence of social media usage among Nigerian undergraduates. Other specific objectives are:

a. To identify the most popular social media platforms among Nigerian undergraduates and the frequency of usage.
b. To determine the effects of social media usage on academic performance.
c. To investigate the impact of social media on interpersonal relationships among undergraduates.
d. To explore the behavior patterns of Nigerian undergraduates on social media, including the types of content they engage with and the amount of time spent on social media platforms.
e. To suggest ways to increase responsible social media usage among Nigerian undergraduates, to make recommendations for further research on the influence of social media usage on Nigerian undergraduates

1.5 Significance of the Study

Social media is an important tool for communication and interaction in today's digital era, therefore, understanding the impact of social media on Nigerian undergraduates will shed light on the extent to which social media affects the behavior and attitudes of Nigerian undergraduates, and will provide insights into how social media is used by young people in Nigeria and its influence on their daily lives. Identifying the positive and negative effects of social media on Nigerian undergraduates, providing recommendations for responsible social media usage, thereby providing ways to avoid cyber bullying, and strategies for managing social media addiction. It has become an integral part of the daily lives of many individuals, especially among youths, ,as understanding the usage patterns of social media among undergraduates is crucial for policymakers, educators, and parents in developing strategies to promote responsible use and mitigate the negative effects of excessive usage. Nigeria, like other parts of the country, has experienced a significant increase in internet usage and the adoption of social media. This study will provide insights into the attitudes, motivations, and behaviors of undergraduates towards social media in usage. The study will contribute to the existing body of knowledge on the use of social media in Nigeria, which is essential for researchers and scholars in the field of communication and technology studies. The results of the study will be useful for social media platforms, marketers, and advertisers in understanding the target audience's preferences and behaviors towards social media. In summary, the study is essential in understanding the impact and implications of social media on the younger generation. The findings from this study will contribute to the academic discourse on the impact of social media on academic performance, as well as provide insights that can be used to develop policies and strategies to mitigate the negative effects of social media usage on academic performance, and the study will serve as a guide for future research on the topic.

1.6 Scope of the study

The focus of this research work is to primarily analyze the influence of social media on the academic performance of students.

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The study comprised university students of Ibrahim Badamasi University (IBBUL) Lapai, Niger State Nigeria, and Federal University of Technology Minna.(FUT), Minna, Niger state Nigeria. The study's period of coverage is from 2020-2022. The study would explore various social media platforms like Facebook, Instagram, Twitter, whatsApp, snapchat. It would also investigate how social media usage affects the academic performance of undergraduate students. It would examine factors such as time spent on social media, types of content consumed, multitasking and distractions caused by social media.

Furthermore, the research would analyze the patterns of social media usage among undergraduate students, including frequency of use, duration, motivation, and preferences for different types of content. Finally, it will investigate whether social media usage hinders or complements their learning methods and strategies.

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CHAPTER TWO

LITERATURE REVIEW

2.1 Evolution of Social Media

Social media which is defined as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content" (Kaplan and Haenlein, 2010) have make a revolutionary change in the lives of individuals as well as promotional strategies of organizations. With social media people can undertake several activities like collaborating, exchanging information, sharing and sending messages over an electronic medium, engaging collectively and interacting, sharing contents like ideas, text, photos, images and video and they are creators and co-creators of this material (Thackeray et al., 2008) and also it has become a mandatory element in many companies' marketing strategy rather than merely an optional element of the promotional mix (Hanna et al., 2011). Boateng and Amankwaa (2016) defined social media as the application that allows users to converse and interact with each other. It is an online space that is used by people to connect, share, communicate, establish or maintain connection with others for various purposes. Social media is an online platform which enables people to build social networks or relations with other people who share similar personal or career interests, activities, backgrounds or real-life connections. Social media is therefore the interaction among individuals in which they create and share information and ideas in networks. However, social media relies on many electronic devices like tablets, i-pads, laptops, and Internet-based technologies for connecting people. Thus, social media can be described as technologies that facilitate social interaction, make collaboration possible, and enable deliberation among people at the global level.

Boyed & Ellison (2007) define social media as Internet-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and traverse their list of connections and those made by others within the system. According to Ali, Iqbal & Iqbal (2016), social media is the collection of applications such as Facebook, Twitter, WhatsApp, LinkedIn and YouTube, among others, that link people together as they share information through social networking. As indicated by Junco, Heibergert & Loken (2010), social media is referred to as a collection of Internet websites, services, and practices that support collaboration, community building, participation and sharing. From the above, it can be deduced that social media is the platform that gives individuals the opportunity to interact, using two way communication, such that it allows anyone who has an online account to share their opinions with other social media users. Social media has become one of the prominent communication tools, particularly in the school community. Talaue, Alsaad, AlRushaidan & AlHagail (2018) emphasise that social media platforms help with access to information and educational-related materials. Considering the aforementioned, many students and instructors are using social media as a teaching and learning tool. More so, academic institutions are increasingly using social media platforms, such as Facebook and LinkedIn, to connect with current and potential students and to deliver instructional content (Paul, Baker, & Cochran, 2012) Therefore, social media platforms allow students to interact with one another, their teachers and communities that share in their education and related activities (Pardo 2013). Bearing this in mind, many universities now maintain profiles and groups on social networking sites such as Facebook, where students and faculty can interact, share resources and express ideas.

2.1.1 Early Times

The primitive postal system dated back to 550 B.C when messages were delivered over long distances by the horse riders, evolved into a sophisticated mode of communication over a period of time. In 1792 Telegraph was invented, which facilitated long-distance transmission of messages without the physical exchange of an object.

Developed in 1865, the pneumatic post which in order to carry capsules from one area to another used the underground pressurized air tubes and was a fast way of delivering letters. Subsequently the revolutionary means of communication viz telephone and radio were invented in 1876 and 1895. Developments in Twentieth Century marked revolutionary change in technology. Super computers came up in 1940s and thereafter networks between the computers started developing which later led to the development of internet (Hendricks, 2013). Important developments are mentioned below:

2.1.2 Bulletin Board Systems (BBS)

In late 1970s, Bulletin Board Systems (BBS) came into inception which were the first kind of social networking site that permitted its users to log on and interact with one another, similar to the way we do currently although at a much fast pace now. Users were accommodated on personal computers and get dial in through the modem of host computer (Emerson, 1983). There are various kind of technologies prevailing that support virtual community communication. But, if we go through the communities which are interacting through "bulletin board technology", the user can send a message to anyone in the community or even to the general public. Computer-based message systems especially the computer mail systems that support some form of BBS were found very useful. The computer mail system covers diversified areas viz a, "organizing the service", "accessing messages from personal workstations", "naming", "translation between different mail systems and usage of computer mail" and also "bulletin board systems". Figures collected from various computers interacting through UseNet indicated that 25% of the users practice bulletin board system whose usage frequency is at par with the popular computer software packages (Edighoffer, 1986). Schroeder et al. (1984) reported that "Grapevine" which is a computer mail system, served more than 4,400 users in 1983, with each user sending two messages and reading eight messages on an average daily. Bulletin boards also offered a unique feature that anyone could witness the community interaction without actually registering on it.

This conversation in the community can also be preserved indefinitely, providing the potential members to access the interaction before joining. Although in order to avoid congestion, in a chat room, at a time only a few numbers of people can communicate, whereas a huge number of people can engage in the various aspects of a bulletin board community at a given time; Ridings & Gefen, 2004. In 2000 Social networking sites emerged to ease interaction with people that share common interest in music, education, movies and so on. This also affected how businesses conducted their transactions and advertisements, and also their products. It is difficult to study social media without encountering the phrase social networking. Therefore, both concepts are discussed in this article. The Merriam-Webster dictionary defines social media as "forms of electronic communication (as Web sites for social networking and blogging) through which users create online communities to share information, ideas, personal messages, and other content (as videos)." The same source defines networking as "the exchange of information or services among individuals, groups, or institutions; specifically: the cultivation of productive relationships for employment or business." There are many ideas about the first occurrence of social media. "Throughout much of human history, technologies have been developed in such a way that it makes it easier for us to communicate with each other" (Carton, 2009). The earliest information encountered by the writers of this article. The Journal of Applied Management and Entrepreneurship, 2011, Vol. 16, No.3 referred to 1792 and the use of the telegraph to transmit and receive messages over long distances (Ritholz, 2010). Emile Durkheim, a French sociologist known by many as the father of sociology, and Ferdinand Tonnies, a German sociologist, are considered pioneers of social networks during the late 1800s. Tonnies believed that social groups could exist because members shared values and beliefs or because shared conflict. His theory dealt with the social contract conceptions of society. Durkheim combined empirical research with sociological theory. Also, in the late 1800s, the radio and telephone were used for social interaction, albeit one-way with the radio, Rimskii, 2011, Wren, 2004. Social networks have evolved over the years to the modern-day variety which uses digital media. In addition, it didn't start with the computer but instead the telephone. During the 1950 s, phone phreaking, the term used for the rogue searching of the telephone network, began.

This process was accomplished through the use of homemade electronic devices that facilitated unauthorized access to the telephone system to make free calls. Phreaks were able to find telephone company test lines and conference circuits to complete their task. Brett Borders stated phreaks were able to hack into corporate unused voice mailboxes to host the first blogs and podcasts (Borders, 2010). During the 1960s, the public saw the advent of email (Borders, 2010). However, the internet was not available to the public until 1991. Email was originally a method to exchange messages from one computer to another, but both computers were required to be online. Today, email servers will accept and store messages which allow recipients to access the email at their convenient. In 1969, ARPANET, created by Advanced Research Projects Agency (ARPA), a U.S. government agency, was developed. ARPANET was an "early network of time-sharing computers that formed the basis of the internet." CompuServe, the third development of the 1960s, was also created in 1969 with a mission to provide time-sharing services by renting time on its computers. With very high fees, this service was too expensive for many (Rimskii, 2011; Ritholz, 2010).Computer Technologies Social media was further developed during the 1970s. MUD, originally known as MultiUser Dungeon, Multi-User Dimension, or Multi-User Domain, was a real-time virtual world with role-playing games, interactive fiction, and online chat. MUD is primarily text based which requires users to type commands using a natural language. BBS was created in 1978, the same year as MUD. BBS is a synonym for bulletin board system. Users log in to the system to upload and download software, read news, or exchange messages with others. In the early years, bulletin boards were accessed via a modem through a telephone line by one person at a time. Early on, bulletin boards did not have color or graphics. Bulletin boards were the predecessors of the World Wide Web. Conceived in 1979 and established in 1980, the Usenet is similar to a BBS. Usenet is a system to post articles or news. The difference from a BBS is that Usenet does not have a central server or devoted administrator—messages are forwarded to various servers via news feeds (Ritholz, 2010). As a professor at Murray State University in Murray, Kentucky, a project was initiated to work with a BBS to meet area educators" needs (Shirky, 2011).With the 1980s came the introduction of The WELL, GEnie, Listserv, and IRC.

The WELL, which originally began as a BBS, is short for the Whole Earth „Lectronic Link. It was founded in Sausalito, California by Stewart Brand and Larry Brilliant and is one of the oldest continuously operating virtual communities. GEnie is the acronym for General Electric Network for Information Exchange. It was an online service using the ASCII language and was considered competition for CompuServe. General Electric Information Services (GEIS) ran GEnie on the time-sharing mainframe computers during non-peak hours. GEIS initially refused to expand the network to allow GEnie to grow. Listserv, launched in 1986, was the first electronic mailing list software application. Prior to its creation, email lists had to be managed manually. The software allows the sender to send one email to reach several people. Originally, Listserv was freeware but is now sold commercially. A free version is available for a limit of ten lists with no more than 500 subscribers. IRC, Internet Relay Chat, is designed for group communication. It is a form of real-time chat, also known as internet text messaging, or synchronous conferencing. IRC"s main purpose is for group communication, but it allows private messages, chat, and data transfers between two users (Ritholz, 2010).

2.1.3 Social Networking

Many social networking sites were created in the 1990s. Some examples include Six Degrees, BlackPlanet, Asian Avenue, and Move on. These are, or have been, online niche social sites where people can interact, including sites for public policy advocacy and a social network based on a web of contacts model. In addition, blogging services such as Blogger and Epinions were created. Epinions is a site where consumers can read or create reviews of products. ThirdVoice and Napster were two software applications created in the 90s that have since been removed from the market. Third Voice was a free plug-in that allowed users to post comments on WebPages. Opponents of the software argued that comments were often vulgar or slanderous. Napster was a software application that allowed peer-to-peer file sharing. Users were allowed to share music files bypassing normal distribution methods, which in the end was determined to be a violation of copyright laws (Ritholz, 2010). In 2000 social media received a great boost with the witnessing of many social networking sites springing up.

This highly boosted and transformed the interaction of individuals and organizations who share common interest in music, education, movies, and friendship, based on social networking. Among those that were launched included LunarStorm, six degrees, cyworld, ryze, and Wikipedia. In 2001, fotolog, sky blog and Friendster were launched, and in 2003, MySpace, LinkedIn, lastFM, tribe.net, Hi5 etc. In 2004, popular names like Facebook Harvard, Dogster and Mixi evolved. During 2005, big names like Yahoo!360, YouTube, cyword, and Black planet all emerged (Junco, Heibergert, & Loken, 2011).

2.1.4 Lunar Storm

Lunar Storm can be accessed at www.LunarStorm.se, it is a commercial virtual site and it is available in Swedish language. Actually, Lunar Storm started in 1996 and was designed by Rickard Ericsson; it was a social networking website for teenagers and was Europe's first digital online community. Lunar Storm was officially launched in 2000. In 2001, Lunar Storm had grown to over 600,000 members but still experienced economic difficulty. Since the beginning, Lunar Storm had been financed by banners and other advertising on the website, but this soon evolved to include more of pay-by-SMS services. An early example was Lunar Storm's own pre-paid card "Vrål" ("Bawl"). In 2002, "Kolla" ("Look" or "Check this out") was introduced, which allowed users to visit Lunar Storm from their mobile phones. In the same year, members were able to upgrade their membership to "pro" status and get unlimited access to a range of services for a fee. Lunar Storm Pro was extremely popular among the member base, and it improved the website's economic situation greatly (Goma, 2001).

2.1.5 My Space

My Space, a social networking website, has its head office in Beverly Hills, California, where it shares a building with its owner, News Corporation. In 2006, MySpace became the most popular social networking website in the United States but was overtaken in 2008 by its competitor Facebook, that internationally became the most popular social networking site worldwide. Approximately 43.2 million users visit MySpace on a monthly basis.

The company employs approximately 1000 employees. A unique feature of MySpace is the ability for users to customize their profile information to give detailed information about themselves and what they are interested in. MySpace also has a special profile for musical artists were they can download their entire music into mp3 songs (Natta, 2010).

2.1.6 Facebook

Facebook is a social networking website launched in February 2004, and it is privately operated by Facebook, Inc. (Facebook, 2004). Facebook was founded by Mark Zuckerberg and others when he was a student at Harvard; though when the site was initially launched, it was restricted to Harvard students only. Later the privilege was extended to high school students and later to everyone that is 13 years or older (Boyd, 2007). As of July 2010, Facebook has more than 500 million active users. In January 2009, Facebook was ranked as the most used social network worldwide. Also, in May 2010, Google announced that more people visited Facebook than any other website in the world. It declares that this was discovered from findings on 1,000 sites across the world. (TIMES, 2010). Users may create a personal profile; add other users as friends, and exchange messages, including automatic notifications, photos and comments when they update their profile. Additionally, Facebook users may join common interest user groups, organized by workplace, school, college, or other characteristics. Facebook allows anyone who is at least 13 years old to become a registered user of the website. On a daily basis, traffic to Facebook network is on the rise. Facebook also became the top social network across eight individual markets in Asia—the Philippines, Australia, Indonesia, Malaysia, Singapore, New Zealand, Hong Kong and Vietnam. On October 24, 2007, Microsoft announced that it had purchased a 1.6% share of Facebook for $240 million, giving Facebook a   total implied value of around $15 billion. Microsoft's purchase included rights to place international ads on Facebook; other companies have equally followed suit (STONE, 2007). For example, just during the 2010 FIFA football world cup, Nike did an ad with Facebook, and within minutes, an average of 8 million viewers had registered with Facebook (kevthefont, 2010).

2.1.7 YouTube

YouTube, founded in 2005, is the world's most popular online video community, where millions of people can discover, watch and share originally-created videos (YouTube, 2005).YouTube provides a forum for people to connect, inform, and inspire others across the globe and acts as a major distribution platform for original content creators and advertisers, large and small. YouTube is based in San Bruno, California and uses Adobe Flash Video technology to display a wide variety of user-generated video content, including movie clips, TV clips, and music videos, as well as amateur content such as video blogging and short original videos. In November 2006, within a year of its launch, YouTube was purchased by Google Inc. in one of the most talkedabout acquisitions to date. YouTube has entered into a number of partnership relations with content providers such as CBS, BBC, Universal Music Group, Sony Music Group, Warner Music Group, NBA, The Sundance Channel and many others (YouTube, 2005). YouTube offered the public a beta site of the site in May 2005, six months before the official launch in November 2005. The site grew rapidly, and in July 2006, the company announced that more than 65,000 new videos were being uploaded every day, and that the site was receiving 100 million video views per day (YouTube, 2005).

2.1.8 Social Media vs. Social Networks

According to Daniel Nations (2010), social media is hard to define and is a two-way street that gives you the ability to communicate. Does that mean that a social media is an instrument of communication, just like any other social network? Do any differences exist between these two concepts? Social Media can be called a strategy and an outlet for broadcasting, while Social Networking is a tool and a utility for connecting with others (Cohen, 2009; Stelzner, 2009). Furthermore, Cohen (2009) reports that „"the difference is not just semantics but in the features and functions put into these websites by their creators which dictates the way they are to be used." In fact, there are several differences between social media and social networks (Hartsh orn, 2010).

The first one could be the definition; social media is still a media which is primarily used to transmit or share information with a broad audience, while social networking is an act of engagement as people with common interests associate together and build relationships through community (Cohen, 2009; Hartshorn, 2010). Another difference is the communication style as it is reported by Bedell (2010). Indeed, social media is simply a system, a communication channel; it is not a location that you visit. In contrast, social networking is a two-way communication, where conversations are at the core, and through which relationships are developed (Bedell, 2010; DigitalLikeness, 2008; Hartshorn, 2010). The return on investment, or ROI, is also a difference between social media and social network. It is difficult to determine precise numbers for the ROI from social media yet the social networking"s ROI is a bit obvious (Hartshorn, 2010; Hoffman & Fodor, 2010; Wilfong, 2010).Then, the timely responses and the „"asking or telling"" fact are another dissimilarity between social network and social media. Social media is hard work, and it takes time in which you can't automate individual conversations; whereas, social networking is direct communication between the user and the people that he chooses to connect with. Despite the fact that in social networking people can write blogs or discuss anything, social media does not allow users to manipulate comments, correct errors or other data for personal or business benefit (Bedell, 2010; Cohen, 2009; Hartshorn, 2010; Nations, 2010; Stelzner, 2009). The year 2005 marks the beginning of many social networks such as Yahoo 360 and YouTube, and Facebook. Facebook was only for the Harvard community, but became accessible by high school students (Jasra, 2010). Later in 2007, the growth of Facebook was staggering, as it gained over 1 million new users every week.   Yahoo! 360 was a website launched by Yahoo! Inc., and people could create a profile with photo albums and interact with other people with similar interests or get in contact with some of their friends like in any other social network (Roeder, 2010; Yahoo, 2010). YouTube was created by three PayPal employees who wanted to have a website where people could upload and share many different videos. YouTube was a revolution in the social media world because it did need a simple interface in a world where it was not easy, almost impossible to post videos online (PCmag, 2010).

2.1.9 Twitter

2006 was the year for Twitter to exist while Facebook began to open its doors to everyone. Twitter gained a lot of popularity first because it offered more different options such as micro blogging and secondly because it was used by some celebrities (Jasra, 2010; Tweeternet.com, 2010). Until 2010, there was several social media created, such as Friend feed in 2007 which was a feed to consolidate the updates from social media and social networking websites and was acquired by Facebook in 2009 (Jasra, 2010).Ping.fm was created in 2008 and was defined as „"the auto magic"" micro blogging and networking web service that enables users to post to multiple social networks simultaneously (Hendrickson, 2008; Pirillo, 2010). In 2009, Net log formerly known as Facebox and Bingbox, was launched and is a Belgian social networking website specifically targeted at the European youth demographic (AppAppeal, 2010), and Google buzz was born in 2010. Google buzz is a social networking and messaging tool that integrates a web-based email program which will work through the popular Gmail service, will allow users to post status updates, photos and links to members of their network, as well as pull in their activity on other sites like Twitter or Facebook (Google, 2010; Gross, 2010).

2.1. 10 Social Media Technology

Social media helps conversations to reach a wider audience leveraging the "long tail" concept, which means conversations that can be conveyed to different forums. There are several communication channels in an organization that include meetings, phone calls, and emails. These communication channels have their own limitations such as forgetting a message, missing to take notes during a meeting, and searching for information in a huge list of emails which can be challenging. Use of social media web sites has increased the channels of communication and its effectiveness in the organization. Now people need not waste their time as it has become easy for a person to send messages through an instant messenger or a tweet and get the response really quick. Social media has also improved collaboration between team members in an organization, which has resulted in a better outcome.

When a team is encouraged to work as a team allowing them to share their workload, the outcome will be tremendous compared to what an individual could have created. At such situations, the social media acts as a source to allow people to generate and share their ideas. Through communication and collaboration, one can increase the overall effectiveness of a team. Companies must allow their employees to leverage their networks if they have a well-built social profile. This will result in professional gains as these social media will enable collaborating without leaders in their respective industries. Moreover, this will help the employees stay up to date with the latest developments in the industry and also stay connected with the top leaders.

2.1.11 Benefits of Social Media

The potential risks of social media are often publicized, disturbing, and at the forefront of community attention. While such challenges are concerning, it needs to be acknowledged that social media is a reality that is here to stay. Educators are encouraged to understand how social media can help prevent and respond to crisis risks. For example, social media can be used to address the following.

CRISIS PREVENTION

a. Helping to create an extended sense of community or culture (e.g., posting of positive messages or achievements, opportunity for diverse audiences to connect).

b. Encouraging positive behavior, responsibility, and healthy relationships in schools, homes, and in the community. Conducting online surveillance (e.g., monitoring crisis warning signs or threats; for example, Facebook has partnered with the National Suicide Prevention Lifeline to create a suicide reporting mechanism).

c. Quickly communicating accurate information following a crisis.

d. Rapidly dispelling rumors or other false information.

e.   Quickly disseminating crisis prevention resources (e.g., numerous handouts published by NASP; see resources at end of this document).

f.   Evaluating or triaging individuals who may be affected by a crisis   situation (e.g., monitoring student use of social media for trauma warning signs).

g.   Quickly disseminating information about how others can access mental   health resources following a crisis.

h.   Quickly coordinating crisis response efforts (e.g., caregiver access to a school's posting of a reunification plan).

POSTVENTION

-Disseminating accurate crisis situation updates in real time from any location to a wide audience. Disseminate information about public services or planned memorials.

Prioritize ongoing social media training, both formal and informal

- Research related to how social media and crises interact is limited. Social media   platforms and applications also evolve quickly. Stay informed about current social media being used by youth and adults in your community. Youth in the community can take on the role of cultural brokers by informing educators, parents, and other adults about what and how social media are being used.

"The elevator pitch about these "intangible" or long term benefits of social media is very simple"(Hollier, 2009). Engaging in social media will help strengthen the brand experience which will support brand building. A company becomes more attractive to the customers, and to current and potential employees, if it has a well-built brand name. As a result, social media will help in building a good reputation for a business organization. A couple of words can describe a brand whether in the consumer or in the business space. By building a brand, it helps to reinforce the brand in the minds of the consumers. Through social media, the company can repeatedly reinforce the brand name.

Customers experience a brand privilege while using a product or service and also when interacting with a company (Carraher, Parnell, Carraher, Carraher, & Sullivan, 2006). Brand awareness starts with the experiences of the employees of a company. If a company is approachable, people-friendly, then the company must make itself visible by inclusion on the web (Carraher, Parnell, & Spillan, 2009). Social media forums act as a powerful way to communicate the brand value and brand attribute as they facilitate open forms of communication. Social media is best for the following situations:

1. Promotes open communication between employees and management enable employees to share project ideas and work in teams effectively.
2. Social media also promotes communication which helps in sharing knowledge and experiences. better content, such as webcast and videos, than just simple text.
3. It helps to communicate collaboratively between current and potential customers, in receiving feedback, product definition, product development, or any forms of customer service and support.
4. It also encourages members, or part of the company's employees, to become members of a well-recognized community.

Social media becomes a good venue for discussions and becomes a classic goal of marketing and communications, but the companies must ensure that the employees are adhering to the rules and etiquettes of social media. Another way to create brand awareness for businesses is by becoming a part of an existing forum and opening a new forum for stakeholders (Kukulska-Hulme, 2010). If this can be carried out properly, it can result in good reputation and build advocacy which means that people are tended to speak positively about the company in a practical and sensitive way (Carraher, 2011). The major challenge for a social media is to be a reliable source for communication as it is not for damage control. Social media can be used to be realistic, transparent, and for being able to communicate issues on time; thereby reducing rumors, negative talk, and motivating people to speak for the company (Hollier, 2009). There are several paid services available for monitoring conversations on the web. They carry out a qualitative and quantitative analysis of how discussions are carried out and how much the information is spread over the internet. Social media such as Facebook, blogs, YouTube have become major sources of hiring.

LinkedIn is another similar source used by recruiters, and about 80 percent of companies use it for the recruiting process. Social media has also become one of the easiest ways to improve productivity and to generate a natural interest in the work carried out by the employees. Using these media, companies can track employee's creativity and enthusiasm. Therefore, the key factor for the success of social media is conversation. When a social media site is used for a business, it enlarges the conversation through buzzes that would call out the brand name. A company must be truly dedicated towards conversation through social media, as much as the customers are. The companies must take time to review the conversation and must dedicate time and effort to respond to customers" responses. Social media is a cost-effective method for marketing activities (Paridon & Carraher, 2009). It was used by businesses initially to market products and services at a minimal cost. During the time when companies do not have sufficient money, they had to become careful about where, when, and from whom they would buy the products and services, and the recession resulted in the lack of trust in businesses. Because of the extreme conditions of the economy, companies made several unethical decisions which affected customers negatively (Carraher, Buchanan, & Puia, 2010). This is where the social media plays its role.

2.2 Social Media Usage and its influence on Undergraduate Students

The influence of social media platforms on education production cannot be overemphasized. George & Dellasega (2011) contend that the use of social media platforms improves students' learning opportunities, fosters collaborative studies and group discussion, allows for communication outside the classroom, and enhances critical thinking. Today, students are exposed to social media platforms on a daily basis; they use desktop computers, laptops, tablets and mobile phones to actively engage in social media platforms for chatting, blogging, content sharing and online learning purposes (Cassidy, Griffin, Manolovitz, Shen, & Turney, 2011) Thus, students spend much of their study time on social media rather than in their academic undertakings which seems to have an adverse effect on their study time, diverting their attention from their studies (Ndaku, 2013).

Lenhart, Purcell, Smith and Zickuhr (2010) stress that despite the peculiarity of social media for learning interaction, not all students use social media platforms for academic purposes. It is against this background that the present study has germinated, and aims at examining social media usage and its influence on undergraduate studies. Modern technology in communication has no doubt helped to serve as a means of connecting people and as a medium of interaction in the social world and educational arena. Consequently, higher education has been exploring the exciting opportunities that technologies have brought to institutions, educators and students. As a result, there has been rapid growth in the availability and uptake of online teaching and learning by many colleges and universities. Technology has changed the way people interact and has brought about the emergence of an open social platform in the form of social media. This allows persons to easily connect with each other, thereby making the world a global village. The advent of social media has impacted significantly on students both in their academic and social life as a means of making connections for various purposes. Boateng & Amankwaa (2016) asserted that social media has influenced instructors, students, and other academic stakeholders to unite with each other to promote knowledge construction in teaching and learning. For this reason, McLoughlin & Lee (2007) state that the use of social media platforms has impacted positively on individuals through creating diversification between different categories of people. The use of social media has become global. Some of the popular social media platforms are Facebook, WhatsApp, Twitter, MySpace, Instagram, LinkedIn, and Google Plus, among others. Institutions and academics are continually exploring social media technologies for collaboration and knowledge construction. Today, social media is used in higher education institutions as a platform where students connect with their instructors, fellow students and other scholars across the globe. Conversely, Lenhart, Purcell, Smith & Zickuhr (2010) assert that not all students interact constantly on social media platforms for academic purposes. This suggests that social media platforms are explored by students for different reasons. Junco & Cotton (2012) affirm that time spent by student on social media is slightly negatively related to time spent studying. In this same manner, Pempek, Yermolayeva & Calvert (2009) declare that most students spend valuable hours daily on social media platforms. Readouts (2012) reveals that young people spend time on social media more than twice the average amount of time spent in school each year.

This supports the position of Subrahmanyam & Patricia (2008) who underscore that using social media sites has both negative and positive effects, because there are harmful ways in which the Internet can be used. Social Networking Sites (S N S) gained instant popularity just after the invention and expansion of the Internet. Today, these sites are used the most to communicate and spread the message. The population on these social networking sites (SNS) has increased exponentially. Social networking sites (SNS) in general are called social media (Boyd & Ellison, 2008). Social media (SM) is used extensively to share content, initiate discussion, promote businesses and gain advantages over traditional media. Technology plays a vital role to make SM more robust by reducing security threats and increasing reliability (Stergiou et al., 2018).As of January 2022, more than 4.95 billion people are using the Internet worldwide, and around 4.62 billion are active SM users (Johnson, 2022). In India, the number of Internet users was 680 million by January 2022, and there were 487 million active social media users (Basuray, 2022). According to Statista Research Department (2022), in India, social media is dominated by two social media sites, i.e. YouTube and Facebook. YouTube has 467 million users followed by Facebook with 329 million users. Although almost all age groups are using social media platforms to interact and communicate with their known community (Whiting & Williams, 2013), it has been found that social media sites are more popular among youngsters and specifically among students. They use social media for personal as well as academic activities extensively (Laura et al., 2017). Other than social media, from the last two years, several online platforms such as Microsoft Teams, Zoom and Google Meet are preferred to organize any kind of virtual meetings, webinars and online classes. These platforms were used worldwide to share and disseminate knowledge across the defined user community during the pandemic. Social media sites such as Facebook, YouTube, Instagram, WhatsApp and blogs are comparatively more open and used to communicate with public and/or private groups. Earlier these social media platforms were used only to connect with friends and family, but gradually these platforms became one of the essential learning tools for students (Park et al., 2009). To enhance the teaching–learning process, these social media sites are explored by all types of learning communities (Dzogbenuku et al., 2019).

Social Media when used in academics has both advantages and disadvantages, it helps to improve academic performance, but it may also distract the students from studies and indulge them in other non-academic activities (Alshuaibi et al., 2018). Here, it is important to understand that the personality traits of students, their education level and gender are critical constructs to determine academic performance. There are different personality traits of an individual such as openness, conscientiousness, extraversion and introversion, agreeableness and neuroticism (McCrae & Costa, 1987). This cross-functional research is an attempt to study the impact of social media on the academic performance of students while using extraversion and introversion personality traits, education levels and gender as moderating variables. There has been a drastic change in the internet world due to the invention of social media sites in the last ten years. People of all age groups now share their stories, feelings, videos, pictures and all kinds of public stuff on social media platforms exponentially (Asur & Huberman, 2010). Youth, particularly from the age group of 16–24, embraced social media sites to connect with their friends and family, exchange information and showcase their social status (Boyd & Ellison, 2008). Social media sites have many advantages when used in academics. The fun element of social media sites always helps students to be connected with peers and teachers to gain knowledge (Amin et al., 2016). Social media also enhances the communication between teachers and students as this are no ambiguity and miscommunication from social media which eventually improves the academic performance of the students (Oueder & Abousaber, 2018) When social media is used for educational purposes, it may improve academic performance, but some associated challenges also come along with it (Rithika & Selvaraj, 2013). If social media is incorporated into academics, students try to also use it for non-academic discussions (Arnold & Paulus, 2010). The primary reason for such distraction is its design as it is designed to be a social networking tool (Qiu et al., 2013). According to Englander et al. (2010), the usage of social media in academics has more disadvantages than advantages. Social media severely impacts the academic performance of a student. The addiction to social media is found more among the students of higher studies which ruins the academic excellence of an individual (Nalwa & Anand, 2003).

Among the social media users, Facebook users' academic performance was worse than the non users or users of any other social media network. Facebook was found to be the major distraction among students (Kirschner & Karpinski, 2010). However, other studies report contrary findings and argued that students benefited from chatting (Jain et al., 2012), as it improves their vocabulary and writing skills (Yunus & Salehi, 2012) Social media can be used either to excel in academics or to devastate academics. It all depends on the way it is used by the students. The good or bad use of social media in academics is the users' decision because both the options are open to the students (Landry, 2014). Communicators Forum, Vol. 10 No. 1, July, 2018 ISSN: 2350-2401 2 Keywords: Social Media, Smartphone, Addiction, Vocational Contents, Facebook, Gender Distribution. Social media sites are forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos) Webster (2017). In this era which is called the digital age, computer and internet have gained central importance in human life, and social media has a prominent role in this picture (Kirik, Arslan & Gul, 2015). People of all age brackets, especially the young folks are indeed using the social media platforms to entertain, inform, relate and communicate with friends and colleagues without boundaries of distance and time constituting barriers. There are several social media platforms like Facebook, Twitter, Whatsapp, LinkedIn, Snap Chat, and so on that exist in the social media space. In the recent past, students are normally seen going to libraries to read with little or no electronic gadgets, acquiring knowledge and pushing the frontiers of academics through informed research and other forms of academic exercises. Conversely. In recent times, students go about with electronic gadgets from computers to smartphones, doing all sorts of activities with the aid of these gadgets within their various institutions. One of the foremost things they do with these gadgets is the use of social media applications (apps). The amount of time they spend on these platforms increase on geometric proportions capable of leading to social media addiction and reduced academic performance in the affected students.

2.2.1 Cyber-Bullying

Cyber bullying is the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature. Participating in online social networks also increases the likelihood of being victimized online, or, cyber-bullied (Mesch, 2009). Cyber-bullying is the use of communication technology, such as SNSs, to harm or "bully" others (Mesch, 2009). Forms of cyber bullying include harassing emails, web pages, hateful instant messages, text messages, and cruel posts on social networking sites (Mesch, 2009). The result of being a victim of cyber bullying can be embarrassment, feelings of belittlement, low self-esteem, and even suicide (Mesch, 2009). Because the Internet allows students to remain anonymous on websites or create false profiles, cyber-bullying has become a serious issue (Mesch, 2009). One national poll showed that over 13 million children between the ages of 6 and 17 have reported victims of cyber-bullying (Mesch, 2009). Research has also shown that an adolescent is more likely to harass or harm another student if they are not together face-to-face, which also can make a social networking site a perfect place for trouble to manifest (Mesch, 2009). However, there is no current legislation that protects students from this type of harassment, even though there are laws for more traditional types of bullying (Geach & Haralambous, 2009).Social media also has those similar problems that many students face at school in person, but perhaps nothing is more serious than bullying. Bullying has no limits and can easily extend to online platforms as well, as was previously discussed. Even if the more immediate forms of physical harm are removed. There are still numerous issues that may arise from cyberbullying as are illustrated by Figure 1 which was based on the data of a survey of 10 000 young people. Cyberbullying also results in emotional and social stress that a student cannot handle. Many students cannot cope, putting them at risk for psychological issues such as depression, anxiety, isolation, and even suicide.

Therefore, it would be most relevant to ask students if they have been victims of cyberbullying and to compare them to the figures presented by Akcil (2018) where 20.7 of international students had been victims of cyberbullying and represented below:
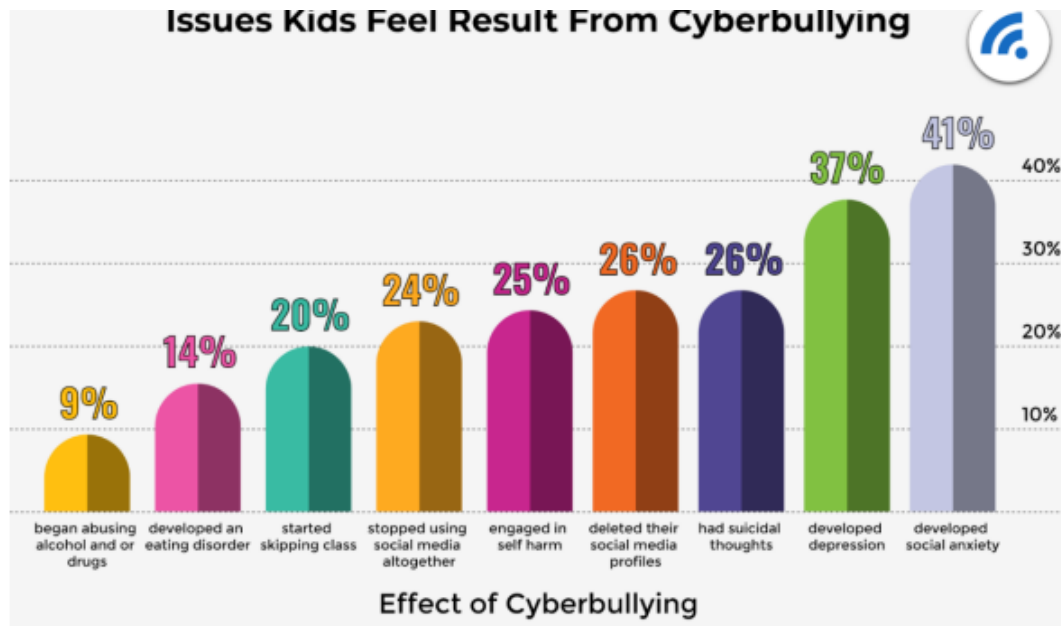
Figure 1 Issues Kids Feel Result From Cyberbullying, (BroadbandSearch 2021)

The results show that over one third of the respondents developed psychological issues such as social anxiety and depression after being cyberbullied. One fourth of respondents even resorted to physically harming themselves and one tenth said that they had begun using alcohol or drugs because of being cyberbullied. (BroadbandSearch 2021.)

2.2.2 Peer Pressure

According to recent research about social media networks and Internet usage, social networking sites like Facebook and MySpace have become so popular that many university students will get an account even if they do not want to (Peter, Schouten, & Valkenburg, 2006).

This shows that joining a SNS signifies more than just going on a website; it is way of "fitting in" with peers, just like many other types of groups in high school (Peter, Schouten, & Valkenburg, 2006). In fact, SNS may be predictors of self-esteem and wellbeing in students, and they have become a fundamental role in student's life (Peter, Schouten, & Valkenburg, 2006). A student stated in a research study by Dr. Danah Boyd at Berkeley University: "If you're not on MySpace, you don't exist" (Boyd, 2007).

2.3 Concept of Social Media on Student's Academic Performance

Social media continuously keeps changing and as such, it is difficult to assign a fixed definition to it as Jacka and Scott (2011), argued that ''there is no single recognized definition for social media''. However some scholars have defined it in different perspectives over the past years. Kaplan and Haenlein (2010), defined social media as a group of internet- based applications that build on the ideological and technological foundations of Web 2.0 and allow the creation and exchange of user-generated content. The Oxford dictionary (2011), also defined social media as "websites and applications used for social networking" Another definition of social media is that it is a ''communication channel which is very popular, extremely fast and broad, has proven to be highly effective, as well as trusted by billions of people , to share and discover content concerning individuals, brands, information, entertainment and knowhow'' (Dearborn, 2014).One theme that all these definitions underpin is that social media involves some form of communication between individuals over the internet. Social media began in the late 1990s with the first recognized social media network called "SixDegrees " in 1997 and this technology enabled people to upload a profile and make friends. From 1997 to 2001 a number of community tools; Asian Avenue, blackplanet and MiGente began supporting various combination of profile and publicly articulated friend (Boyd, Danah, Ellison and Nicole, 2007). Social media according to Onuoha, Unegbu and Lasisi (2012) creates an avenue for undergraduates to network with one another irrespective of time or space.

The introduction of Facebook, twitter and other digital media, according to Levine (2012), has opened up a whole new world of social interaction, and potential distraction in the office environment. Kim, Yoo-Lee and Sin (2011) in their study pointed out that as social media are gaining popularity, and some of them seem to be playing an important role as an information sources, it is crucial to understand what kinds of social media are used as information sources. Ezeani and Igwesi (2012) observed that with the exponential growth of the use of social media such as the Facebook, MySpace, twitter, YouTube. It is now inevitable that librarians must learn the use of these tools to be able to keep their ever growing and sophisticated patrons. Collins and Quan-Haase (2012) in their study observed that the manner of use and levels of application for specific social media formats differed greatly throughout the province of Ontario; their findings revealed that the interests, demands, needs and practices of a repetitive institution largely dictate the adoption and subsequent role of social media within that setting. Rogers (2012) in his study

discovered that many respondents' use social media for various reasons. Also, Ezeani and Igwesi (2012) articulated the following important characteristics of social networking (SN): It is participatory, educative, collaborative, fascinating and flexible. Suraweera, Razah, Chouham, Tamang, Hubilla, Ratnayake, Rubosa, Malik and Mahesaa (2011) categorized social networking services into two board categories namely: Internal Social Networking (ISN) and External Social Networking (ESN). One theme that all these definitions underpin is that social media involves some form of communication between individuals over the internet. Social media began in the late 1990s with the first recognized social media network called "Six Degrees " in 1997 and this technology enabled people to upload a profile and make friends. From 1997 to 2001 a number of community tools; Asian Avenue, blackplanet and MiGente began supporting various combination of profile and publicly articulated friend Boyd, Danah, Ellison and Nicole (2007).There has been tremendous improvement since this era and today there exist uncountable social networking sites either developed for local use, specific purpose or international use.

Students' academic performance has moved to a different dimension since the introduction of these social media networks and several studies have affirmed that social media plays an important role on students in higher education including the study conducted by Wheeler, Yeomans and Wheeler (2018); Rifkin, Longnecker, Leach and Ortia (2019). In their study, they recognized four (4) major advantages of social media usage by students in higher education which included; enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities. Indeed, social media has contributed greatly to facilitating learning in the 21st century. It is shown that a greater percentage of students including those at the PhD level commonly use social media to ameliorate their studies (Khan, 2010).The answers to the causes of flexible studies today across the globe might not be far-fetched from the great contribution that social media platforms are providing when used judiciously. According to Komba, Hizza, and Jonathan (2013), students' academic performance refers to the accomplishment of a given task that is measured against predetermined standards of accuracy, completeness, cost, and speed. (Shanza, 2020) stated that academic performance is the extent to which a student, teacher or institution has achieved their short or long-term educational goals, In line with this, Yunlok (2010), defined academic performance as the knowledge and skills that students have mastered in a subject or a course. It's basically a measure of how well

students have performed in the various assessment items set for them based on some educational criteria determined by professional educators. Through students' performance in the assessment items such as essays, tests, viva, and examinations, students' performance are determined in ranking as to the educational standards that they have reached — pass, credit, distinction, high distinction and so on. Academic performance by students has always been a subject of interest to every educational institution. Whereas there is a consensus that schools should play a major role in this process, there seems to be disagreement about what exactly that role should be. While some believe that the primary focus of schools should be the academic preparation of students (Hirsch, 1996; Tienken, & Wilson, 2001).

Others however believe that efforts of schools should be integrated with other social institutions such as family and community towards educating children (Huitt, 2007). In fact, heads of educational institution, teachers and parents are primarily responsible for students' academic performance (Darling-Hammond, 2000), and that schools should efficiently and effectively organize themselves towards this task (Engelmann & Carnine, 1991). Researchers over the years have used a variety of ways to measure academic performance and these include report card grades, grade point averages, standardized test scores, teacher ratings, other cognitive test scores, grade retention and dropout rates (Burns & Darling, 2002; Hijazi & Naqvi, 2006).Thus, student's academic performance is typically assessed by the use of teacher ratings, tests, and exams. In fact, student academic performance is more likely to be experienced International Journal of Academic Research and Reflection Vol. 3, No. 5, 2015 ISSN 2309-0405 Progressive Academic Publishing, UK Page 20 www.idpublications.org and evidenced when students feel personally validated and believe that their effort matters and can influence or control the prospects of their academic success. In reality, these inspire them to develop a sense of purpose and perceive the school experience as being personally relevant. Granting the importance of academic performance is rarely questioned, however the factors that influence and mediate it have been elusive (Elliot, 2007). In reality, amongst the various predictors of academic performance, there are likely to be some interactions between each other, and therefore the effect of one factor on the academic performance may be indirectly reflected through others. Thus, the studies surveyed support the hypothesis that student academic performance depends on a number of factors. Findings from studies identify students' effort/persistence, academic ambition, previous grades

(Anderson et al., 1994), parents' education, parents academic ambition for their wards (Sentamu, 2003; Osiki, 2001) sex of the child, age of student (Aripin, Mahmood, Rohaizad, Yeop, & Anuar, 2008), peer influence (Tope, 2011; Black, 2002), and personal effort, academic ambition (Schoon & Parsons, 2002) as factors that have a significant influence on the students' academic performance . Academic instruction is arguably the primary business of education. To this end, schools are expected to influence students' learning, socialisation, and even vocational preparedness.

Despite the attention paid to a broad definition of educational outcomes, however, academic performance remains central. Students' academic performance is a term that appears frequently married in higher education discourse. Academic performance is a multidimensional construct composed of the skills, attitudes, and behaviors of a learner that contribute to academic success in the classroom (Hijazi & Naqvi, 2006). It is a satisfactory and superior level of performance of students as they progress through and complete their school experience (Tinto, 1993).The implication of this definition is underscored by research which repeatedly demonstrates that the vast majority of students who withdraw from school do so for no reason other than poor academic performance (Hijazi & Naqvi, 2006; Tinto, 1993). Although the importance of academic achievement is rarely questioned, reaching unanimity regarding its measurement has been elusive. The measurement of students' academic performance continues to be a controversial topic among policymakers, measurement experts, and educators (Elliot, 2007; Johnson, 2003). Researchers have used a variety of ways to measure academic achievement such as report card grades, grade point averages, standardized test scores, teacher ratings, other cognitive test scores, grade retention, and dropout rates (Burns & Darling, 2002). However, for the purposes of this study, student academic performance is defined by the degree to which a student is able to accomplish a given class work in the school setting.

2.3.1 Parents' Education

Parents are the most immediate relation of a child. Educated parents better understand the educational needs and their children's aptitude. They, thus help their children in their early education which affects their proficiency in their relative area of knowledge. Parents' education

or academic background definitely contributes immensely toward the academic life of children. International Journal of Academic Research and Reflection Vol. 3, No. 5, 2015   ISSN 2309-0405 Progressive Academic Publishing, UK Page 21   www.idpublications.org According to Grissmer (2003), parents' level of education is the most important factor affecting students' academic achievement.

Taiwo (1993) submits that parents' educational background influence the academic achievement of students. This, according to him, is because the parents would be in a good position to act as second teachers to their children; and even guide and counsel them on the best way to perform well in education and provide the necessary materials needed by them and are more able to check and curtail the children's social media usage. Musgrave (2000) argues that children who come from an educated home would like to follow the steps of their family and by this, works actively in their studies. Jeynes (2002) also avers that a child from a well-educated family with high socio-economic status is more likely to perform better than a child from an illiterate family. This he suggests apparently because children from an educated family are seen to have lots of support such as a decent and good environment for academic work, parental support and guidance, enough textual and academic materials and decent feeding. Eamon (2005) again claims that virtually in all nations, children of parents high on the educational, occupation and social scale have far better chance of getting into good secondary schools and from there into the best colleges and universities than equally bright children of ordinary workers or farmers. In fact, the most important factor associated with the educational achievement of children is not race, ethnicity or immigrant status; instead the most critical factor is parents' education (Considine & Zappala, 2002). Academic Ambition of the Child The importance of setting up goals for behaviour was first suggested and defined by Dembo (1931). The ability to set goals and pursue these goals is sometimes referred to by educators as student's academic ambition (Dembo, 1931). Lewin, Dembo, Festinger and Sears (1944) demonstrate that ambitions can be linked to the seeking of success and the avoidance of failure. Pettigrove (2007) defines ambition as the persistent and generalized striving for success, attainment, and accomplishment. In short, ambition is about attaining rather than achieving, though of course there is a certain relationship between the two (Maurin, 2002). Ambition is thus discussed by numerous philosophers, with those seeing it as virtuous apparently outweighing those who perceive it as vicious (Pettigrove,

2007).Students who choose to set difficult goals for themselves tend to become task oriented, with a sense of purpose for their lives (Quaglia & Cobb, 1996). Certainly, academic ambition can influence students' learning, preparation for life choices, academic motivation and achievement.

Quaglia and Cobb (1996) conceive of academic ambitions as the "student's ability to identify and set goals for the future, while being inspired in the present to work toward those goals" (p. 130). Ambition thus, represents the perception that an activity is important as a means to future goals. It reflects individuals' perceptions that it is both possible and desirable to think in future terms and to plan for the future (Quaglia & Cobb, 1996). Individuals' ambitions are considered important because they might influence key choices, and outcomes such as educational achievement (Goodman & Gregg, 2010). In fact, many studies suggest that young people with higher educational ambitions have greater motivation and higher educational attainment than their peers (Desforges & Abouchaar, 2003).Undeniably, the relationship between educational outcomes and academic ambitions seems to be a complex one. Ambition thus, can both be a predictor of educational achievement and an outcome of it, and International Journal of Academic Research and Reflection Vol. 3, No. 5, 2015   ISSN 2309-0405 Progressive Academic Publishing, UK Page 22 www.idpublications.org might be influenced by self-efficacy, personal traits, experiences and mediating family factors (Gutman & Akerman, 2008), or linked to beliefs about ability (Phillipson & Phillipson, 2007). Social media is constantly being used my undergraduate college students across the globe. Social media can be accessed through a computer, cell phone, iPad, and so much more. The newest way of getting in touch with social media is now a watch. Technology is constantly changing and is always finding a way for different generations to have access to different forms of social media right at their fingertips. The generation that is now in college was named the "Millennials." According to a survey conducted by the American Press Institute (2015), "The survey measured the use of seven different social networks as pathways to news and information. That analysis provides a landscape view of social media and news. One striking finding is that, every one of these social networks, to greater or lesser degrees, are now news platforms. Fully 88 percent of those surveyed get news from Facebook at least occasionally, 83 percent from YouTube, and 50 percent from Instagram."   "For young adults between 18 and 29 years old, social media use is

even more common-as of 2010, it was 72% (Lenhart et al., 2010). The use of social media in college can be deemed useful when it comes to making connections with your teachers and other classmates.

One study focused on the impact of social networking sites on social connectedness and cognitive abilities. "In order to provide a reliable measure of cognitive skills, standardized tests of verbal ability, working memory, and academic attainment, were administered. Students also responded to questions about the length and type of social media use (Facebook, YouTube, and Twitter).

2.3.2 Effort of the Child

It is without doubt that the academic achievement of students depends on number of basic factors of which effort is paramount (Tella & Tella, 2010). Effort refers to the overall amount of energy expended in the process of studying (Zimmerman & Risenberg, 1992) whereas persistence, also known as effort management or effort regulation (Pintrich, Smith, Garcia, & McKeachie, 1993) means the continuous investment of energy in learning even when obstacles are encountered. Carbonaro (2005) defines school effort as the amount of time and energy that students expend in meeting the formal academic requirements established by their teachers and/or school. He identified three different types of school effort, thus rule oriented effort (showing up in and behaving in class), procedural effort (meeting specific class demands such as completing assignments on time) and intellectual effort (critically thinking about and understanding the curriculum). Refreshingly, when students attribute their academic success to effort/persistence or receive feedback that attributes their success to effort, they develop a higher self-efficacy and expectations for future skill development (Siegle & McCoach, 2007). Indeed, a number of researchers have in the context of achievement goals explored the contribution of effort and persistence on students' academic performance (Opare & Dramanu, 2002). Research evidence shows that effort makes a positive contribution to the prediction of academic performance outcomes (Bouffard, Boisvert, Vezeau, & Larouche, 1995). In truth, in analysis, effort is found to relate positively to academic performance (Opare & Dramanu, 2002; Phan, 2008). Pintrich (2004) for instance, finds effort to be the only direct predictor of learning outcomes amongst all general strategies.

2.3.3 Social Media in the Classroom

Having social media in the classroom has been a controversial topic for the last several years. Many parents and educators have been fearful of the repercussions of having social media in the classroom (Kist 2012). As a result, cell phones have been banned from classroom and schools have blocked many popular social media websites. However, despite adult's apprehensions, students are using social media. Schools have realized that they need to incorporate these tools into the classroom and rules are changing. The Peel District School Board (PDSB) in Ontario is one of many school boards that has begun to accept the use of social media in the classroom. In 2013, the PDSB introduced a "Bring Your Own Device" (BYOD) policy and have unblocked many social media sites. Fewkes and McCabe (2012) have researched about the benefits of using Facebook in the classroom. In early 2013, Steve Joordens, a professor at the University of Toronto, encouraged the 1,900 students enrolled in his introductory psychology course to add content to Wikipedia pages featuring content that related to the course. Like other educators, Joordens argued that the assignment would not only strengthen the site's psychology-related content, but also provide an opportunity for students to engage in critical reflection about the negotiations involved in collaborative knowledge production. However, Wikipedia's allvolunteer editorial staff complained that the students' contributions resulted in an overwhelming number of additions to the site, and that some of the contributions were inaccurate. Facebook represents a potentially useful tool in educational contexts. It allows for both an asynchronous and synchronous, open dialogue via a familiar and regularly accessed medium, and supports the integration of multimodal content such as student-created photographs and video and URLs to other texts, in a platform that many students are already familiar with. Further, it allows students to ask more minor questions that they might not otherwise feel motivated to visit a professor in person during office hours to ask (Moody 2010).It also allows students to manage their own privacy settings, and often work with the privacy settings they have already established as registered users. Facebook is one alternative means for shyer students to be able to voice their thoughts in and outside of the classroom.

It allows students to collect their thoughts and articulate them in writing before committing to their expression. Further, the level of informality typical to Facebook can also aid students in self-expression and encourage more frequent student and-instructor and student-and-student communication. Twitter also promotes social connections among students. It can be used to

enhance communication building and critical thinking. Domizi (2013) utilized Twitter in a graduate seminar requiring students to post weekly tweets to extend classroom discussions. Students reportedly used Twitter to connect with content and other students. Additionally, students found it "to be useful professionally and personally". Junco, Heibergert, and Loken (2011) completed a study of 132 students to examine the link between social media and student engagement and social media and grades. They divided the students into two groups, one used Twitter and the other did not. Twitter was used to discuss material, organize study groups, post class announcements, and connect with classmates. Junco and his colleagues (2011) found that the students in the Twitter group had higher GPAs and greater engagement scores than the control group. Gao, Luo, and Zhang (2012) reviewed literature about Twitter published between 2008 and 2011. They concluded that Twitter allowed students to participate with each other in class (back channel), and extend discussion outside of class. They also reported that students used Twitter to get up-to-date news and connect with professionals in their field. Students reported that microblogging encouraged students to "participate at a higher level" Since the posts cannot exceed 140 characters, students were required to express ideas, reflect, and focus on important concepts in a concise manner. Some students found this very beneficial. Other students did not like the character limit. Also, some students found microblogging to be overwhelming (information overload). The research indicated that many students did not actually participate in the discussions, "they just lurked". YouTube is the most frequently used social media tool in the classroom (Moran, Seaman, & Tinti-Kane 2012). Students can watch videos, answer questions, and discuss content. Additionally, students can create videos to share with others. Sherer and Shea (2011) claimed that YouTube increased participation, personalization (customization), and productivity. YouTube also improved students' digital skills and provided opportunity for peer learning and problem solving. Eick & King (2012) found that videos kept students' attention, generated interest in the subject, and clarified course content.

2.3.4 The Problems of Social Media in Schools

Social media networks, as well as other new forms of communication technology, are also a concern to many school professionals because of the level of distraction they create within the school (Greenfield & Subrahmanyam, 2008). Even though many schools have created many strict rules that forbid the use of handheld technology during school activities or that block

certain social networking websites, many students are still able to connect during lecture hours as they please (Greenfield & Subrahmanyam, 2008). This has caused distractions during instruction time and has had a negative impact on the learning environment.

I. **Nearly all youth and a majority of adults use social media.** In 2012, 90% of 13- to 17-year-olds reported using some form of social media. About 70% of adults use social media regularly, and about half use two or more social media platforms. It is expected this usage will increase.

II. **Social media increases communication speed.** Historically, it was sometimes possible for educators, parents, and other caregivers to assess a crisis threat or situation patiently over time. However, the speed of information exchanged via social media, both accurate and inaccurate, requires quick thinking and quick responding.

III. **There are potential risks associated with social media use.** Social media can contribute to psychological trauma and other challenges. Potential risks include the following.

IV. Cyberbullying or other online conflicts (e.g., a student or staff member may experience widespread and direct public ridicule; schools with social media accounts may experience negative postings about the school).

V. Quick and widespread communication of crisis-related rumors or other false information (e.g., inaccurate information about what happened or who was involved in a crisis situation).

VI. Quick and widespread communication of embarrassing or inappropriate information (e.g., personal photos or shameful information posted).

VII. Potential for triggering crises, increasing perceptions of threat and fear, or creating crisis contagion (e.g., 1–5% of suicides are believed to be due to a contagion effect where learning about crisis details leads to another crisis).

VIII. Affects privacy (e.g., individuals may not be aware of the risks associated with sharing too much).

IX.   Potential for overuse or as a consistent substitute for face-to-face socializing (e.g., may lead to social media depression).

X.   Time consuming for educators, parents, and other caregivers to learn and monitor.

2.4 Academic Performance Factors

To later analyze how social media affects the academic performance of students, first it is necessary to explore what this concept means. This section first introduces what academic performance is and then it also will be explaining the various factors that affect it positively or negatively. Academic performance is a measurement of the scholastic achievements of students. Typically, this measurement is done on a numerical scale, but it can also be displayed with words or letters. Typical ways of measuring academic performance include testing, grade point averages, and graduation rates. (Bell 2021.) Academic performance can be considered to also include activities outside classrooms and tests such as participating in student groups or volunteer organizations or anything which shows that the student is eager to take initiative (Williams 2018). According to a literature study by Mushtaq and Khan (2012), there are broadly four different categories that have either a positive or a negative effect on academic performance: communication, environment, guidance, and family situation. You could also simplify this into also being a traditional case of nature versus nurture, but for now, these four categories will be considered more in-depth.

There is a direct correlation between the language and communication skills of the student and their academic performance. Studying is based on these two skills on many different levels, that this seems almost obvious to note. Those students who have trouble with the language that they are being taught in, will have more difficulties to overcome compared to other students. Reading and writing skills are crucial parts of education and any deficiencies in these will surely have a direct impact on the academic performance. The reverse is true too since mastering those skills make it easier for a student to achieve higher levels of performance, but they are not the only factors involved. (Mushtaq & Khan 2012.) Other personal qualities of the student play a significant part in academic performance. Personal motivation and attitude towards studies both can have either a negative or a positive impact. According to one study a positive attitude towards certain subjects does not correlate with good academic performance in them but having

a positive attitude can still make it easier to achieve better results. (Uok & Langat 2015). The environment a person grows up in and the environment they study in both have direct impacts on their academic performance too. How much their parents interact with their academic life at home has a direct influence on how well they do at school. The children of those parents who take an active interest in the education will most likely then have a higher academic performance compared to those whose parents did not do such a thing.The kind of a school one studies in also has an effect in many ways. Teachers are some of the most important factors in this equation and their role is crucial in making the school environment and its effect either positive or negative for the students. It is worth noting that the physical faculties of the school itself can also have an effect. Especially in higher levels of education a good library can prove to have a significant effect on academic performance. In lower levels such as primary schools this is reduced since libraries do not necessarily play such a big part in that level of education. The overall economic level of the school also has an effect since the richer schools tend to have the more successful students. (Abaidoo 2018.) Guidance can be referring to both the one received at home and the one received at school. In this point of view, it is connected to the two environments, since those are the locations, you are mainly receiving guidance in. Good guidance can help students with developing positive attitudes and habits when studying.

There also seems to be a link between good performance in exams and children who have gotten good guidance from their parents. (Hussain, 2006.) The final category, family situation is in a way related to all the previous categories since they can all be interconnected. This category specifically is more about socio-economic factors such as attendance, family income, the education level of the parents, and travel distance to school. There have been studies that show that there is even a link between the poor nutrition that the children of poor families suffer from and the poor academic performance. This issue can made twofold if these children are then unable to also receive nutritious food at their school either. Poor attendance levels can be caused by many different reasons and sometimes the parents can be at fault if they for one reason or another, do not let their children attend school normally. Long distances of travel between homes and schools also cause issues for students because they make students more tired and less likely to pay proper attention in class. (Mushtaq & Khan 2012. An important factor that has emerged during the COVID19-pandemic is how online teaching affects students and their academic

performance compared to contact lessons. The lack of a traditional classroom environment has made some students feel like it is more difficult to study and as such their grades have suffered. Online teaching has also been a problem for teachers since some of them were not prepared skill-wise for digital teaching. This could have affected their students' academic performance. Academic Performance by students has always been a subject of interest to every educational institution. Whereas there is a consensus that schools should play a major role in this process, there seems to be disagreement about what exactly that role should be. While some believe that the primary focus of schools should be the academic preparation of students (Hirsch, 1996; Tienken, & Wilson, 2001).Others however believe that efforts of schools should be integrated with other social institutions such as family and community towards educating children (Huitt, 2007). In fact, heads of educational institution, teachers and parents are primarily responsible for students' academic performance (Darling-Hammond, 2000), and that schools should efficiently and effectively organize themselves towards this task (Engelmann & Carnine, 1991).

Researchers over the years have used a variety of ways to measure academic performance and these include report card grades, grade point averages, standardized test scores, teacher ratings, other cognitive test scores, grade retention and dropout rates (Burns & Darling, 2002; Hijazi & Naqvi, 2006).Thus student's academic performance is typically assessed by the use of teacher ratings, tests, and exams. In fact, student academic performance is more likely to be experienced and evidenced when students feel personally validated and believe that their effort matters and can influence or control the prospects of their academic success. In reality, these inspire them to develop a sense of purpose and perceive the school experience as being personally relevant. Granting the importance of academic performance is rarely questioned, however the factors that influence and mediate it have been elusive (Elliot, 2007). In reality, amongst the various predictors of academic performance, there are likely to be some interactions between each other, and therefore the effect of one factor on the academic performance may be indirectly reflected through others. Thus, the studies surveyed support the hypothesis that student academic performance depends on a number of factors. Findings from studies identify students' effort/persistence, academic ambition, previous grades (Anderson et al., 1994), parents' education, parents academic ambition for their wards (Sentamu, 2003; Osiki, 2001) sex of the

child, age of student (Aripin, Mahmood, Rohaizad, Yeop, & Anuar, 2008), peer influence (Tope, 2011; Black, 2002), and personal effort, academic ambition (Schoon & Parsons, 2002) as factors that have a significant influence on the students' academic performance.

2.5 Students Addictiveness to Social Media

Social Network Addiction (SNA) signs may be detected when the person connected to the social network website starts to lose track of the time, over past their sleep time, and ignores work or any important assignment from school. A solution to social networking can be to set a schedule, or to see a psychologist. According to Pamaoukaghion (2010) Social Network Addiction was known as a psychological disorder around the world, however, the factors that influence and mediate it have been elusive (Elliot, 2007).

In reality, amongst the various predictors of academic performance, the are likely to be some interactions between each other, and therefore the effect of one factor on the academic performance may be indirectly reflected through others. Thus, the studies surveyed support the hypothesis that student academic performance depends on a number of factors. Findings from studies identify students' effort/persistence, academic ambition, previous grades (Anderson et al., 1994), parents' education, parents academic ambition for their wards (Sentamu, 2003; Osiki, 2001) sex of the child, age of student (Aripin, Mahmood, Rohaizad, Yeop, & Anuar, 2008), peer influence (Tope, 2011; Black, 2002), and personal effort, academic ambition (Schoon & Parsons, 2002). Social network addiction leads to many problems such as problems with your family, work, friends, and so on. According to Pamaoukaghion (2010), Facebook is one of the most famous visited social network websites. There are many levels of social network addiction; some of the levels are for emotional low self-esteem and being afraid to be socially exposed. People with low self-esteem are most likely to fall into social network addiction, because of the unstable social expose with people. According to Pamaoukaghion in a study from the University of Athens, psychiatrists discuss about a woman who lost her job because of being online on a social network website. The discussion was about the situation of the women; that it could be a sign of social network addiction. According to Cheever (2009), there are five signs which may signal that one has a type of social network addiction. The ones with more relevance include when one is losing sleep over spending hours on social networks; when a person spends more than an hour

in social networking; when one ignores work and this could be also school work; and also if the thought of having a day without visiting a social network creates a stress. This is one of the most popular signs of social network addiction, because it is then followed by the student starting to break his or her ordinary schedule and start to miss school, work or any other important engagement. This information may sound alarming, or others may find it totally normal for their daily living. According to Hardie & Tee (2007), high internet use was related to high levels of emotional loneliness, but low levels of social loneliness. What this means is that a great number of people who suffer from emotional distress tend to be addicted to social networks.

The popularity of the social media made it irresistible for even non users and those who have no idea what it is to begin to be attracted to it, as friends will introduce it to them. On the internet, students engage in a variety of activities some of which may be potentially addictive. (kuss and Griffiths, 2011). The mass appeal of social media on the internet could be a cause for concern, particularly when attending to the gradually increasing amount of time students spend online. Undergraduates spend more time on Facebook, Twitter and other social media through smartphones that are now in abundance among these youths. Many student cannot go for two-three hours without checking and updating their profiles on these social networks even at the detriment of other activities such as educational and career pursuit. (Morahan- Martin and Schumacher, 2000) explain social media addiction as the excessive use of the internet and the failure to control this usage which seriously harms a person's life. In an article on the Daily Trust newspaper, Itodo (2011) posits that there seem to be an alarming rate of social networking obsession among students today; a trend that could affect their academic, social and spiritual lives negatively if not properly controlled. Many concerned parents have expressed grave concern that they could hardly get the attention of their children and wards, as they seem to have been carried away by the fascinating world of social networks. Some youths are such social freaks that they have now carved out for themselves a world of fantasy and illusion and detached from reality. Bello (2012) of the Sunday Observer observes that if the dangerous trend of social media network "obsession" if left unchecked could further affect an already collapsing education system in Nigeria. The reason students are performing poorly in school these days might not be farfetched. While poor quality of lecturers can quickly take the blame, one might think harder if the phrase "Facebook frenzy" has not been heard of. It is a common sight to see a youth chatting

in sensitive and highly organized places like church, mosque and Lecture venues. Some are so carried away that even as they are walking along the high way, they keep chatting. Attention has been shifted from visible to invisible friends, while important ventures like study and writing are affected in the process. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition (McQuail 2008). Jeong (2005) noted that internet addiction is significantly and negatively related to students' academic performance, as well as emotional attributes.

In a study of 884 students of different universities in Nigeria, (Olowu & Seri 2012). Indicated that students in Nigeria are spending too much time on social networking sites at the detriment of their studies. They explained that Youths' use of these social networking sites even point towards obsession. The youths have made the social media their top priority and continued to need more usage in order to feel satisfied. In Ogedebe, Emmanuel & Musa (2012), a study on Facebook and Academic Performance in Nigeria Universities was carried out on 122 university students; they tested six hypotheses to know the effect of Facebook on the academic performance of students in selected universities. The study tested among other hypotheses that the more time a student spends on Facebook, the lower his or her grade point average will be. In Olubiyi (2012), the author observed that the bone of contention of the social media is the obsessive attitude of Nigerian youths towards its use. He pointed out that students waste their time on idle chats and other immoral acts. Students are so engrossed in the social media networks that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy pinging, or Facebooking, while lectures are on. The result is that, quality time that ought to be spent on academic research and other productive networking is lost.

2.5.1 Recognizing a Social Media Addiction

Although many people habitually use social media, very few are genuinely addicted. To determine if someone is at risk of developing an addiction to social media, ask these 6 questions:

I.   Do they spend a lot of time thinking about social media or planning to use social media?

II.   Do they feel urges to use social media more and more?

III.   Do they use social media to forget about personal problems?

IV.   Do they often try to reduce use of social media without success?

V.   Do they become restless or troubled if unable to use social media?

VI.   Do they use social media so much that it has had a negative impact on their job or studies?

A "yes" to more than 3 of these questions may indicate the presence of a social media addiction. A digital detox, a period of time during which someone significantly reduces the time spent using electronic devices such a smartphones or computers, could be a wise precaution. This can include simple steps, such as turning off sound notifications and only checking social media sites once an hour. Other changes can include having periods in the day where there is self-imposed non-screen time, such as during meal times, or leaving the phone in a separate room at night so as not to disturb sleep. This allows for a restored focus on social interaction in the physical world and reduces dependency on networking sites.

2.5.2 Solutions to Social Media Addiction by the Students

The solution to this problem of social media addiction amongst students can only be effective when certain measures are taken. Eke, Omeukwu, Obiora & Odoh (2014) suggested the following as solutions to social network addiction among Nigerian students: □ Students who are heavy users should moderate the use of social networking sites to avoid addiction and also to create a balance between their offline and online lives. □ Since most students access the various social networking sites through their mobile phones, it is advisable that tertiary and secondary institutions should enact a law making students' use of phones during classes an offence which shall attract drastic punitive measures for the defaulters. □ Tertiary institutions should organize seminars to enlighten students on the not too good aspects of using social networking site as means of interaction. This can be done by exposing students to the importance of face to face communication in the creation of real communication or message sharing. Students should also

be exposed to the dangers associated with social media addiction. ☐ Social media users should know the level of information they share on each of the social media platforms that they are subscribed to. This will help stop the problem of identity theft. ☐ Provision of laws on the content of social media: students should have a law guiding them on how they use the social media and information they disseminate through the social media.

2.6 Psychological Aspect of Social Media usage

The psychological effects of using social media are introduced. As most of us use social media daily, it is bound to be having some effects on our brain and may even develop into an addiction. Addiction is defined by the American Society of Addiction Medicine thusly: Addiction is a treatable, chronic medical disease involving complex interactions among brain circuits, genetics, the environment, and an individual's life experiences. People with addiction use substances or engage in behaviors that become compulsive and often continue despite harmful consequences. Prevention efforts and treatment approaches for addiction are generally as successful as those for other chronic diseases. (American Society of Addiction Medicine, Inc. 2019) The following subchapters will go more into the psychological details about how social media usage can cause changes in us and our behaviour. The vary basis of this study is on the psychological effects of social media so it is very important to understand how and why it causes these effects in us.

2.6.1 How Social Media Affects the Brain

Receiving and giving likes or other forms of upvoting and reactions on social media can have similar reactions in the brain compared to receiving social or monetary rewards. To be more specific, this triggers the dopamine receptors in the brain. (Sherman, Hernandez, Greenfield & Dapretto 2018.) This can lead to negative effects comparable to the effects of gambling or drug usage. In this regard, social media can be viciously addictive (King University Online 2019).The

attitudes, thoughts, and behaviours mimic those of people addicted to serious drugs (Gordon 2019). In a different study the conclusion was that there is a correlation between viewing photos with many likes and more brain activity in neural regions governing the processing of rewards, social cognition, imitation, and attention. (Sherman, Payton, Hernandez, Greenfield & Dapretto 2016.) Social media usage and addiction has similar risks compared to these two and can cause the reward system of the brain to be compromised. Another negative impact social media can cause is the feeling of social exclusion. Being left out of online group chats and events has similar effects on adolescent brains as being left out on the outside world.

(Crone & Konjin 2018.) Researchers have begun to investigate the psychological effects of using social media on students' lives. Chukwuere and Chukwuere (2017) maintained that social media platforms can be considered the most important source of changing individuals' mood, because when someone is passively using a social media platform seemingly with no special purpose, he can finally feel that his/her mood has changed as a function of the nature of content overviewed. Therefore, positive and negative moods can easily be transferred among the population using social media networks (Chukwuere and Chukwuere, 2017).This may become increasingly important as students are seen to be using social media platforms more than before and social networking is becoming an integral aspect of their lives. As described by Iwamoto and Chun (2020), when students are affected by social media posts, especially due to the increasing reliance on social media use in life, they may be encouraged to begin comparing themselves to others or develop great unrealistic expectations of themselves or others, which can have several affective consequences. Considering the increasing influence of social media on education, the present paper aims to focus on the affective variables such as depression, stress, and anxiety, and how social media can possibly increase or decrease these emotions in student life. The exemplary works of research on this topic in recent years will be reviewed here, hoping to shed light on the positive and negative effects of these ever-growing influential platforms on the psychology of students. Social media attacks the human brain's mental state, triggering mood swings, the failure to think and act rationally, a loss of confidence, and a decline in overall

quality of life. If you compare your parent's life to those of today's generation, it's clear that they had a less emotional and psychological effects. Most students start using social media to communicate. But the more time they spend on social media, the more possibility of them getting addicted. Instead of opening books, they are likely to use social media, leading to psychological effects such as depression and anxiety, isolation, lack of confidence, self-harm, and failure to recognize their worth.

2.6.2 Psychological reasons for using Social Media

The reasons why we use social media can be fit into Maslow's hierarchy of human needs which is depicted in the figure below:

Figure 1. Maslow's hierarchy of needs (McLeod 2020)

How physiological needs fit together with social media might not be readily apparent. The argument can be made that sharing information online about services or products that fulfill these needs is this connection. According to one study, 49 per cent of people share content because to them it allows their friends and family to learn about potentially useful products and services. So, the connection is there, even though it is not a direct one and more of an indirect one. (Contentworks Agency 2018.) Safety needs are easier to understand in connection with social media than physiological needs. Searching for employment has almost completely moved online and a person's social media presence can also be an influencing factor when it comes to companies deciding on whether to hire them.

There are also social media platforms that are ostensibly based on job searching and work-related networking such as LinkedIn that have been growing in popularity. (Content works Agency 2018.) The middle tier of the hierarchy of needs is what the whole idea of the internet was built on: connecting people. Social media has made it even more easy to stay connect with friends and family even when separated by large geographical distances. One can easily follow what they are doing and update them on what one has been doing too. Social media can also be used to seek popularity which in case can lead to intimacy. (Contentworks Agency 2018.) The fourth tier is also apparent when reflected on social media. Likes and other various forms of upvoting or downvoting content can have numerous effects on one's self-esteem. Social media has also been a source of freedom such as in cases where it has been used in protests against tyrannical governments and as a source of information that is not censored by governments. Social media has also created new celebrities outside of the traditional media outlets which in the past have been the way for celebrities to be noticed. (Contentworks Agency 2018.) The top of the pyramid of needs is about self-actualization and social media can be an embodiment of this thought. Sharing news about finding a new job or other achievement is meant to satisfy that desire of reaching your full potential. For some people, this desire for self-actualization is so strong that they end sharing everything on social media, even things that would be better if not told to big audiences. (Contentworks Agency 2018)

2.6.3 How Social Media shapes the Students self-image

Since its creation, the internet has been a place where people can create entirely new identities for themselves. A big difference to modern times is that the users of bulletin boards systems and internet relay chat were living in an era of internet that was not very visual. Slow data speeds limited the number of images and as a result, the internet was mostly text based. The rise of blogging websites and early social media networks such as MySpace presented a paradigm shift in how students approached the internet.

This phenomenon goes back even further in time to what is known as the Eternal September. In the early dawn of the internet era, those with access to the world wide web were limited in number and Usenet was one of the most popular platforms for discussions. Usenet can be thought as a precursor to more recent discussions forums that eventually replaced the usage of Usenet. A lot of these people were students at various universities and would receive access to the internet at the beginning of their first semester, which in America is September most commonly. This led to a yearly influx of new users who had not learn the proper etiquette, or netiquette, and would be taught it by the older and more experienced users. This all changed in the year 1993 after America Online added access to Usenet as part of the package they offered home internet users. The amount of people accessing the internet and Usenet was now no longer limited to only September of each year, as new users kept joining in large numbers and overwhelmed the capacity of older users to properly teach them the netiquette. Hence, the nickname Eternal September. (Koebler 2015.) Blogging websites and other sites such as MySpace allowed people to be more active as themselves on the internet. Their online personae became even more based on their real life personalities. This became even more drastic as social media platforms such as Facebook gave even those with less technological skills have reasons to use computers and smartphones. It also seems logical to assume that if a person is now more involved online as their real self, it would also affect their self-image on a more serious level,

both in good and bad. On the other hand, this does not mean that every student is participating as a realistic depiction of themselves. Students can easily create new personalities that are idealized depictions of themselves or outright deception to maximize their attractiveness. This fabrication of personalities or physical qualities is something that students with low levels of self esteem were more likely to be doing. (King University Online 2019.) A negative effect of this is that sometimes belonging to such a group can also make them more easily change their thoughts and behaviour to mimic the other people in the group they are a part of to try and garner their acceptance. (King University Online 2019.)

2.7 The impact of Social Media on the Students mental wellbeing

Social media has been shown to have both positive and negative impacts on the mental wellbeing of the students. Young people have demonstrated greater amounts of friendship and happiness because social media allows them to create stronger bonds with their compatriots. These bonds can also lead to opportunities for greater independence and autonomy, which in turn can improve their capability for critical thinking and decision-making. (King University Online 2019.) Another study (Naruse 2020) named the following as possible positive aspects of social media on mental health:

a. Social integration with similar interest groups

b. Healthy and body-positive lifestyle motivations

c. The availability of support groups

d. Maintaining and building new relationships

e. An introduction into new modes of thinking

Social media can also have negative effects on the mental health of students. Issues like bullying and social isolation do exist online as well. These effects are even more present, but not limited to, in teenagers than other age groups. Cyberbullying can happen even with older generations and many people find their entertainment in trolling, or being annoying on purpose, in online environments. (King University Online 2019). One study (Steers, Wickham & Acitelli 2014) also found a correlation between depression and Facebook usage. Comparing one's own position to those seen on Facebook and other social media platforms can make one feel worse, especially because what can often be seen is an idealized image and not something that is reflective of real-life.

Another study arrived in a similar conclusion that increased usage of social media can be a sign and symptom of depression (Pantic 2014). However, correlation does not necessarily equal causation.

2.8 Why Does Social Media Cause Negative Impacts on the Students?

The inability of a student to differentiate between real life and social media is one of the root causes of the negative impact of social media. When students scroll through social media and find their friends enjoying life, they feel different emotions, such as sadness and jealousy, and believe their friend's life is perfect while their own life sucks. One of the underlying causes of social media's negative effects is students' failure to distinguish between real life and social media. When they start to think everything that happens on social media is accurate, they are almost swept out by the negative impacts of social media. Some of your students might also believe models and actors to be perfect and even compare them with themselves. Overall causes a lack of confidence and self-esteem and even causes depression and anxiety. The more students use social media, the more time they find to compare others with them, forcing them to have more sadness and emptiness in their lives.

 2.8.1 Some of the negative aspects of Social Media are:

a. Depression Anxiety and Social Media

Students face lots of hurdles and constant pressure to keep up with academics. In addition, social media can make the situation devastating. In the research, more than half the number of students with severe depressive symptoms rose by 33% over two years.

Surveys indicate that 30% of students seek treatment at school and college rehabilitation facilities, primarily for depression and anxiety, which increased dramatically. But you may be curious. Why did depression and anxiety rise so dramatically in the same year?

The answer is the rise of smartphones and social media that causes such a commotion. The more your students use social media, the more likely they think negatively, creating depression and anxiety.

b. Loneliness

Social media increases dependency on the online world rather than on physical interaction and communication. Some students may have made online friends but what is concerning is they ignore physical interaction and trust their online friends completely.All online friendships are not real. Some of them might turn out to be fake. The fake companionship doesn't last long, resulting in loneliness and causing more physiological damage to your students.

c. Low Self Esteem

Students compare themselves with everyone, from a friend to a celebrity. They cannot resist their behavior of judging people based on color, appearance, height, weight, and many more. But the main problem arises when they start comparing others with themselves.

For example, my sister enjoys imitating models and celebrities. But copying isn't the issue; she and her friends have lately begun dieting due to the world of makeup and photoshop. She believes she is not attractive and works tirelessly to improve her appearance by dieting and other methods, which has lowered her self-esteem

.

d. Lack of Concentration

Younger people enjoy entertaining activities, but the more you use social media, the more addicted you become. When students become hooked on social media, they cannot think about other things except social media. Addiction to social media makes students unable to resist scrolling on Facebook and Instagram once in a while. This results in using a mobile while going to the restroom, eating, or even before sleeping. Using too much social media makes a mind dull and inactive, resulting in a lack of concentration in academics, poor performance in study and classroom, and loss of thought.

e. Low Motivation

Social media gives rise to low motivation in a student. Excessive cell phones and gadgets create exhaustion in the body and eyes, further stimulating low motivation in other extra activities and studies.

When the mind is not fresh and the mood is not happy, you cannot be motivated. Lack of enthusiasm leads to poor academic performance, a lack of desire to engage in extracurricular sports, a lack of confidence, and insufficient physical activity.

f. Suicide

What's more concerning is that students who are overly affected by psychological issues may attempt self-harm. The more they are involved, the greater the chance of them attempting suicide

2.8.2 Positive Effect of Social Media on Education:

Nowadays, in the world of connecting learning, the impact of social media on education is becoming a driving factor. Social Media has become a vital part of a student's social life. It is now regarded as a learning platform that enhances student engagement and capabilities in many schools. These platforms offer school children the opportunity to connect, get in touch, access information and research. Social media is the strongest medium of communication which helps people to connect from far places. Social media's acceptance in daily life is one of the driving forces behind these depending prospects and how social media is changing education.

a. Motivate Online Learning

With the use of social media platforms in school, the students get motivated and fostered to learn. Educational videos on YouTube, easy access to e-books, online notes, and learning via video calls are major aspects that contribute to educational development.

Distance learning is one of the best ways to learn from reputed organizations by being at any location what social media has made possible.

b. Improve Creative Element

Social Media helps boost creative skills in students by permitting them to learn and later execute the same by doing it themselves. Quite frequently, a student's hidden talent is revealed when he/she starts to take pictures and use online editing skills to make it took aesthetically appealing.

Plenty of students have interesting hobbies that they post online via videos and photographers, which helps them realize their potential for making it a career.

c. Boost Academic Performance

Another vital impact of social media is boosting student academic performance and increasing their knowledge through data and information gathering. When students are assigned projects in schools, they go through several online platforms to collect information so as to find solutions to their assignments.

2.8.3 Negative Effects of Social Media on Education:

a. Causes Distraction

Social Media platforms are a significant factor that is commencing to distress and obstacle of mind. These days students tend to lose their concentrate from studying and instead enjoy browsing on social media. All of this conveys to wastage of time without getting anything from it. Students are often incapable of submitting their work in the specified time frame because they are more concentrated on applying social media platforms.

b. Reduces Learning and Research Capability

With the extensive use of social media, students these days are varying more on such platforms to gain information and knowledge instead of looking out for the same in books, journals, or notes. Because it is straightforward to obtain data online, students' reading habits and their learning and research skills are diminishing.

c. Impact on Health

Adoption of social media sites with slight carelessness can have mental and also physical effects on one's health. Students do not take their meals on time, do not take proper rest, and continuously being on a phone or laptop can also have adverse effects on their eyes. Such actions make students slow and unambitiousness to study or even go out and meet people.

It is advisable for parents and also schools to keep an eye on what their children are doing when using the internet. Too much use of social media can have adverse effects on students' minds, and they may also be exposed to bad posture, eye strain, and physical and mental stress.

2.9 Relationship between Social Media and Students' Academic Achievement

Sound Quality education produces productive students who lead to the prosperity of their respective educational institution and subsequently are proved as strong contributors to the national well-being. Tuckman (1975) defined academic achievement as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. Use of technology such as the internet is one of the most important factors that can influence the educational performance of students positively or adversely. Shah (2001) proposed that student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of the internet while having the drastic impact of recreational use of internet on them. Also,

Oskouei (2010) proposed that the internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination. The effect of SNS usage will depend on the type of SNS the student is using, if student uses the internet for the purpose of leisure activity that interferes with academic, it will affect the student academic performance negatively. Utilization of Social media has become an integral part of student social life (Tavares, 2013). These networks have become important as they serve as platforms for users to interact and relate with their peers. Social networks are now been seen as learning platforms or communities that could be utilized to enhance student engagement and performance. A number of researchers have found several positive outcomes in online community engagement among students and their peers. A study by Tiene (2000) showed that, ―written communication on cyberspace enables students to take part in discussions at a time convenient to them and articulate their ideas in more carefully thought-out and structured ways.

In support of Tiene's (2000) findings, Tavares (2013) also concluded that ―Web-based discussions can contribute to the development of students' reflective ability and critical thinking skills. Also, compared to face-to-face interaction, students are more willing to voice their views or even disagreement and are more attuned to others' opinions in online discussions. Mostly, students believed that it would be fun for their lecturers to use social media (Apeanti and Danso, 2014). Also, their grades would be better if they could contact lecturers through social media and lecturers should hold lecture hours on social media. Students' used to benefit in relation to education as a result of social network participation. Yunus (2012) indicated that students gained more vocabulary and improved their writing skills as a result of their participation on social networks such as Facebook and Twitter. In the same hand, Asad, Mamun, and Clement (2012) stated the exchange of assignments, resources and discussions on academic work and other issues on social networks among students. Adzharuddin (2014) affirmed that, students are able to formulate group discussions to exchange ideas and communicate to their teachers as well as appeal to their friends about assignments on Social media sites. They indicated that teachers share course related materials with their students and create student groups to collaborate on projects and communicate with their fellow lecturers from other universities through Social media sites, thus facilitating teaching and learning process and the enhancement of academic

performance. English and Duncan-Howell (2008), also used Facebook as a tool to enhance peer support among business education students during their training program and detected that students'exchanges were mostly of the effective type facilitating group cohesiveness through encouragement and support. Moreover, there has been mixed reactions from academician and researchers with regard to the relationship of social media with students'academic performance. Studies have found that the participation of students and young people on social networks may have both positive and negative impact on their studies and for that matter their academic achievement. Mehmood and Tawir (2013) found that, the use of technologies such as social media networks and the internet is one of the most important factors that can influence the educational performance of students positively or adversely‖. Roberts and Foehr (2008) suggested that new media, such as Facebook, Twitter etc. replace or enhance other leisure activities, but do not take away time from the youth.

This means that the students were of the view that the time they on social network sites is the same time that they normally use for extracurricular activities and therefore do not take away their productive time for studies. A study in Ethiopia also indicated that there is no significant relationship between times spent on social networks such as Facebook with students' grade point average (GPA) Negussie and Ketema (2014). This was also consistent with a study by Ahmed and Qazi (2011) who conducted a study in Pakistan among six universities. They discovered that there no much difference between times spent on social media networks and students' academic performance. Roblyer (2010) postulated that the background of today's social networking sites began in 1997 with the launch of SixDegrees.com which allowed users to create a profile list of their friends and in 1998, surf the friend's list. In the same vein, Social networking sites are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, views and traverse their list of connections and those made by others within the system. Similarly, Banquil et al. (2009) found a continuing drop of grades among student users of social networking sites. However, many researchers also found a positive association between use of internet and SNS and academic performance of the student users. Students, using the internet frequently, scored higher on reading skills test and had higher grades as well (Linda, 2006). Conversely, a number

of researchers have also found a negative impact that social network participation has on students' academic performance. Kirschner and Karpinski (2010), they found a —significant negative relationship between Facebook use and academic performance. Facebook users reported lower mean GPAs and also reported spending fewer hours per week studying on average than Facebook nonusers. A majority of students claimed to use Facebook accounts at least once day‖. Malaney (2005), found that 8.9% of students in 2000, and 4.4% in 2003, reported that their grades had suffered as a result of too much time spent on the Internet as well as on social media networks. Moreover, Jocabsen and Forste (2011) state that there is a negative relationship between the use of various media, including mobile phones, and self-reported GPA among first-year university students in the United States. In Taiwan, Yen (2009) identified that students have allowed phone use to interfere with their academic activities.

This indicated that most of the socially addicted students devoted more time on social media which in turn interfere with the success of their academic achievements. Similarly, Hong (2012) on the other side asserted that daily use of mobile phones is correlated with a self-reported measure of academic difficulty among university students. The improved usage of Websites has become a worldwide phenomenon for quite some time. What began out as being a hobby for several computer literate people has converted to a social norm and existence-style for individuals from around the globe. Teens and teenagers have especially recognized these internet sites to be able to contact their peers, share information, reinvent their personas, and showcase their social lives. While using the increase of technology helpful for getting together with others along with the recognition on the internet, Internet sites are now being an activity that's done mainly on the web, with Websites. Malaney (2005) postulated that Facebook users often time experience poor performance academically. Similarly, posit that social media is negatively associated with the academic performance of the student and is a lot more momentous than its advantages. Internet addiction consequently gave rise in internet usage within the last couple of decades. This shows that users prefer using the internet setting back their personal and professional responsibilities which ultimately leads to poor academic performance. Facebook users devoted lesser time to their studies in comparison to nonusers did and subsequently had

lower GPAs. Kubey (2010), Impairment of educational performance and internet dependency are correlated by utilizing synchronous communication programs including internet sites and forums. There are benefits and risks associated with using any social network. There have been reports regarding its effect on students' academic performance. Some researchers investigated the end result of social networking usability among College students' and with their academic performance. They found a poor effect and influence when the media is overuse in such a way that do not academically improve learning or its process. Other researchers like Asad et al (2012) examined this same problem but found either no significant relationship between using social networking and student academic performance or really a factor in students' academic performance.

2.10 Challenges Students face in the use of Social Media.

The proliferation of social media has changed the landscape of information because of the swift growth of the internet. Social media play a central role in students' life; it is now a virtual platform for learning, despite its negative consequences. Students and lecturers meet on these platforms for educational activities; students use these platforms for group discussions and information sharing, whereas groups, professionals, individuals, and members of an organisation create group accounts to discuss and share information pertinent to their work. However, some obstacles hinder using these platforms, hence the need for this study to identify some factors that impede students' use of social media. Wickramanayake and Jika (2018) on social media use by undergraduate students of education in Nigeria identified power outages, cost of internet connectivity, inadequate bandwidth, individual security, and privacy as some challenges students face in the use social media. Similarly, Zubairu (2021) also pointedout some challenges users faced: inconsistent power supply 93 per cent, followed by inadequate internet bandwidth, 77 per cent, poor time management with 89 per cent, and absence of infrastructure 72 per cent. The rest, Privacy and security problems, ergonomics, blurred vision, and cyberbullying, as the challenges. The challenges that students face in their use of social media were confirmed by Singh and Gill (2015). They pointed out too much time consumption, 37.2 per cent, followed by fear of

exposing their personal information, which accounted for 29.2 per cent. Thirty-two per cent showed a lack of security and privacy, whereas 10 per cent revealed that they do not have access to the university's internet facility. Fasae and Adegbilero-Iwari (2016) demonstrated that 79.0 per cent of the respondents showed poor internet connectivity, 63.8 per cent indicated receiving irrelevant messages and pictures, and power interruption accounted for 52.2 per cent. The rate of use of social media by students around the globe is causing fear in the general public as to whether the excessive use of these platforms will not endanger the life and academic performance of students; hence the need for this study to refute or affirm the perception of the public regarding social media use by undergraduate students' in Ghana. Despite the fact that the world is latching onto the opportunities of new technologies exemplified by social media, university teachers in Nigeria continue to rely heavily on seminars, conferences, and workshops.

These traditional approaches simply inform and educate but do not equip recipients with technical competencies which are required to drive implementation of social media, and in fact, new technology-laced curriculum. fleeting in duration and narrow in focus, the series of workshops, meetings and institutes that were often pre-determined have generally not been very successful in enhancing teacher knowledge and improving student achievement. In Nigeria, many business education teachers lack competence in new technology application as a result of which they face their work with fear and trepidation. Furthermore, the students of this generation are adept and superbly familiar with new technologies, especially social media platforms. This situation compounds teachers' problems as they are challenged the more to adopt and as a result they become isolated and confused. In order to alleviate, collaboration becomes inevitable. This is what globalization aims to achieve – to bring about increasing relationships of culture, people, and economic activity. Unfortunately, in Nigerian universities the situation remains more or less the same. The reasons for this apathy in adoption of social media in the classroom shall form World Academy of Science, Engineering and Technology International Journal of Educational and Pedagogical Sciences Vol:9, No:11, 2015 International Scholarly and Scientific Research & Innovation. The utilization of social media in the classroom. The utilization of social media has gone beyond social sharing to building reputation and bringing in career opportunities and

monetary income to users Other limitations in the use of social media which are challenges not only to universities in Nigeria but which cut across the world are varied. Critics argue that use of social media causes distraction and leads to cyber bullying. Other challenges affecting social media use by business educators include incessant strikes by teachers in Nigerian universities that culminated into thirty four months of lockout between 1996 and 2013. This meant that time available for studies was limited and inadequate for coverage of the curriculum, let alone adapting social media. Other concerns include the menace of insurgents in the form of 'Boko Haram' targeted at students. Schools in the northern part of Nigeria have been deserted while over three million people including youth of school age are in various refugee camps in other parts of Nigeria where there is relative peace. In the southern part of the country, particularly in the east, people are being kidnapped making normal studies impossible. Critical infrastructure such as electricity needed to power technologies used for social media activities has been inadequate.

When cell phone batteries cannot be charged as required due to lack of electricity, it is hard to imagine how students can possibly use their cell phones for social networking that normally take very long periods.

2.10.1 Opportunities of Social Media use in Education:

What has become clear to managers of our educational system in Nigeria including teachers and students is that the world has gone digital, current and future education processes would not change course from that direction.

2.10 2 Solutions to the Problems of Social Media on Students Academic Performance

Social media can be a major distraction when it comes to academic performance. However, there are some strategies one can use to overcome these   negative influences.

Set boundaries: Limit the amount of time set a day. You can also try setting specific   times of the day when you allow yourself to check your social media accounts.

a. Use apps to help you stay focusd: There are many apps available that can help you stay focused, and freedom.

b. Find Support: Consider joining a study group or finding a study buddy who can help keep you accountable and motivated.

c. Take breaks: It is important to take regular breaks while studying but make and ask follow-up questions on poe, a free appfrom quora Also, responsible social media use can be taught, schools and parents can help students understand the impact of excessive social media use and teach them responsible social media habits. This can include setting limits spent on social media, avoiding distractions during study time, and being mindful of the content they consume and share.

d. Offline activities should be encouraged, such as sports, hobbies, reading, and spending time with family and friends can help reduce the amount of time spent on social media and improve their academic performance.

e. Social media can be utilized just for educational purposes, here teachers can incorporate social media into their teaching methods by using it as a tool for collaboration and communication, sharing relevant educational content, and encouraging discussions around educational topics, as well as monitor social media usage by intervening if it is adversely affecting academic performance. Schools can provide counseling services to students who may be struggling with social media addiction or other mental health issues that may be affecting their academic performance.

2.11 Review of Empirical Studies

The rise of social media has resulted in its pervasiveness across cultures and continents. Distance has never been an obstacle to the spread of ideas and opinions thanks to the advent of social media. It's undeniable that social media has given rise to new venues for communication, organization, and even instruction. Scholars from all around the world have been studying the effects of social media use, particularly its impact on students' performance in the classroom. The goal of this research is to examine the empirical literature that has been published on the

topic of how social media affects students' ability to succeed in the classroom. Academic Success and Social Media Students' grades tend to go up and down depending on how much time they spend on social media. Some research has suggested that using social media has a detrimental impact on academic achievement, while other research has suggested the opposite. San Miguel (2009) conducted a research on the relationship between time spent on Facebook and the academic performance of students in Iona Island Secondary Schools, Scotland. Descriptive research design was adopted for the study. The population of the study was 1023 secondary school students, and ninety (90) students were used as a sample from two schools (Westocard 71 and Bellows 19) all in Iona Island of Scotland. A self-designed structured questionnaire was used as the instrument for the data collection. The overall findings indicated ―more time on Facebook equals slightly lower grades‖, and that elementary school engagedfully in social networking. Wang, Chen, and Liang (2011) conducted a research on effects of Social Media on College Students at Johnson and Wales University.

Descriptive, exploratory research was used as research design for the study. The population for the study was 912 students. The researcher drew a random sample (N=48) of males (n=26) and females (n=22) who were administered a student perception questionnaire on how social media affects college students. Thirty-five percent of the participants were undergraduates and 65% were graduate students, studying at Johnson & Wales University. Thirty-one percent of participants have full-time jobs, 30% have part-time jobs and 39% do not have jobs. Survey research design was adopted for the study. The results of the surveyed questionnaire indicated that 45% of the sample admitted that they spent 6-8 hours per day checking social media sites, while 23% spent more than 8 hours; 20% spent 2-4 hours and only 12% spent less than 2 hours on this task. Results indicates that, while most college students use social media and spend many hours checking social media sites, there was a negative aspect to college students' use of social media. Also, Ogedebe (2012) conducted a research on a survey on Facebook and academic performance. A descriptive survey design was used for the study, and the population for the study was 1438 students of different Universities in Nigeria. 20 question questionnaires were designed and sent out to approximately 150 in which about 81% of them were within the age of 18 to 21. To capture the main types of University, a Federal University, a State University and a

Private University cut across the nation were chosen. Data collected were analyzed and tested by using correlation tests through SPSS, a data analysis program. The findings revealed that all the hypotheses that targeted to find effects of social media and academic performance were proven wrong. Amry (2014) conducted a research on the impact of WhatsApp mobile social learning on the achievement and attitude of the female of students compared with face to face learning in the classroom, Quasi-experimental design was adopted for the study. 720 students were the population for the study and a sample of 30 students was chosen so as to make the classroom manageable (15 students in an experimental group and 15 students in the control group from a university class. The e-learning process of the experimental group is based on WhatsApp mobile learning activities. The e-learning process of the control group is without WhatsApp mobile learning activities and receives only face-to-face learning in the classroom. The t-test was used to compare the differences between the experimental and control groups.

The results of the experimentation show that there are real differences, at 0.05 alpha level, in the achievements and attitudes of the experimental group compared with the control group. Jamal (2014) conducted a research on the Relationship between mobile social media and academic performance in university students in Kuwait. College students enrolled in coursework in mass communication at a large state university in Kuwait were asked to participate in this study, and the total sample size was 308. Correlation survey research design was adopted for the study and purposive sample was used to select some university young students. Because young people constitute the core users of social media, the data were collected from a sample of purposively selected college students. A self-administered survey questionnaire was used for the study. The questionnaires were distributed over a period of three months. Arabic was the language used in the questionnaire. Students were assured of anonymity and confidentiality, and participation was voluntary. The age of the participants ranged from 18 to 31 with 93% ranging from 18 to 25 years of age. The mean age of the participants in the study was 21.87 years. The participants were 102 (34%) male and 198 (66%) female. This gender distribution reflects the enrollment profile of the university student body which is 70% female. The self-administered questionnaires

were distributed during regularly scheduled class sessions. The instrument consisted of both Likert scale questions used to measure the individual's perceptions, attitudes, and behaviors as well as demographic questions and questions about media use patterns. One among the findings is that the correlation between the two variables is statistically significant indicating that those who spend a lot of time using social media are more likely than others to attribute academic failure to it. Oladipo and Mamman (2014) carried out a research on student's perceptions regarding the impact of social media in Nigerian universities. The population of the study was 50% of the Nigerian university students. The researcher used survey design method in conducting the research. No specific tools for analysis were mentioned. In their study, they found out that facebook and email emerged as the favorite site (in terms of popularity) for students (99 percent) among other thirteen sites, instant messaging (85 percent) while others were fewer favorites. Yeboah (2014) also conducted the impact of WhatsApp messenger usage on students' performance in tertiary institutions in Ghana.

The researcher adopted survey design and 50 students from five (5) tertiary institutions were interviewed as the sample for the study and 250 questionnaires were administered to students from same institutions. The researcher did not mention any tool used for statistical analysis for the study. The study among other things unveiled that WhatsApp takes much of students study time. Another study was conducted by Barhoumi (2015) on the effectiveness of WhatsApp Mobile Learning Activities Guided by Activity Theory on Students' Knowledge Management in Taibah University, Saudi Arabia. The researcher adopted experimental research approach based on identifying the impact of the use of the blended learning process combining in-class activities and WhatsApp activities compared to the learning process that occurred entirely in the classroom and a questionnaire for the data collection. 34 students were used as the sample size for the study. T-test and ANOVA were used as the tool for the statistical analysis. The findings revealed that the use of WhatsApp instant messaging to improve social interaction and knowledge sharing using smart phones is increasing. Students in the experimental sample used WhatsApp frequently in their daily lives and therefore found the technology easy to use. WhatsApp instant

messaging allows students to receive messages instantly. It is an interactive tool that facilitates the rapid exchange of ideas. In a related research conducted by Thuseethan (2015) on the influence of Facebook in Academic Performance of Sri Lankan University Students in Sri Linka, a Descriptive survey design was used for the study. The study involved a population of three thousand one hundred and thirty-two (3132) students and a sample of one hundred and thirty-two (132) students for the study. The questionnaire was the instrument used to gather data from the respondents. The data collected from the respondents were analyzed using mean and percentages for the research questions and the null hypotheses were tested using chi-square. The null hypotheses were tested at 0.05 level of significance. Based on the data analyzed, the finding was that; facebook has negatively affected students' performance; social media are of no use to students' academic concern. According to research by Junco (2012), college students' grades might suffer if they spend too much time on Facebook. U.S. college students' responses to surveys regarding their Facebook use, GPAs, and study habits were used in the study.

According to the results, Facebook use significantly lowered GPA, with heavy Facebook users having a worse GPA than those who used the platform less frequently. Time spent on studying and attending courses was shown to have little impact on students' grade point averages. This research shows that students who spend too much time on Facebook have worse test scores. Al-Rahmi and Othman's (2013) research found that students' grades improved after they started using social media. 260 Malaysian college students were surveyed for the study. The results imply that students' academic performance improves when they utilize social media because it facilitates their access to a plethora of educational materials, promotes collaborative learning among students, and allows them to engage with lecturers and tutors. According to the findings, social media can supplement conventional education by providing additional avenues for knowledge acquisition and educational materials. However, a recent research by Kirschner and Karpinski (2010) showed contradictory results when looking at the relationship between social media and academic achievement. Using social media was found to have a negative impact on academic achievement. U.S. college students filled out a survey on their social media habits and

academic achievement for the research. According to the results, social media users performed worse academically than those who did not use the platforms. More importantly, the study hints that the impact of social media use on academic performance may differ depending on the nature of the work and the user's capacity for self-regulation. Because of the potential for social media use to lead to time waste and procrastination, the research also stressed the significance of self-regulation "For young adults between 18 and 29 years old, social media use is even more common-as of 2010, it was 72% (Lenhart et al., 2010). The use of social media in college can be deemed useful when it comes to making connections with your teachers and other classmates. One study focused on the impact of social networking sites on social connectedness and cognitive abilities. "In order to provide a reliable measure of cognitive skills, standardized tests of verbal ability, working memory, and academic attainment, were administered. Students also responded to questions about the length and type of social media use (Facebook, YouTube, and Twitter).

The findings indicated that young people who has used Facebook (but not YouTube) for more than a year had higher scores of verbal ability, working memory, and spelling, compared to their peers who had used it for a shorter time period" (Alloway et al., 2013). One researcher described how social media use could benefit the life of college student when it comes to social support. This study focused on two scales: FoMo (Fear of Missing Out) and SME (social media engagement). SME measured how social media was utilized in the classroom. Students are the primary focus of this study because they are the ones that grew up with the bulk of technology and are usually better at social interaction and connectedness with family, friends, etc. by text messages, chat rooms, email and much more. "These techniques might play a significant role in keeping college students connected to family and friends to obtain social support, as a buffer to "excessive" levels of stress they experience as they grapple with a host of academic, personal, and social pressures" (Alt, 2015). Research conducted by Blaschke (2014) supports that students could benefit from social media use throughout their college years. It could also mold them into a better learner as well. "From this case study research, it is evident that social media alone is not

the exclusive factor in influencing cognitive and meta-cognitive development in learners. Rather it is the combination of the pedagogy in the course design and delivery, together with the technology, that creates the kind of nurturing environment for this development to occur." The students felt as though learning through online resources throughout the duration of the class has helped them in their academics. "A heutagogical approach combined with social media technology also provides opportunities for students to actively create, connect, and collaborate- a significant factor to consider when designing a course where the majority (71%) of the students surveyed indicated that they preferred to learn-by-doing." Although some college students may not be affected by learning via social media or even just using social media in college, majority of them are affected. One study looked into the effects of social ties, social anxiety and academic achievement during the college years. 942 college students from a mid-sized university located in Southern Ontario participated in this study by completing annual assessments of social ties, social anxiety, and academic achievement over the course of three years. "The results from an autoregressive cross-leg path analysis indicated that social anxiety had a significant and negative relationship with academic achievement.

Moreover, the negative indirect effect of social anxiety on academic achievement through social ties was significant, as was the opposing direction of effects" (Brook & Willoughby, 2015).Various social networking sites are used by college students such as Facebook, Twitter and Instagram, are the most popular ones. Twitter, especially, has been used in medical education as well as others majors. A study consisting of 36 physical therapy students who were enrolled in a Professional Interactions course that met weekly for four weeks during their first year of their program, were introduced that they will be participating in class discussions via Twitter. "At the beginning of the course, 35 students reported that they used one or more social media sites at least once per week for personal purposes. Twenty-two students reported using one or more social media sites at least once per week for academic purposes, and 7 students reported that they use social media at least once per week for professional purposes. At the end of the course, personal social media use remained high, and there was an increase in both academic and professional social media use" (Gagnon, 2015). Another study that also sees social media as a solid resource for college students was conducted at the Penn State Hershey College

of Medicine. The purpose of this study was to integrate different forms of social media into two medical humanities courses in order to promote student learning. Research by George and Dellasega (2011) found that "social media applications provided platforms that enabled novel moments of learning to occur. In the classroom, tools such as Skype and YouTube enriched learning by connecting students both with external experts and novel educational content. Outside the classroom, Twitter and blogging applications sustained and augmented learning conversations, enabling real-time dialogue to take place between instructors and students; his ultimately made homework assignments a more dynamic experience, while encouraging creativity on mediums familiar to a generation of students facile with such technology." It is shown that most college students prefer to use social media in order to help them academically, emotionally, etc. One study consisting of health professions students as participants were asked to fill out an assessment based on their media preferences as well as how they respond to advertisements that were shown on those social media sites.

"The results indicate that an overwhelming majority of the health professions students prefer to get their information online. Further, similar to findings by the national surveys by Anderson Analytics10 of traditional students, we found that Facebook is used heavily by health professions students, with very little use of Twitter and LinkedIn or any other social networking site. Our graduates are using Facebook to keep connected to their fellow alumni, which suggests that it spans both personal and professional bounds. Further, the majority also reported not clicking on Facebook or Twitter's advertisements or to gather more information for educational programs" (Giordano & Giordano, 2011). Another study was used to determine if social media use positively or negatively affected a student's grades. Research by Jacobsen and Forste (2011) found that electronic media use, or otherwise known, as social media use is negatively associated with a student's grades. Although their research found that social media use can also facilitate social interaction and the development of different social networks. Research by Jacobsen and Forste (2011) stated, "The current college population is more digitally active than any previous generation." They conducted a study that measured social media use and academics. They had

their participants construct time diaries, in which they wrote down specific things they did that day and for how long they did them for. For example, if they chose to study, how long did they study for? If they chose to go to class that day, how long were they in class for? If they chose to go to a party, instead of doing homework, how long did they stay at the party? In conclusion, the study found that electronic media use is negatively associated with grades. In a way, the students found a way to balance their social life and academic life, while monitoring their time spent on social media. One of the most popular social networking sites used is Twitter. Twitter allows individuals to post statuses about their life, in regards to school, work, social life, etc. But, it can also be used to share news and other useful information. One study focused on how Twitter can impact college student engagement and grades. The study consisted of two groups, one utilized Twitter for educational purposes such as tweeting to the professors as well as other classmates, submitting assignments, etc. The other group did not use Twitter; hence they were the control group. They later found that the students who were able to utilize Twitter for educational purposes actually had better grades and higher GPAs.

"In addition to engendering motivation to engage students on the part of the faculty, the use of Twitter created a culture of engagement between students. As was reported in the results, students interacted with each other a great deal around academic and co-curricular issues, which led to deepening of their interpersonal connections"(Junco, Heibergert, & Loken, 2011). Even though social media use can be used for increasing academics, it is also widely know for increasing social adjustment as well. A study conducted by Kalpidou, Costin, & Morris (2011) found that, "Having a lot of Facebook friends was positively related to both social adjustment and attachment with the institution for upper-class students, thus offering support to the hypothesis that Facebook strengthens social adjustment by improving social networks. Social adjustment refers to having a feeling of fitting in with the college community and being satisfied with established social connections and the social activities offered on campus." "Social network sites can help to address the relationship development and maintenance needs of students at a point in their lives where they are moving away from home and into the university. They face

challenges in maintaining former connections while being open to potential friendships with a new set of peers encountered through classes, new living arrangements, and other college activities" (Steinfield, Ellison, & Lampe, 2008). Another study focused on how different types of social media use enabled college students to stay in touch with friends and family. Interviews were used for this study as well. "Our students reported that technology interfaces with friend connections is more complex and nuanced ways. Facebook was a popular interaction tool for undergraduates. In fact, Facebook was the social network of choice" (Palmer, Boniek, & Turner, 2014).Park, Song, & Lee (2014) found that, "that students who used Facebook only demonstrate a lower degree of acculturative stress and a higher degree of psychological well-being." "Facebook is useful in maintaining social connections, leading them to spend more time using the site, which contributed to better social adjustment in college. They engaged in more Facebook interaction with on-campus friends, which in turn facilitated social adjustment in college and satisfaction with college life" (Yang & Brown, 2015). Research by Valenzuela, Park & Fee (2009), found "positive relationships between intensity of Facebook use and students' life satisfaction, social trust, civic engagement, and political participation."

In today's world, a lot of college students are very big into playing video games. So why not combine video games with learning? One study did just that. They had one group use an interacting learning game along with their curriculum, while the other did not. "This study investigated the effects of a networked interactive learning game on students' perception toward learning and test performance. To sum up, the results show that (a) networked interactivity between students in an educational game has positive effects on students' feelings of social presence, evaluation of learning (sense of competition, satisfaction, and perceived efficiency of the learning method), and test performance, and (b) having feelings of social presence during the game session mediates the effect of networked interactivity on the evaluation of learning" (Lee et al., 2011). "Social learning theory and the concept of self-efficacy have both been applied with varying degrees of success to the challenge of explaining, predicting and influencing behavior. From the user perspective, an SNS consists of a network of friends or relevant people and the

contents they create. This content can be shared by people in the SNS. Social learning theory insists that people learn by observing in social situations and that they will act like people they observe without external rewards. In accordance with social learning theory, the results of this study suggest that university student learning outcomes can be enhanced by SP, SA and AT. Social learning theory focuses on reciprocal human interactions within an environment. It assumes that human behavior is a function of personality, cognition and the environment. As university students in Korea are comparatively young, their peer relationships, interactions with others and mobility are important in the university culture. SNSs may enrich this type of culture as well as the accompanying learning opportunities (Park et al., 2014). Studies show that social media has been linked to increasing career development. Social media offers diverse networking opportunities, all of which can enhance career development. These opportunities are made possible through several unique features of social media. First, its focus on user- generated content encourages scholarly inquiry and dialog among users. Second, its easy access through the Internet allows users to participate in events around the world" (Roman, 2014). Social media can also be beneficial when it comes to specific areas of academics.

For example, the medical field uses social media for assignments, interacting with other medical students, etc. "Social media websites and applications are online environments where users contribute, retrieve, and explore content primarily generated by fellow users. Social media tools have the potential to build on the interactivity of e-learning with additional features that are more learner-generated, collaborative, and engaging" (Cheston, Flickinger, & Chisolm, 2013). Research conducted by George & Green (2012) found that "more than 90% of medical students use online social media." It is also common for people to associate poor academic achievement and procrastination with social media use. "On average, college students report that they engage in academic procrastination between 30 and 60% of the time" (Fogel, & Nutter Upham, 2011). "Academic procrastination can be understood as knowing that one is supposed to, and perhaps even wanting to, complete an academic task but failing to perform the activity within the expected or desired time frame" (Senecal, Koestner, & Vallerand, 1995). Research conducted by

Seo (2011), found that "there was not a relationship between students' procrastination and academic achievement and that, even though procrastination increased the likelihood of flow-like experiences, the procrastinators were not likely to perform better in an examination because of flow." Research carried out by Glick & Orsillo (2015) found that "Given the negative consequences of procrastination on academic performance and emotional and physical health, the frequency of this behavior is of concern. Unfortunately, despite a recent increase in research in this area, there is still much to learn about the causes and maintaining factors of procrastination." Procrastination is bound to happen during the college years, but it depends on the student, the workload and how much time they allow themselves to complete the work. "Findings indicate that procrastination was most clearly related to students' beliefs regarding their ability to complete academic tasks successfully and their desire to avoid hard work or extended effort when completing school tasks" (Wolters, 2003). Ferrari et al. (1992), found that "students who are more confident in their abilities tend to procrastinate less often than other students." Distraction can also be connected with procrastination. For example, sleep is very crucial, especially for a young college student. But there can be many distractions as to why the student is not acquiring as much sleep, as they should be.

The amount of homework, parties and social media use can all be possible factors as to why their sleep hours are cut short. One study decided to look closely into what exactly distracts college students from sleep. "In the present study, sleep problems predicted both time spent watching television, as well as time spent on social networking websites. On the other hand, neither time spent watching television nor time spent on social networking websites predicted sleep problems. Thus sleep problems was a predictor and not an outcome of media use among our sample of emerging adults" (Tavernier & Willoughby, 2014). Social media has been used more and more frequently in the classroom in order to encourage to student to interact more as well as be more engaged in their academics. A study carried out by Clauson et al. (2013) recruited a sample of first-year pharmacy students and asked them to fill out a survey in regards to their social media use and how it affects their integration in the classroom as student. They were also asked about

certain tools that they use to complete coursework, such as Wikipedia, video sharing, social networking sites, etc. In conclusion to the study, "Selectively targeting social media for educational integration and instructing pharmacy students how to employ a subset of these tools may be useful in engaging them and encouraging them in lifelong learning." "Ultimately, success with social media in higher education probably depends on exploring and validating students' choices of the tools to hand, with which they are comfortable and familiar and that make sense for the task. Educators might be best to avoid specifying technologies: and instead specify processes and let students discover how the two might interact" (Tay & Allen, 2011). Research by Wellman et al. (2003) found that "social media, at least as a current cultural practice, leads to "networked individualism", in which Internet technologies both increase the amount of connectivity between people, yet reduce the intensity of the cooperation and collaboration thereby achieved." Students' formal learning through class lectures and activities can be contrasted with learning that occurs by way of networking, which is less formal and includes hallway and library conversations, study groups, and outside interactions with professors (Poell et al., 2000). A study conducted by Hwang and Kessler (2004) focused on two important types of networking: vertical networking (professors) and horizontal networking (students).

"The stronger vertical networking to grade performance may reflect the more accurate information that a professor could give to students, which in turn leads to better grades. Overall, the results showed both horizontal and vertical networking activities to be beneficial to students, and where resources permit, different networking channels should be used to maximize learning outcomes." According to Baker (2000), "Having diverse network targets (e.g. both students and professors) are potentially more beneficial because they provide access to a wider range of information." "We find that emerging adults spend more time using the media than they spend doing any other activity, with the most time being spent on the Internet and listening to music" (Coyne, Padilla-Walker, & Howard, 2013). When it comes to gender, it seems as though women are more prone to use social media use in relation to their social life as well as academics.

Research conducted by Walsh et al. (2013) focused on multitasking. It was reported that women typically spend about 12 hours per day using social media. Social media consist of testing, listening to music, using the internet and of course using social networking sites such as Facebook, Twitter, etc. "In general, media use was negatively associated with academic outcomes after controlling for prior academics and demographics. Results show that female college students are heavy users of new media, and that some forms of media use may adversely impact academic performance." "Social media is becoming increasingly more prominent in our lives. More and more individuals, groups, and organizations are joining and using social media networks as a primary means for communication. Although previous research has attempted to understand the impact of social media and characteristics of its early users, measurement issues and poor scale development have hindered progress in this emerging area of research. Social media use is often defined and measured by looking at "quantity" indicators focusing on behavioral frequency of use and amount of interaction with social media. However, our results suggest that the quantity of social media use is not as useful as measuring how one integrates this use into social routines as well as one's emotional connection thereto (Jenkins-Guarneri, Wright, & Johnson, 2013). One study has proven that the use of social media does not affect school performance. They focused primary for need for cognition (NFC) and GPA. "College students' use of socially interactive technologies appears to be wholly unrelated to college students' GPAs and their levels of NFC.

Implications of these findings, both in terms of relationships among social and traditional media use and success at school as well as relationships among shifts in young people's media use habits and possible related shifts in their levels of cognitive processing, are explored" (Turner & Croucher, 2014). Wang (2013) found that, "Facebook use in instruction assists students in achieving better grades, higher engagement, and greater satisfaction with the university learning experience. Thus, the use of Facebook as an educational communication and interaction too to enable faculty to assume a more active and participatory role in teaching and learning." Another study decided to make a Facebook page for a classroom to see if it would help get the class more involved and also give the class a better chance to interact with each other. "The majority of students agreed that Facebook could be a suitable learning environment. The "Insights" tool

revealed globally distributed fans with considerable Page interactions. The use of a faculty administered Facebook Page provided a venue to enhance classroom teaching without intruding into students' social life. A wider educational use of Facebook should be adopted not only because students are embracing its use, but for its inherent potentials in boosting learning. The "Insights" metrics analyzed in this study might be helpful when establishing and evaluating the performance of education-oriented Facebook Pages" (Jaffar, 2014). Research by Cotten and Junco (2012) found that "Facebook and texting while doing schoolwork were negatively associated with overall college GPA. Engaging in Facebook use or texting while trying to complete schoolwork may tax students' capacity for cognitive processing and preclude deeper learning." Research by Roblyer et al. (2010) also elaborated on how Facebook can be beneficial in the classroom. "A comparison of faculty and student responses indicates that students are much more likely than faculty to use Facebook and are significantly more open to the possibility of using Facebook and similar technologies to support classroom work." "As such, the most immediate significance of social media for higher education is the apparently changing nature of the students who are entering university. In a practical sense, the highly connected, collective and creative qualities of social media applications are seen to reflect (and to some extent drive) more flexible, fluid and accelerated ways of being. Social media are therefore associated with an increased tendency for young people to multitask, to rely on a 'digital juggling' of daily activities and commitments" (Subrahmanyam & Šmahel, 2011).

According to Selwyn (2009), "Many universities now maintain profiles and groups on social networking sites such as Facebook, where students and faculty can interact, share resources and express 'learner voice'." Mason and Rennie (2007) contributed that, "shared community spaces and inter-group communications are a massive part of what excites young people and therefore should contribute to [their] persistence and motivation to learn'."Even when able to access the technology, the types of social media tools that an individual uses, the ways in which they are used and the outcomes that accrue are all compromised by a set of second- order digital divides. For instance, recent studies suggest that students' preferences for particular social media applications over others follow class-based patterns of taste and distinction. In terms of social networking, for example, Hargittai (2008) reports that US college students' preferences for an

application such as Facebook as opposed to MySpace appear to be patterned consistently along lines of social class and educational background." "From the former perspective, many educators maintain that social media can be used successfully to support the provision of what Goodyear and Ellis (2008) term 'serious student-centered learning'. Of course, even the most structured implementation of social media in university settings implies a degree of 'user-driven' education—that is, allowing learners to take more active roles in what they learn as well as how and when they learn it. Nevertheless, many higher educators believe that universities are capable of accommodating (and benefiting from) these shifts in emphases." As George Siemens (2005) puts it, "learning can therefore be conceived in terms of the 'capacity to know more' via social media rather than a reliance on the individual accumulation of prior knowledge in terms of 'what is currently known'.

2.12 Connectivism Learning Theory

Connectivism is a learning theory promoted by Stephen Downes and George Siemens (2005). Called a learning theory for a digital age, it seeks to explain complex learning in a rapidly changing social digital world. In the theory, learning occurs through connections within networks. The model uses the concept of a network with nodes and connections to define learning. Learners recognize and interpret patterns and are influenced by the diversity of networks, strength of ties and their context.

The transfer occurs by connecting to and adding nodes and growing personal networks. George Siemens (2005) stated that, "Connectivism is the integration of principles explored by chaos, network, and complexity and self-organization theories. Learning is a process that occurs within nebulous environments of shifting core elements – not entirely under the control of the individual. Learning (defined as actionable knowledge) can reside outside of ourselves (within an organization or a database), is focused on connecting specialized information sets, and the connections that enable us to learn more are more important than our current state of knowing. Connectivism is driven by the understanding that decisions are based on rapidly altering foundations. New information is continually being acquired. The ability to draw distinctions between important and unimportant information is vital. The ability to recognize when new

information alters the landscape based on decisions made yesterday is also critical. Rouis, Limayem, & Salehi-Sangari (2011) investigate the effects of using Facebook on academic performance of undergraduate students at Lulea University of Technology Sweden in relation to their personality traits. The proposed research model tests how Facebook usage affects performance of students with different personality traits. In addition the research tries to justify the relationship among the three i.e. Facebook usage, personality traits and academic performance. Their analysis of 239 students' data reveals very significant results. This research establishes that using Facebook has strong negative impact on academic performance of students with extrovert personalities. However, factor of self-regulation among students greatly reduces this negative impact as they have high level of effective self-control while using social media platforms. Cognitive absorption, which defines extent of deep involvement, is another personality factor taken into consideration while undertaking this research. Junco *et. al.* (2011) investigates the impact of Facebook being a social medium on students' performance on academic courses. The research analyzes data from 1839 respondents studying 4 years degrees in residential institutes of northeastern USA to find trends on frequency of Facebook visits and activities, time spent on Facebook, time spent on class preparation and academic grades of the students under research. Analysis of the collected data reveals that time spent on Facebook and frequency of visiting Facebook are negatively related to students' performance in terms of their GPA.

However, there is slightly negative correlation between time spent on this widely used social medium and the time spend in studying for class. He further adds that although time spent on social media and academic performance are negatively correlated but, this relationship in real world scenarios does not seem to be a major hurdle in academic success. Hamat, Embi, & Hassan (2012) studied the use of social networking platforms among undergraduate and postgraduate students of Malaysian institutes of higher education. This qualitative research collected data on 6358 student respondents through a self-administered questionnaire and analyzed this data to make observations on the use of social networking sites among them. The study also collects opinion of students about the impacts of social medium on their academic performance. Yang & Tang (2003) conducted a research study on forty (40) graduate students

studying a course in Advance Management Information Systems (AMIS) in a university in Taiwan to investigate the impact of using social media for educational purpose on the academic performance of the students. Students were grouped into 14 teams to discuss various questions based on MIS cases in an online forum specifically set up for the purpose. The students had to come up with summaries of the discussions made on the forum. At the end of the course, data was collected from the forty students on self-administered questionnaires for the purpose of this particular research. The objective of the study was to find correlations among friendship, advice and adversarial factors and student academic performance. The results of the analysis show a strong correlation between centrality in friendship factor and students' academic performance. Friendship is psychologically associated with companionship which gives individuals a better chance of accessing support and information on problems. It can be inferred that promoting friendship among students in a controlled social media environment, can help improve students' academic performance.

2.13 Siemens Principles of Connectivism

Learning and knowledge rest in diversity of opinions, learning is a process of connecting specialized nodes or information sources, learning may reside in non-human appliances, capacity to know more is more critical than what is currently known, nurturing and maintaining connections is needed to facilitate continual learning, ability to see connections between fields,

ideas, and concepts is a core skill and currency (accurate, up-to-date knowledge) is the intent of all connectivists learning activities. Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision. Siemens (2005) said that, learning is no longer an individualistic activity. Knowledge is distributed across networks. In our digital society, the connections and connectiveness within networks lead to learning. They further experimented with Open Courses and both stress the importance of more open education. See Siemens discussing the importance of connections and connectiveness in open social learning below to

the left and see the Networked Student to the right. This theory is related to the current study in the sense that, both social media and connectivism theory of learning assert that knowledge and learning are not (about) content, but connection. Both social media and the theory see that knowledge has patterns of three type of connections. The first is that knowledge has a neural pattern of connection. This means the ability to know what, likewise social media is of this pattern of acquiring knowledge, conceptual pattern (know-how), social pattern (know-who) and Networks pattern (loci of knowledge). Secondly, both see that knowledge has Learning pattern (making new connections), Understanding/coherence / sense making (forms of pattern recognition), Community (those with shared knowledge and shared learning interests), Workarounds (the mechanism by which individuals make sense of and apply their own learning, regardless of mandated knowledge (instruction) or accepted knowledge), accepted knowledge pattern (what evolves as power shifts, people die and the make-up of communities changes; wisdom is inherently 'conventional' and tyrannical). And the 'wisdom of crowds' is not 'wisdom' at all, but rather collective knowledge (the aggregation and appreciation of patterns of knowledge of large numbers of independent people, shared; this is much better than wisdom).

2.14. Diffusion of Innovation Theory

This research work is based on diffusion of innovation theory of Rogers (2003). It is a theory that seeks to explain how, why and at what rate new ideas and technology spread.

The theory argued that diffusion is the process by which an innovation is communicated over time among the participants in a social system. Rogers proposes that four main elements influence the spread of a new idea; the innovation itself, communication channels, the process relies heavily on human capital. Based on the theory, the innovation must be widely adopted in order to self sustain. Within the rate of adoption, there is a point at which an innovation reaches critical mass. Based on the theory, however, the categories of adopters are innovators which are classified as early adopters, early majority, late majority and highly subject to the type of adopters and innovation decision process. He also proposed four elements involved in the

diffusion of a new idea by the individual. These elements have the innovation, communication process, time and social system context. In relating this theory to social media utilization, Internet-based applications have gained a great popularity in the last ten years with millions of users. As a consequence of expansion and diversification of the Internet applications, it becomes a part of individuals' daily lives. Today, people are so familiar with the Internet and the Internet-based applications. Social media, which is the final step in the evaluation process of the Internet, can be considered as a great innovation. It is possible to associate the diffusion and widespread use of social media in the context of the decision-making process for innovation. When the social media is considered as an innovation, prior conditions like previous practices, individual needs, innovativeness and norms of the social system can also be associated with the social media usage. The huge expansion of new media and growing chance to experience these new and exciting platforms make people wonder more about social media. As a result, individuals feel the need of using social media as a form of communication and start to get knowledge about these online platforms. Within the knowledge stage, in accordance with these prior conditions, people met with various social media platforms. At the second step called persuasion, the individual becomes more psychologically involved with the social media platforms (Rogers, 2003). Individuals make an evaluation about the advantages and disadvantages of the social media and prepare themselves to make a decision about using or not using such platforms. In this step, characteristics like compatibility, complexity, trial ability, observability and the relative benefit are important for persuasion.

It is possible to handle these characteristics in terms of social media platforms. When characteristics that affect the persuasion process are considered within the social media, it can be said that these characteristics refer the features of social media that separate it from the previous Internet-based applications and traditional media. For example, user generated and user-friendly structure of social media; also ease of use and open access to these platforms can be considered as factors affecting the process of persuasion. In the context of compatibility, having an Internet experience and being familiar with the Internet-based applications before the existence of social

media, provide the necessary conditions for the acceptance and widespread use of these platforms. Complexity is another effective feature that affects the acceptability of social media. Rogers (2003) stated that an innovation, which doesn't require specific and complicated skills and understandings, will have the tendency to get a higher rate of adoption. Because of the simple and easy structure of social media, people don't need any complex technological skills. So this feature decreases the complexity level of this innovation and encourages people to try social media. In social media case, complexity and friability features have a close relationship to each other. Namely, having low complexity level make people more enthusiastic to try these new platforms. Also, anyone who has a desire about social media can easily access these platforms without any prerequisites and this open access nature of social media is also important for the triability (Rogers, 2003). Observability, that means —the degree to which the results of an innovation are visible to others‖ (Rogers, 2003) is another perceived characteristic of innovation. Today people face with social media in every part of their daily life even if they don't use. Users of social media are increasing day by day; so social media become more visible in individuals' social environments. On the other hand, the other feature of social media that makes it more visible is the tendency of social media's integration with the traditional media. The widespread use of social media can be associated with the difficulty to ignore its existence. Finally, are lative advantages as economic profitability, social prestige, or other benefits is also very determinative for the persuasion process. Open and free access to social media platforms provides an economical advantage in terms of communication and interaction among people.

Also, these platforms facilitate easy, quick and free access to information which can be considered as another economic profitability. On the other hand, social media give people a chance to express themselves in various ways and it can be said that as a consequence of this expression they found a new way to satisfy their self-actualization needs. Also, people become connected with each other more than ever before by using social media. It can be said that existing in social media, being followed and liked by others can make people feel more self confident. All of these feelings can be considered as social prestige advantages of social media.

In summary, compatibility, complexity, trial ability, observability and the relative benefit have important impacts on persuasion process as explained above. In diffusion of innovation approach, decision step follows the persuasion process. Within the decision process, individuals can provide adaptation or rejection decision after a pre-application meeting period. Muntinga (2011) mentioned that social interaction is one of the important motivation for the use of social media and in this context, the authors stated that people can use social media for conversation, interaction, and to feel part of a group. In this sense, individuals can prefer to use social media for its communication, socialization and self-expression benefits. Also, entertainment can be considered as another feature that motivates individuals to use social media. Economic profitability and open access to information as explained within the relative advantage also can be a reason for individuals to use social media. Additionally, following the new trends can also be the main reason in itself. If individuals make their decision as adaptation based on those or other reasons, they become the users of the social media platforms. This is considered as implementation step. If individuals cannot exactly meet their expectations during the implementation process, they can change their minds and can quit using social media platforms. This reversal of opinion is called discontinuance. On the other hand, individuals can refuse to use social media platforms at the decision step and provide rejection at first. People can consider social media usage as a waste of time or a kind of addiction, and so they may reject to use these platforms. Also the lack of technological abilities or prejudices can affect the rejection decision of individuals. In addition, individuals may not feel a need for using social media.

If this rejection continues this is called as continued rejection. But because of social media's popularity and widespread use, people may feel the lack of it and as a result, they may demonstrate adaptation behavior which is called as later adoption. According to a meta-analysis conducted by Rosen, Lim, Carrier, and Cheever (2011), students' usage of social media can have both beneficial and bad impacts on their schoolwork. Examining the connection between social media use, academic achievement, and mental health, the study took a meta-analysis technique. The results indicate that social media has a detrimental effect on academic performance because

it causes students to lose track of time, become distracted, and have trouble sleeping. The study also suggests that social media has a beneficial effect on academic performance since it facilitates easy access to information, the dissemination of knowledge, and the participation in academic conversation with peers and teachers. The impact of social media on student success has been studied extensively in recent years. Abilene Christian University conducted a research in 2019 that indicated students who spent less than 30 minutes per day on social media had higher GPAs than those who spent more time on the platforms. The majority of students in the research also claimed a lack of self-control when it came to restricting their social media use and stated that they were distracted by social media when studying. Conclusion In conclusion, there is a nuanced association between social media use and academic success. There is conflicting evidence about the influence of social media use on students' academic achievement. Academic performance appears to be affected in both positive and bad ways by social media, according to the research examined here. There is mounting evidence that using social media can have a negative impact on students' academic performance by encouraging behaviors including procrastination, lack of attention, and insufficient sleep. However, social media may improve the quality of education by facilitating the dissemination of a plethora of educational resources, fostering collaborative learning among students, and facilitating student-instructor communication. Students must learn to self-regulate their social media use by setting limits on their time spent online, prioritizing schoolwork, and finding a happy medium between the two. Guidelines for student usage of social media and increased understanding of how students' time online affects their grades are two ways that educational institutions may help their students succeed.

Ufuophu-Biri (2013) in his work revealed that students of higher institutions of learning in Delta State Nigeria, have positive perception about the social media, and they use the social media frequently.Studies also showed that students use the social media for various purposes such as flirting, exchanging massages, making new friend, among others. The yet found that Facebook is the most preferred social media of students of higher institution of learning in Delta State. The study then recommended among others that authorities of institutions of higher learning in Delta state should formulate and implement ICT policies that will encourage students to use social

media for positive and productive purposes. Udende and Azeez (2010) in their study found that students of University of Ilorin, Kwara state, do not use the Internet as frequently as expected. This is due to inability to own laptops, desktop computers and other devices that can enable them access the Internet and the social media. The work also identified lack of power supply as another hindrance to Internet and social media access by students of University of Ilorin. The study thereafter recommended that authorities of University of Ilorin and other Nigerian universities should provide the right and enabling environment (tools and ICT gadgets) for students to access the Internet. Mohammed and Suleiman (2013) in their research revealed that majority of Higher National Diploma (HND) students of Nuhu Bamalli Polytechnic, Zaria, Kaduna state, got to know about the social media through friends. The study also found that awareness level of the social media among the students is high which results in daily usage of the social media by majority of them. The study yet indicated that students of Nuhu Bamalli Polytechnic, Zaria, use the social media for academic, socialization, networking, and friendship purposes. Thereafter, the research recommended among others that management of tertiary institutions should formulate policy that will incorporate formal training and guidance on social media usage and their implications to students' academic activities. Agboola (2013) in his work revealed that students of University of Ilorin do not use the Internet and social media for political campaigns as expected. The study also found that Internet penetration is low because it is limited to students, academics, and middle-class income earners only, that is, those who are literate and financially capable to acquire ICTs. The study thereafter concluded that the current state of Internet penetration cannot support widespread political campaigns.

Danladi (2015) in his study found that majority of students of secondary schools in Zaria, Kaduna state, access social media and they do so through their mobile phones. The study also showed that WhatsApp is the most popular social media platformamong secondary school students in Zaria. The research yet indicated that most students use the social media to keep in touch with friends and discuss class exercises given to them by their teachers. The study thereafter recommended the harnessing of WhatsApp to enhance learning abilities of students of

secondary schools in Zaria, Kaduna state. Acholonu (2013) in her research revealed that majority of students of iCaritas University, AmorjiNike, Enugu, Enugu state, are aware of the social media, and have also benefitted from them. The study also found that students of Caritas University, Amorji-Nike, Enugu, use the social media to keep in touch with old friends, make new friends, and enhance their academic knowledge, among others. However, it was revealed in the research that students of Caritas University, Amorji-Nike, Enugu, tell lies on social media to enhance their personality profiles, thus, creating a culture of fake identity or profile. The study then recommended among others that students of Caritas University, Amorji-Nike, Enugu, should be responsible, sensible and respectful digital citizens. Omenugha (2010) in her study found that most students of Mass Communication Department of Nnamdi Azikiwe University (UniZik), Awka, used mobile phones to access the Internet and the social media. The study also revealed that Facebook is the most utilized social media among the students. The study equally indicated that Mass Communication students of UniZik used the Internet often for entertainment and rarely for academic work. The work further showed that the use of Internet has created "unhealthy addictions and habits" such as loss of concentration on studies, lying or engaging in fraud, cheating during examination, and use of computer language which is ungrammatical and full of spelling errors, in formal writing. The study thereafter concluded that students of Mass Communication Department of UniZik, Awka, should disengage from the negative applications of the Information and Communication Technologies (ICTs). They should rather engage in their positive applications. Umukoro, Okechukwu, Ekwe and Amune (2012) in their work found that students use the social networking sites to perpetuate cybercrimes, pornography, academic fraud, and lots more.

These unscrupulous users hack into the social media accounts of celebrities and famous personalities and use same to dupe their fans and followers. The study therefore recommended security consciousness and alertness in the use of social networking sites. Going beyond Nigeria and the African continent, Mehmood and Taswir (2013) in their research found that students of College of Applied Sciences, Nizwa, Oman, used social networking sites and social media for

downloading and uploading of music and videos, Posting photos, chatting, logging, creating polls and quizzes, submitting articles to website and communicating with teachers and classmates. The study also indicated that the students basically used social networking sites for entertainment and academic purposes. Helou and Abraham (2014) in their study revealed that Malaysian students used social networking sites for making friends, receiving and sending messages, charting with friends, playing games, sharing files and communicating with supervisors and lecturers. Boyd and Ellison (2007) in their work found that there is a difference in terms of learning culture between students who use social networking sites and those who do not use them. The study concluded that the usage of social networking sites by students of the United States (US) is changing students' attitudes towards learning, from a one-way transfer of knowledge to a much more interactive and group oriented environment and approach. Hameed, Maqbool, Aslam, Hassan and Anwar (2013) in their research found that usage of social networking sites has no negative effect on Pakistani students' academic performance. The study also indicated that there is positive relationship between social networking sites, students' performance, and students' attitude. The work therefore concluded that social networking sites have positive impacts on Pakistani students' behaviour. Vygotsky's mediational theory (see Fernyhough, 2008) can be regarded as a main theoretical background for the support of social media on learners' affective states. Based on this theory, social media can play the role of a mediational means between learners and the real environment. Learners' understanding of this environment can be mediated by the image shaped via social media. This image can be either close to or different from the reality. In the case of the former, learners can develop their self-image and self-esteem. In the case of the latter, learners might develop unrealistic expectations of themselves by comparing themselves to others.

As it will be reviewed below among the affective variables increased or decreased in students under the influence of the massive use of social media are anxiety, stress, depression, distress, rumination, and self-esteem. These effects have been explored more among school students in the age range of 13–18 than university students (above 18), but some studies were investigated

among college students as well. Exemplary works of research on these affective variables are reviewed here. In a cross-sectional study, O'Dea and Campbell (2011) explored the impact of online interactions of social networks on the psychological distress of adolescent students. These researchers found a negative correlation between the time spent on social networking and mental distress. Dumitrache et al. (2012) explored the relations between depression and the identity associated with the use of the popular social media, the Facebook. This study showed significant associations between depression and the number of identity-related information pieces shared on this social network. Neira and Barber (2014) explored the relationship between students' social media use and depressed mood at teenage. No significant correlation was found between these two variables. In the same year, Tsitsika et al. (2014) explored the connections between excessive use of social media and internalizing emotions. These researchers found a positive correlation between more than 2-h a day use of social media and anxiety and depression. Hanprathet et al. (2015) reported a statistically. Significant positive correlation between addiction to Facebook and depression among about a thousand high school students in wealthy populations of Thailand and warned against this psychological threat. Sampasa-Kanyinga and Lewis (2015) examined the relationship between social media use and psychological distress. These researchers found that the use of social media for more than 2 h a day was correlated with a higher intensity of psychological distress. Banjanin et al. (2015) tested the relationship between too much use of social networking and depression, yet found no statistically significant correlation between these two variables. Frison and Eggermont (2016) examined the relationships between different forms of Facebook use, perceived social support of social media, and male and female students' depressed mood. These researchers found a positive association between the passive use of the Facebook and depression and also between the active use of the social media and depression.

Furthermore, the perceived social support of the social media was found to mediate this association. Besides, gender was found as the other factor to mediate this relationship. Vernon et al. (2017) explored change in negative investment in social networking in relation to change in

depression and externalizing behavior. These researchers found that increased investment in social media predicted higher depression in adolescent students, which was a function of the effect of higher levels of disrupted sleep. Barry et al. (2017) explored the associations between the use of social media by adolescents and their psychosocial adjustment. Social media activity showed to be positively and moderately associated with depression and anxiety. Another investigation was focused on secondary school students in China conducted by Li et al. (2017).The study showed a mediating role of insomnia on the significant correlation between depression and addiction to social media. In the same year, Yan et al. (2017) aimed to explore the time spent on social networks and its correlation with anxiety among middle school students. They found a significant positive correlation between more than 2-h use of social networks and the intensity of anxiety. Also in China, Wang et al. (2018) showed that addiction to social networking sites was correlated positively with depression, and this correlation was mediated by rumination. These researchers also found that this mediating effect was moderated by self-esteem. It means that the effect of addiction on depression was compounded by low self-esteem through rumination. In another work of research, Drouin et al. (2018) showed that though social media is expected to act as a form of social support for the majority of university students, it can adversely affect students' mental well-being, especially for those who already have high levels of anxiety and depression. In their research, the social media resources were found to be stress-inducing for half of the participants, all university students. The higher education population was also studied by Iwamoto and Chun (2020). These researchers investigated the emotional effects of social media in higher education and found that the socially supportive role of social media was overshadowed in the long run in university students' lives and, instead, fed into their perceived depression, anxiety, and stress. Keles et al. (2020) provided a systematic review of the effect of social media on young and teenage students' depression, psychological distress, and anxiety. They found that depression acted as the most frequent affective variable measured.

The most salient risk factors of psychological distress, anxiety, and depression based on the systematic review were activities such as repeated checking for messages, personal investment,

the time spent on social media, and problematic or addictive use. Similarly, Mathewson (2020) investigated the effect of using social media on college students' mental health. Wiley and Sisson (2006) also discovered in their study that social media addiction exists in the university students. In another study conducted by Nicole, Charles and Cliff (2007), students are also found that the students of higher education institution spend more than thirty minutes of their study time in using social media sites. As far as the effect of social media on language of the students is concerned the study conducted by Obi et al., (2012) found that the students use to chat with friends by using social media sites. During this chat they use short language which ultimately results in repeating the same language in classroom tests/ exams. Asemah, Okpanachi and Edegoh (2013) also found negative effect of social media on student's academics. Likewise, Ayodivi et al., (2015) posit a negative relationship between time management for studies and use of SNSs. Attention deficit was evident in students' academic activities when they had spent more time on social media. Contrary to this, research shows that students may be involved in the learning activities with the help of using social networks. In this connection, it has been discovered that social media are used as a tool to improve collaborating and communicating skills of the students. This might create a learning process in and outside of the classroom. This might also improve the learning of the students at an ideal pace. Carini, Kuh and Klein, (2006) claims that the classroom learning atmosphere can be shaped with the help of social media usage. This might encourage effective learning as the students discuss their educational problems using these sites. Junco, Helbergert and Loken (2011) viewed that social media for educational purposes can help students to learn using a variety of ways. Therefore, when educators integrate social media into their academics, overall student learning can be increased. Furthermore, the provision of personalize course materials, motivation for course content learning, and development of collaborative skills may also be enhanced.

This means that social media in higher education may provide a descriptive overview of the phenome may provide a descriptive overview of the phenomenon taught by the teacher in the classroom, while opinions may differ on whether it is good or bad, at the very least it is confirmed that it changes the landscape of interpersonal communication. Social networking sites also provide a rich means of interaction between teachers and students as stated by roblyer (2010) proposed that informational use of internet is positively correlated with civic indicators of social capital such as civic engagement, interpersonal trust, and life contentment. pasek (2006) maintained that a site-specific culture can both positively and negatively affect the building of social capital. The study focused on Social Networking Sites used by students. The study states that compared to other means of communication, users of Social Networking Sites were found to be more likely to discuss their "real-self" through Social Networking Sites. It appears that there is something special about Social Networking Sites that allow people to develop their interpersonal relationship with others. This is a clear example of how technology can help interpersonal communication. On the other hand, some advancement is decreasing the personal nature of communication especially contact at times replacing face to face contact. While opinion may differ on whether it is good or bad at the very least it is confirmed that it has changed the landscape of interpersonal communication. Social networking sites also provide a rich means of interaction between teachers and students as stated by robyer (2010) proposed that information use by internet is positively correlated with civic indicators of social capital such as civic engagement, interpersonal trust and life contentment. Pasek (2006) maintained that a site of specific culture can both positively and negatively affect the building of social capital. It also projected that facebook usage is not positively associated with lower grades of the students on the contrary it was found that social networking users score higher grades. Therefore, no association was found between grades of students and social networking sites usage in a study conducted by kolek and saunders (2008).

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CHAPTER THREE
RESEARCH METHODOLOGY

In order to answer the research questions and achieve the objectives of the study, a reliable, systematic and transparent research method needs to be effectively utilized. This section described in detail the research design adopted. The chapter specifically discussed the population and sample of the study; determine the sample size and sampling techniques, methods of data collection, data presentation and analyses. A pilot survey was carried out to test the instrument and the analysis was also included in this chapter.

3.1 RESEARCH DESIGN

Basically there are three categories of research designs: experimental, quasi-experimental, and non-experimental. This classification is based primarily on the strength of the design's experimental control. Under the non-experimental design there are four most widely used approaches: case studies, naturalistic observation, surveys and focus groups. This study is based on survey approach, employing a quantitative research design. The attempt is to find relationships between variables, therefore is regarded as correlational and quantitative study. The following subheadings describe in detail the research design.

3.2 SOURCES OF DATA

Data can either be sourced from primary or secondary. According to Zikmund (2000) primary data is customized to suit a researcher's own purpose and can be defined as "data gathered and assembled specifically for the research project at hand" (Zikmund, 2000, p. 58). However, the drawbacks of primary data are that it might be expensive and time consuming to collect. In this study the primary data were collected through the use of questionnaire.

Secondary data is data that have been previously collected for some project other than the one at hand and can be gathered from libraries or the Internet. Secondary data can often be easily gathered at a low cost, however, there is a risk that it might be outdated or not appropriate to use, since the information has been collected for a different purpose. As stated earlier, only the primary source of data was used in the study.

3.3 POPULATION OF THE STUDY

The population of this study comprises all final year students cut across the entire Departments in the Faculty of Management & Social Sciences (FMSS), IBB University, Lapai – Niger State and School of Information and Communication Technology (SICT), Federal University of Technology Minna, Niger State – Nigeria. Final year students are chosen considering the number of years spent on the study and the length of experience acquired within the period. The total population of the study is 1,158 students, since the population is large, there is need for sampling. Hence the sample size was determined statistically using the formula given by partem (1950).

TABLE 1 POPULATION OF THE STUDY

S/N	DEPARTMENTS	POPOLATION
FMSS (IBBUL)		
1	Accounting	86
2	Business Administration	120
3	Economics	74
4	Mass Communication	128
5	Public Administration	183
6	Sociology	102
SICT (FUT MX)		
1	Computer Science	136
2	Cyber Security Science	102
3	Information & Media Technology	118
4	Library Information Technology	109
	TOTAL 1158	

SOURCE: FIELD SURVEY 2023

3.4 DETERMINATION OF SAMPLE SIZE AND SAMPLING TECHNIQUE

3.4.1 Sample Size

The main purpose of sampling is to achieve representativeness; the sample should be assembled in such a way as to be representative of the population from which it is taken (Gilbert, 1993; Jennings, 2001). To achieve this, the sampling units were randomly selected. This is the commonest approach to sampling, but it is no means the only one, nor is representativeness-in a numerical sense-the only aim of sample procedures.

The sample size is determined using the sample size formula given by Partem (1950) as follows:

$$n = \frac{NZ^2 * 0.25}{d^2 * (N-1) + (Z^2 * 0.25)} \quad \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots 1$$

Where   n = the sample size required

         N = total population size and

         d = precision level (.05)

         Z = number of standard deviation units of the sampling distribution corresponding to the desired confidence level

Therefore, the employees' sample size is computed as follows:

$$n = \frac{1158 \text{ X } 1.96^2 \text{ X}.25}{(0.05^2 \text{ X } 1158) + (1.96^2 \text{ X }.25)}$$

$$= \frac{1112.1432}{3.8554}$$

$$= 288\underline{.46}$$

Using the above analysis, the sample size of the population is 288 and distributed proportionately to the various departments as shown in table 2.

TABLE 2 SAMPLE SIZE OF THE STUDY

S/N	DEPARTMENTS	POPULATION	SAMPLE SIZE
FMSS (IBBUL)			
1	Accounting	86	21
2	Business Administration	120	30
3	Economics	74	19
4	Mass Communication	128	32
5	Public Administration	183	46
6	Sociology	102	25
SICT (FUT MX)			
1	Computer Science	136	34
2	Cyber Security Science	102	25
3	Information & Media Technology	118	29
4	Library Information Technology	109	27
	TOTAL	1158	288

Researchers seem to agree that the question of how large a sample should be is a difficult one. And according to Huysamen (1997, p. 36), unless the sample size is decided in an entirely arbitrary way, considerations such as availability of subjects, economic consideration and population size usually dictate how large it should be. Whilst as a general rule, Huysamen (1991), Kruger and Welman (2002, p.64) suggests a sample of less than 15 units should never be used, Kruger and Welman suggest that if the population is 500, then the sample size should be 200. They added that sample size must never be bigger than 500 no matter the size of the population if simple random sampling is to be used. Sekaran (1992, p.250) argues that the

sample size is governed by the extent of precision and confidence desired but concludes that the eventual choice is usually a trade-off between **confidence** and **precision.**

This view-point is supported by Cooper and Schindler (2001, p.172) who recommend that since researchers can never be 100% certain that a sample reflects its population; they must decide how much precision they need and in making this decision, they must consider at least four factors:

1. How much precision is really needed?
2. How much confidence is really needed?
3. To what extent is there variability in population on the characteristics investigated?
4. What is the cost?

3.4.2 Sampling Technique

Sampling involves any procedure that uses some part of a whole population (Zikmund, 2000). According to Zikmund there are two major alternatives of how to select appropriate sample: probability or random sampling and non-probability or non-random sampling. As a technique, probability sampling gives every element of a population a known, nonzero probability of selection, while non-probability sampling involves a selection of a sample on other basis, such as personal judgment or convenience. The choice of method and strategy is normally influenced by the extent of generalisability desired, the availability of time and other resources, and the purpose for which the study is done (Sekaran, 1992, p. 229).

In this study, the sample frame is the names of students in each department.The decision was made to employ simple random sampling, this is in line with studies by (Ojo, 2007; Lozano,

2010; Boni, 2010; Phatak, 2005; David, 2006; Bluman, 2004).Of the four probability sampling techniques, the research literature agrees that although not the most efficient, simple random sampling remains the most relevant because it ensures that every member of the sampling frame has equal chance of being selected and has high external validity. According to Faghohumgbe (2006) simple random sampling is the most random of all sampling method.

A list containing names of students of each department is requested for. The names of the students are assigned numbers written on pieces of papers, wrapped for concealment to prevent bias in selection. Selection was finally made from the container without replacement, based on numbers of employees required for the study.

3.5 TECHNIQUES OF DATA COLLECTION

According to Cooper and Schindler (2001, p.295) there are really only two alternatives used to gather primary data. One method involves observing conditions, behavior, events, people, or processes while the other method has to do with communicating with people. The choice of the method however depends on the purpose and nature of the study.

This study employed the communication approach where the instrument comprises structured questions that were completed by the respondents. This is consistent with Thomas, Nelson, Freeman and Silverson (2002), Peter (2004), Ismaeel (2007) and Hassan (2009). They used questionnaires in carrying out their study on social media. The questionnaire method is adopted because it allows conducive, balance and free atmosphere for the respondents to complete the

research instrument (questionnaire), is appropriate in quantitative analysis and enhance response rate.

3.5.1 Questionnaire Design and Administration

A well-structured questionnaire was drawn. The questionnaire is meant for the respondents from the two institutions. The objective is to enhance a balance situation for justification of facts and answer the research questions, and to test the proposed hypotheses adequately. Each questionnaire is accompanied by a cover letter. The cover letter provides a brief description about the study, a commitment to share the findings and a complete anonymity of the respondents and the institutions.

3.5.2 Survey Questionnaire

Questionnaire is one of the most commonly used methods for data collecting data in social sciences. However, the process of questionnaire construction is complex. Survey questions can be grouped into two categories: closed-ended and open-ended questions, with closed-ended questions, the respondents are asked to choose answers from a set of alternatives; with open ended questions, the respondents are expected to answer in their own words (Edwards, 2002, p.24). Researchers usually prefer to use closed-ended questions because the alternative answers are set in a way that can easily be quantified (Whiteley, 2002, p.345).

In this study, closed-ended questions are used with a Likert rating scale. Likert rating scales are the most popular form of multi-item scales.

They present the respondents with a set of statements about a person, a thing or a concept and the respondents are required to indicate how strongly they feel, positively or negatively, about the statements (Whiteley, 2002, p.361).

In this research, a five-point Likert scale is used. The respondents were asked to respond according to how strongly they agreed or disagreed with the statements relating to ethical practice. Questionnaire survey using Likert scale has been used widely by researchers (Ango, 2008; Baker, 2006; Carroll, 2004;Ismaeel, 2007; Raheem, 2004; Hassan, 2009).

3.6 METHODS OF DATA ANALYSIS

Data obtained from survey questionnaire will be analyzed using appropriate statistical techniques. Descriptive statistics, such as means, frequencies, and standard deviations, will be computed to summarize the social media engagement variables and performance measures.

3.7 PILOT STUDY

Pilot study is the data gathering phase of the research process. A pilot study is conducted to detect weaknesses in design and instrumentation and to improve proxy data for selection of a probability sample (Cooper & Schindler, 2003). It should therefore draw subjects from the target population and simulate the procedures and protocols that have been designated for data collection. Cooper and Schindler (2003) further states that, the size of the pilot group may range from 25 – 100 subjects, depending on the method to be tested, but the respondents do not have to be statistically selected.

However, pretesting may be repeated several times to refine questions, instruments or procedures. To pre-test the questionnaire, the study used fifty (50) respondents.

These fifty (50) respondents were drawn from the population meant for the study. However, pilot study assists the main study in filtering and validating the research instrument and acquainting the researchers with proposed respondents (study population), therefore, promoting the overall success of the study.

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