



Effects of social media addiction on academic performance of students in secondary schools in Rivers State, Nigeria

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Abstract

The descriptive survey design was adopted to investigate the effects of social media addiction on academic performance of students in public Senior Secondary Schools in Rivers State, Nigeria. To achieve this, four research questions and four hypotheses were formulated to guide the study. The population for the study was 2,786 final year students of the ten secondary schools in Port Harcourt urban. Multi-stage sampling technique was used to sample 349 participants from the population. The instrument used is questionnaire of a modified four points Likert scale type with a distributed ordinal values that ranges from the highest value of Strongly Agreed (4 points) to the least value of Strongly Disagreed (1 point). The questionnaire was validated by two experts in Information Technology and Psychology. The questionnaire was also subjected to a reliability through test-retest method. The two sets of scores from the two tests yielded a coefficient of 0.73 using the Pearson's Product Moment Correlation technique. Mean and Standard Deviation were used to answer the research questions, while z-test was used to test the hypotheses at 5% alpha level. Based on the findings, it was revealed that students who spent more time on social media were more likely to have higher Internet addiction. It was also shown that social media addiction could actually result from another existing disorders like depression, stress or anxiety. It was concluded that students who participated were in danger of Facebook depression, cyberbullying, and online sexual harassment. Recommendations made amongst others are that seminars should be organized in the various schools to enlighten students more on the possible implications of excessive indulgence in social media usage on their academic performance. Teachers can adopt new strategies by channeling assignments or discussions on social media platforms to help inculcate the better habit of using these media sites for academic work.

Keywords: social media addiction, facebook depression, sexting and online harassment, privacy concerns, digital footprint, cyber bullying, and academic performance

Introduction

Education is an instrument for achieving national socio-economic development as it helps individuals to discover their potentials, and apply education in solving societal problems. One of such problems that are eating deep into the fabric of most developing countries in the world is the increase in unemployment among youths.

Social media have become one of the main forms of communication among secondary school students and it now plays an integral role in their lives. Social media refer to any website that allows for social interaction and the exchange of ideas (O'Keefe & Clarke-Pearson, 2014) [14]. Social media may include social networking sites such as Facebook; photo/video sharing sites like Pinterest, Instagram and YouTube; blogging sites including Tumblr; interactive video gaming sites such as World of Warcraft or Teen Second Life; instant messaging; chat rooms; bulletin boards; discussion forums; and email. (Subrahmanyam & Greenfield, 2015) [19].

Social media addiction has been found to be associated with a host of emotional, relational, health, and performance problems (Echeburua & de Corral, 2010 [6]; Kuss & Griffiths, 2011 [10]; Marino, Finos, Vieno, Lenzi, & Spada, 2017; Marino, Gini, Vieno, & Spada, (2018) [13]. Understanding such issues of social media; the causes, consequences, and remedies are thus of paramount importance. Social media addiction can be viewed as one

form of Internet addiction, where individuals exhibit a compulsion to use social media to excess (Griffiths, 2000 [8]; Starcevic, 2013) [17]. Individuals addicted with social media are often overly concerned about social media and are driven by an uncontrollable urge to log on to and use social media (Andreassen & Pallesen, 2014) [2]. Studies have shown that the symptoms of social media addiction can be manifested in mood, cognition, physical and emotional reactions, and interpersonal and psychological problems (Balakrishnan & Shamim, 2013; Błachnio, Przepiorka, Senol-Durak, Durak, & Sherstyuk, 2017; Tang, Chen, Yang, Chung, & Lee, 2016; Zaremohzabieh, Samah, Omar, Bolong, & Kamarudin, 2014) [3, 20, 22]. It has been reported that social media addiction affects approximately 12% of users across social networking sites (Alabi, 2012; Wolniczak *et al.*, 2013; Wu, Cheung, Ku, & Hung, 2013) [1]. Social media and internet use among secondary school students has increased tremendously in recent years. Secondary school students today have a greater presence online more than they ever had in the past (Lenhart, 2015) [12]. Many secondary school students now own devices with internet accesses (such as iPads, Smartphones and Video game consoles) which enable them to go online from anywhere and at any time. The use of social media is more popular among secondary school students and girls primarily use these sites to reinforce pre-existing friendships, while boys mainly use these sites to flirt and

make new friends (Lenhart & Madden, 2017) ^[11]. Students in particular, spend a great amount of their time interacting in their social lives. The usage of the social media by the students occurs at the same time with their developing identity, sexuality, and their physical and moral development. Social Media may also provide a supportive environment for students to explore romance, friendship, social status, and it provides students the opportunity to share and discuss their musical tastes, knowledge of television and movies, video games, and the other aspects of students culture (Ito *et al.*, 2018) ^[9]. They also explained that social media sites allow students to meet many online tasks that are relevant to their lives offline: to lie about friends and family, make new friends, share photographs, and share ideas.

Use of social media also creates an opportunity for emotional distress by receiving threatening, harassing, or humiliating communication from another teen. This is a common threat for the teenager and pre-students. Cyberbullying appears similar in prevalence to offline bullying; and current data suggest that online harassment is not as common as offline harassment (Lenhart, 2017) ^[11]. Furthermore, cyberbullying can occur to any young person online, and can cause profound psychosocial outcomes such as depression, anxiety, severe isolation, and tragically, suicide (Patchin & Hinduja, 2016) ^[16].

Students most at risk for cyberbullying are also those at risk of offline harms, such as students who have experienced sexual or physical abuse or those living in poor home environments (Berkman, 2018) ^[4]. The study therefore provides an overview of the many potential benefits and risks associated with social media use among students. It is crucial for mental health providers to understand how and why students are using these sites and the negative impact they may have on their mental health and well-being. It is in the light of this that the researchers tend to investigate the effects of social media addiction on Academic Performance students in selected Secondary Schools in Rivers State.

Statement of the Problem

Social media are dynamic tools that facilitate online relationships (Golden, 2011). In schools. Social media is used to teach and interact with students in the academic environment. It helps to expand student's social knowledge, as well as encourage peer input on assignments. Social media also helps students to build their capacity for transparent interactions with each other and create solid relationships among peers. The internet is today the most important source of information and the growing dimensions of its use by students cannot be underestimated. It has been observed that students devote more attention and time to social media than they do for their studies and they cannot pass their examinations well if they do not learn (Osharive, 2015) ^[15]. Social media have been a major stay in the minds of students and the world at large thereby causing a lot of drastic measure by students, teachers and even educational administrators at large. It is therefore of great importance to explore some of the trending issues facing students' academic performance as a result of social media and social media addiction. Students at all levels of learning now have divided attention to studies, as a result of available opportunities to be harnessed from social media. Due to their limited capacity for self-regulation and

susceptibility students will be at some risks as they navigate and experiment with social media. Gameinfore (2012) ^[7], indicates that there are frequent online expressions of offline behaviours such as bullying, clique-forming and sexual experimentation that have introduced problems such as cyber bullying, privacy issues and sexting. Other problems associated with social media awareness include internet addiction and concurrent sleep deprivation. challenges. The educational system in Rivers State is faced with so many challenges which have certainly brought about a fast decline in the quality of education. There is a deviation, distraction and divided attention between social networking activities and their academic work. Students' addictiveness to social networks, and students' frequency to social network social sites, have become worrisome due to less time that is devoted to the study of their courses. Instead of students reading their books, they spend their time chatting and making friends via the social media and this has negatively influenced their academic performance. The use of social media during adolescence would negatively impact health and development. Although the majority of students report that social media will have a positive contribution to their lives and will also have negative associations with social media, include cyberbullying and Online harassment, Facebook depression, Privacy concern and the digital footprint, Sexting, social anxiety, and exposure to developmentally inappropriate content. Because Adolescent have nearly unlimited access to peers through mobile technologies, social media use may result in changing sleep cycles for students, which may contribute to depression. Lack of sleep is related to depressive symptoms, loss of memory, problems at school, motor vehicle crashes, and other serious issues (Carlsson, 2010). Therefore this study is aim to fill this gap answering the question, what is the Influence of Social Media Use on students behaviour. It is against this background that this study is carried out to ascertain the Influence of social media addiction on students' academic performance in selected Secondary School in Rivers State.

Purpose of the Study

Specifically, the study sought to:

1. Determine the extent to which Facebook depression influences students' academic performance in Secondary Schools in Rivers State.
2. Determine the extent to which Sexting (Online Harassment) influences students' academic performance in Secondary Schools in Rivers State.
3. Determine the extent to which Privacy concerns and the Digital Footprint influence students' academic performance in Secondary Schools in Rivers State.
4. Determine the extent to which Cyberbullying and Online influence students' academic performance in Secondary Schools in Rivers State.

Research questions

The following research questions guided the study.

1. To what extent does Facebook Depression influences students' academic performance in Secondary Schools in Rivers State?
2. To what extent does Sexting (Online Harassment) influences students' academic performance in Secondary Schools in Rivers State?

3. To what extent does Privacy concerns and the Digital Footprint influences students' academic performance in Secondary Schools' in Rivers State?
4. To what extent does Cyberbullying and Online Harassment influences students' academic performance in Secondary Schools in Rivers State?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 alpha level.

1. There is no significant difference in the mean ratings of male and female respondents on how Facebook Depression influences students' academic performance in Secondary Schools in Rivers State.
2. There is no significant difference in the mean ratings of male and female respondents on how Sexting and Online Harassment influences students' academic performance in Secondary Schools in Rivers State.
3. There is no significant difference in the mean ratings of male and female respondents on how Privacy Concerns and the Digital Footprint influences students' academic performance in Secondary Schools in Rivers State.
4. There is no significant difference in the mean ratings of male and female respondents on how Cyber Bullying and Online Harassment influences students' academic performance in Secondary Schools in Rivers State.

Method and Materials

Descriptive survey reseach design was adopted for the study. Four reseach questions and four hypotheses were formulated to guide the study.

The population for the study was 2786 public secondary school students of the 2019/2020 session. Out of this population, a sample of 349 participants in the selected schools in Port Harcourt urban were used. The sampling technique used is multi-stage and the sample size was calculated using the Taro Yamane formula.

The instrument used for gathering data is a four points rating scale that ranges from Strongly Agreed (4 points) to Strongly Disagreed (1 point). The questionnaire used was subjected to validation by experts and the reliability coefficient of 0.73 was determined using test-retest and Pearson's Product Moment Correlation technique.

The data collected were analyzed using mean and standard deviation to answer the research questions while Z-test was used to test the hypotheses at 5% alpha level.

Results

Research Question 1: To what extent does Facebook Depression influences Students' Academic Performance in Secondary schools in Rivers State?

Table 1: Mean and Standard Deviation on how Facebook Depression influences Students Academic Performance in Secondary Schools in Rivers State (N = 146)

S/N	Item Statements	Male= 63			Female= 83		
		x_1	SD	Remarks	x_2	SD	Remarks
1	Use of cyberbullying causes an opportunity for emotional distress by receiving threats.	3.43	0.92	Agreed	3.35	1.02	Agreed
2	Use of cyberbullying causes profound psychosocial outcomes such as depression to students.	3.05	1.01	Agreed	3.24	0.98	Agreed
3	Cyberbullying affects students academic performacne.	3.10	1.03	Agreed	3.12	0.88	Agreed
4	Cyberbullying has been shown to cause higher levels of depression and anxiety for victims than traditional bullying.	3.29	0.95	Agreed	3.41	0.84	Agreed
5	Facebook depression is an emotional disturbance associated with social media usage	3.48	0.85	Agreed	3.25	0.92	Agreed
6	Students often fall into a depression commonly referred to as a Facebook depression	3.10	1.05	Agreed	3.24	0.83	Agreed
7	cyberbully is the use of social media to communicate false, embarrassing, or hostile information to specific users	2.83	1.09	Agreed	3.00	1.04	Agreed
8	Cyberbullying has drawn significant attention in the media in recent years	3.08	1.03	Agreed	3.45	0.91	Agreed
	Total Mean & SD =	25.36	7.93	Agreed	26.06	7.42	Agreed
	Grand Mean & SD =	3.17	0.99	Agreed	3.25	0.92	Agreed

Source: Field survey, (2021)

Table 1 shows that all the items were agreed. The respondents agreed that use of cyberbullying also creates an opportunity for emotional distress by receiving threats. Cyberbullying has been shown to cause higher levels of depression and anxiety for victims than traditional bullying. The confirmation was made with a grand mean of 3.17 and

3.25 and standard deviation of 0.99 and 0.92 as responses by both male and Female respondents.

Research Question 2: To what extent does Sexting and Online Harassment influences students academic performance in Secondary Schools in Rivers State?

Table 2: Mean and standard deviation on how sexting and online harassment influences students academic performance in secondary school in Rivers State (N = 146)

S/N	Item Statements	Male= 63			Female= 83		
		x_1	SD	Remarks	x_2	SD	Remarks
1	Sexting and Online Harassment are much more likely to receive sexual solicitation between same-age youth than sexual predation	3.06	1.11	Agreed	3.51	0.84	Agreed
2	Teens who use Sexting and Online Harassment often, show more narcissistic tendencies,	2.95	1.08	Agreed	3.36	0.89	Agreed
3	Students who have a strong Facebook presence show more signs of psychological disorders, including antisocial behaviors, mania, and aggressive tendencies	2.95	1.05	Agreed	3.20	0.97	Agreed
4	Sexting and Online Harassment affect academic performance of students	3.14	0.96	Agreed	3.61	0.77	Agreed
5	Sexual harassment as an unwanted sexual behavior interferes with a student’s right to receive an equal education	3.33	0.82	Agreed	3.14	1.00	Agreed
6	Sexual harassment refers to unwanted sexual conduct	3.35	0.86	Agreed	3.16	0.94	Agreed
7	sexual harassment and are subject to criminal prosecution	2.97	1.08	Agreed	3.17	0.97	Agreed
8	Sexual harassment is described as the “willful and repeated harm inflicted through the use of computers, cell phones and other electronic devices	3.24	0.95	Agreed	3.11	0.92	Agreed
	Total Mean & SD =	24.99	7.91	Agreed	25.9	7.3	Agreed
	Grand Mean & SD =	3.12	0.98	Agreed	3.23	0.91	Agreed

Source: Field survey, (2021)

Table 2 shows that all the items were agreed. The respondents agreed that Sexting and Online Harassment affect academic performance of students. Sexting and Online Harassment are much more likely to receive sexual solicitation between same-age youth than sexual predation. The confirmation was made with a grand mean of 3.12 and

standard deviation of 0.98 for male while that of Female were 3.23 and 0.91 for mean and standard deviation.

Research Question 3: Privacy concerns and the Digital Footprint influences Students' Academic Performance in Secondary School in Rivers State?

Table 3: Mean and standard deviation on how digital footprint influences students' academic performance in secondary school in Rivers State (N = 146).

S/N	Item Statements	Male= 63			Female= 83		
		x_1	SD	Remarks	x_2	SD	Remarks
1	students who lack an awareness of privacy issues often post inappropriate messages	3.02	1.02	Agreed	3.35	0.95	Agreed
2	students who lack an awareness of privacy issues often post, pictures, and videos without understanding that “what goes online stays”	3.35	0.95	Disagreed	3.01	1.01	Agreed
3	This kind of behaviors puts their privacy at risk	2.90	1.11	Agreed	2.86	1.07	Agreed
4	Students faced risks of improper use of technology, lack of privacy, sharing too much information, or posting false information about themselves	3.16	0.96	Agreed	3.22	0.97	Agreed
5	This kind of behaviors puts their privacy at risk	2.98	1.05	Agreed	3.06	1.00	Agreed
6	the biggest threats to young people on social media sites is that of their digital footprint and future reputations	1.62	0.95	Agreed	1.75	0.92	Disagreed
7	Students are embracing the regular use of social media, now more than ever.	3.30	0.99	Agreed	3.25	1.05	Agreed
8	The use of this new method of communication among students has grown tremendously over the recent years and is becoming an important focus in the lives of many students	3.33	0.89	Agreed	3.51	0.90	Agreed
	Total Mean & SD =	23.66	7.92	Agreed	24.01	7.87	Agreed
	Grand Mean & SD =	2.95	0.99	Agreed	3.00	0.98	Agreed

Source: Field Survey, (2021)

Table 4.3 shows that all the items were agreed. The respondents agreed that Students faced risks of improper use of technology, lack of privacy, sharing too much information, or posting false information about themselves. The confirmation was made with a grand mean of 2.95 and

0.99 while standard deviation of 3.00 and 0.98 for both male and Female

Research Question 4: To what extent does Cyber Bullying and Online Harassment in influences students' academic performance in Secondary School in Rivers State?

Table 4: Mean and Standard Deviation on how Cyber bullying and Online Harassment influences Students' Academic Performance in Secondary Schools in Rivers State (N = 146).

S/N	Item Statements	Male= 63			Female= 83		
		x_1	SD	Remarks	x_2	SD	Remarks
1	Use of cyberbullying also creates an opportunity for emotional distress by receiving threatening..	3.48	0.91	Agreed	3.61	0.80	Agreed
2	Use of cyberbullying cause profound	3.37	0.96	Disagreed	2.92	1.10	Agreed

	psychosocial outcomes such as depression to students..							
3	Cyberbullying affect students academic performacne.	3.17	0.97	Agreed	3.23	0.92	Agreed	
4	Cyberbullying has been shown to cause higher levels of depression and anxiety for victims than traditional bullying.	3.25	0.99	Agreed	3.27	1.04	Agreed	
5	Cyber Bullying is often neglected as a cybercrime	3.14	0.96	Agreed	3.46	0.84	Agreed	
6	Cyber Bullying is likewise very ambiguous in nature	3.41	0.88	Agreed	3.20	0.85	Agreed	
7	Cyberbullying can be very pervasive, as malicious messages	3.30	0.88	Agreed	3.27	1.02	Agreed	
8	Cyber Bullying rumors can rapidly spread to multitudes of people throughout various locations	3.22	0.88	Agreed	3.61	0.74	Agreed	
	Total Mean & SD =	26.34	7.43	Agreed	26.57	7.31	Agreed	
	Grand Mean & SD =	3.29	0.92	Agreed	3.32	0.91	Agreed	

Source: Field survey, (2021)

Table 4 shows that all the items were agreed. The respondents agreed that Use of cyber bullying also creates an opportunity for emotional distress by receiving threatening. Cyber bullying has been shown to cause higher levels of depression and anxiety for victims than traditional bullying. The confirmation was made with a grand mean of 3.29 and 3.32 while standard deviation of 0.92 and 0.91 for both male and Female

Test of hypotheses

Hypothesis 1 There is no significant difference in the mean ratings of male and female respondents on how Facebook Depression influences Students' Academic Performance in Secondary School in Rivers State.

Table 5: Z-test Analysis of Mean Ratings of the male and female respondents on how Facebook Depression influences Students' Academic Performance in Secondary Schools in Rivers State.

Respondents	N	\bar{x}	SD	Std Error	DF	p	z-cal	z-crit	Decision
Male	63	3.17	0.99						
				0.026	144	0.05	0.5	1.96	Accepted
Female	83	3.25	0.92						

The data in table 4 revealed that the calculated z-test value of Male and Female mean scores 3.17 (Male) 3.25 (Female) respectively, while the critical t value was 1.96 at degree of freedom of 144 at 0.05 significance level. Therefore, the null hypothesis was accepted

Hypothesis 2: There is no significant difference in the mean ratings of male and female respondents on how Sexting and Online Harassment influences Students Academic Performance in Secondary school in Rivers State.

Table 5: Z-Test Analysis of Mean Ratings of the male and female respondents on how Sexting and Online Harassment influences Students' Academic Performance in Secondary Schools in Rivers State

Respondents	N	\bar{x}	SD	Std Error	DF	p	z-cal	z-crit	Decision
Female	63	3.12	0.98						
				0.025	144	0.05	0.73	1.96	Rejected
Male	83	3.23	0.91						

Source: (Field Survey, 2021)

The data in table 4 revealed that the calculated z-test value of Male and Female mean scores 3.12 (Male) 3.23 (Female) respectively, while the critical- t value was 1.96 at degree of freedom of 144 and at 0.05 significance level. Therefore, the null hypothesis was rejected.

Hypothesis 3: There is no significant difference in the mean ratings of male and female respondents on how Privacy concerns and the Digital Footprint influences Students Academic Performance in Secondary Schools in Rivers State.

Table 6: Z-test Analysis of Mean Ratings of the male and female respondents on how Privacy concerns and the Digital Footprint influences Students' Academic Performance in Secondary School in Rivers State

Respondents	N	\bar{x}	SD	Std Error	DF	p	z-cal	z-crit	Decision
Female	63	2.95	0.99						
				0.026	144	0.31	0.06	1.96	Accepted
Male	83	3.00	0.98						

Source: Field Survey, 2021

The data in table 4 revealed that the calculated z-test value of Male and Female mean scores 2.95 (Male) 3.00 (Female) respectively, while the critical t value was 1.96 at degree of freedom of 144 at 0.05 significance level. Therefore, the null hypothesis was accepted.

Hypothesis 4: There is no significant difference in the mean ratings of male and female respondents on how Cyber bullying and Online Harassment influences Students Academic Performance in Secondary school in Rivers State.

Table 6: Z-test Analysis of Mean Ratings of the male and female respondents on how Cyber bullying and Online Harassment influences Students' Academic Performance in Secondary Schools in Rivers State

Respondents	N	\bar{x}	SD	Std Error	DF	p	z-cal	z-crit	Decision
Female	63	3.29	0.92						
				0.024	144	0.05	0.2	1.96	Accepted
Male	83	3.32	0.91						

Source: Field Survey, 2021

Table 4 shows that the calculated z-test value of Male and Female mean scores 3.29 (Male) 3.32 (Female) respectively, while the critical t value was 1.96 at degree of freedom of 144 at 0.05 significance level. Therefore, the null hypothesis was accepted.

Discussion of Findings

One of the findings of this study showed that social media addiction was negatively associated with students' mental health and academic performance (Pantic *et al.*, 2012; Jelenchick *et al.*, 2013). Furthermore, in line with previous findings that social media addiction negatively affects self-

esteem (Andreassen *et al.*, 2017; Błachnio, *et al.*, 2016; Chou & Edge, 2012; Vogel *et al.*, 2014) and that low self-esteem is associated with mental disorders (Orth *et al.*, 2008; Orth & Robins, 2013; Sowislo & Orth, 2013), the current research yielded the first empirical finding that self-esteem mediated the relation of social media addiction to mental health. Furthermore, the implementation of an intervention based on the cognitive-behavioral approach (Young, 1999, 2007; Gupta *et al.*, 2013) effectively reduced social media addiction and improved mental health and academic efficiency.

Notably, our results showed that social media addiction was associated with reduced mental health partly through lowering individuals' self-esteem, and that the reverse mediating effect of self-esteem with mental health as the predictor and social media addiction as the outcome variable was not significant. Nevertheless, it does not rule out the possibility that poor mental health can further contribute to social media addiction. Individuals in poor mental health, including those with low self-worth, may use social media as a compensation for their real-life interpersonal deficiency and further develop excessive dependence on social media (Zywica & Danowski, 2008). Also, individuals in poor mental health often try to use social media to improve their mood and, when this need is not met, their mental condition tends to become worse (Caplan, 2010). Thus, the relation between poor mental health and social media addiction is likely to be bidirectional.

The present studies provided strong support for the relation of social media addiction to academic outcomes by using a variety of measures. Study 1 showed that a self-rank measure of academic performance was negatively associated with social media addiction. This relation was not mediated by self-esteem.

Conclusion

Based on the findings, it was concluded social media is a very important platform in the daily life of the teenagers. They benefit by increasing the communication skills with friends and relatives and they can develop their socialization process more. Also, we can say that the teenagers were able to use social media to obtain information about topics like health, education, and to increase the technical skills using the last technologies. The social networking addiction of the students was at moderate level and the male students had a higher level of addiction compared to the female students. There was a negative and significant relationship between the overall use of social networks and academic performance of students. Therefore, it is imperative that the school authorities take interventional steps to help students who are dependent on these networks and, through workshops, inform them about the negative consequences of addiction to social network. Consequently, various forms of social media have changed the ways the teenagers talk, learn, and think. On the other hand, teenagers are in danger of Facebook depression, cyberbullying, and online sexual harassment. It must be stressed that the benefits and risks of teenagers in the usage of social media have a significant impact in their physical and psychological development. Finally, it was concluded that majority of the respondents had mobile phones with internet facility and had knowledge of the existence of social media sites. As a result they visit their social media sites and spend between thirty minutes to

three hours every day. In addition, the study revealed that the use of social media had affected academic performance of the respondents negatively and further confirmed that there was a strong positive relationship between the use of social media and academic performance.

Recommendations

The following recommendations were made:

1. Seminars should be organized in the various schools or to enlighten students more about the possible implications of social media usage on their academic performance.
2. Students should make sure that they use these social networking sites judiciously to ensure that they do not become detrimental to their studies.
3. Teachers can adopt new strategies by channeling assignments or discussions on social media platforms to help inculcate the habit of using these sites for their studies.
4. Students should be cautioned to minimize the time they spend on social media to avoid being obsessed by these sites for unnecessary chatting.

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