

SOCIAL MEDIA ADDICTION AND ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS

Ngozi Blessing Ndubuisi-Evans
Department Of Life Science Education, Imo State University, Owerri.
zikabless135@gmail.com, +2348036772215

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Abstract

The purpose of this study was to examine social media addiction and academic performance of undergraduate students at Imo State University. Four hypotheses were formulated to guide the study. Multi-stage sampling technique was used to sample 349 participants from the population. The instrument used is a self developed questionnaire. 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, the study showed that a great number of students are addicted to social media which in turn make their academic achievements to decrease. The study recommended that social media should be used for educational purposes as well. Social networking sites should be expanded and new pages should be created to enhance academic activities and avoid setbacks in student users' academic achievement. Also, students should be monitored by teachers and parents on how they use these sites, this is to create a balance between social media and academic activities of students.

Keywords: Academic, Academic Achievement, Addiction, Social Media.

Introduction

The world is currently in her heights in terms of technological advancement, as everything we do in relation to the world is now computerized that by the click of a button we can do anything and be anywhere in the world with the presence of the internet, which has led to the reduction in

communication barriers and the creation of new mediums that are being introduced to connect global audiences. Social networking has become an international trend and has spread its reach to almost every corner of the world with the creation of thousands of apps daily that allows us to connect with people and communities around the world. The use of social media in society's lifestyle and culture has been increasingly taking place recently. There is an evolution of social media where in average three million reach Facebook monthly and 500 millions of active users worldwide on Twitter. The highest users of the online social media are among teenagers, college and university students (age 18 to 29) as they are constantly linked to the social network sites (Siddiqui & Singh, 2019). In Nigeria, the presence of smartphones and gadgets in any situation leads to addiction in social media amongst students. Social media poses both pros and cons of usage that can impact students either positively or negatively. The positive is that it allows students access to sharing and publishing some information at anywhere and anytime (Olushola, 2018). Excessively use of social media surely has an effect on students' life either positive or negative especially on their academic performance.

Nowadays, social media has become essential part of life especially to student. In line with that, research findings from Olushola, (2018) found that between 18 to 29 years of age were among 57% of the social media users in Nigeria. In average, students spend at least 30 minutes of every hour both daytime and evening in social media. Previous studies have reported more than half of the students were ranked at a moderate level of internet addiction (Osharive, 2015). It also shows that students mostly like to stay online 24 hours that define students' addictiveness towards social media. The result of social media usage has both constructive and adverse impact especially on their academic performance. Excessive time spent in social networking sites can divert the concentration and shift focus from the particular task (Siddiqui & Singh, 2019). On the other hand,

it can also lead to failure of the education system where many of the bloggers used social media to posts the wrong information regarding the education. This somehow can cause students to misuse the information related to their subjects. In addition, social media have broadened the negative outcomes which can also effects health as lots of time is being wasted on social.

Academic achievement refers the result of an individual's educational performance; it is the degree to which the scholar (student), educator (lecturer and teachers) and the academic institution (schools and colleges) has attained their desired academic objectives. There is a direct link between the usage of social networking sites and the educational feat of students in universities. The emergence of varieties of social media sites on the internet, students are drawn to neglect their studies in exchange for engaging in interactions on these sites, as a result of these a large amount of students are currently addicted to social media. Social media sites also benefits the students academically as they are able to engage in conversations that enhance their intellect, but this involves a lot of conscious engagement in academic discussions and avoiding engaging in non-academic conversations.

Study conducted by Olushola (2018) show that regular daily users of social media are among nursing students (84.9%). Nursing students does utilize the various platforms for their benefits either for academic or for personal life. However, nursing students may lose their ability to engage themselves for face-to- face communication due to social media addiction (Abbas *et al.*, 2019). More or less, social media has become one of the triggering factors for students to abandon their assignment either with or without intention. In the meantime, for them to gain the information through social media, but the social media posting distracts them and they do not stay focus on the academic purpose. The studies show the negative relation between social media usage and academic performance as students were easily distracted with their smartphones (Giunchiglia,

Zina, Gobbi, Bignotti, & Bison, 2018). Indeed, the usage of smartphone has become normal with students' life as they can access their social media easily. Lack of self-regulation of smartphones usage for some students will turned out to be the one whose affects their academic performance the most. This eventually will result in a bad achievement. The previous studies have shown there is a correlation regarding social media and academic achievement. Thus, this study aims to determine the effect of social media addiction and its effects on the academic achievement of undergraduate students.

Statement of Problem

Social media 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 it affects their performances during examinations (Osharive, 2018). Social media platforms attracts the attention and concentration of students and gears them towards non-educational or academic enhancing activates which thereby leads to deviation in their academic work, as it has been perceived that students allot more focus and time on social networking sites than what they allot to their academics. The frequency of social media use, time duration allotted to the use social media that they are prone to using and the impact of social networking sites on their academic performance has been an aspect of discussions in current times (Cengiz, 2018). It has been observed that majority of the students in Nigeria pay more attention to their social life through the regular use of various social media platforms. Students focus has been moved from visible contacts to invisible contacts, they tend ignore or neglect and reduce the amount of time they spend on studying, which has led to the addiction of social media and a steady decline in academic performance in recent times.

It has also been observed that in recent time's students has a tendency to use social media on their devices while lectures are going on which leads to divided attention or a total neglect of the lecture that ends up affecting their studies as they are unable to fully grasp information from the lecture and most times students who are caught get their devices seized for using them during lectures and this leads to the inability to study due to lack of the device. Therefore the problem this research seeks to investigate is social media addiction and academic performance of undergraduate students of Imo State University.

Purpose of the study

The general purpose of this present study is to examine social media addiction and academic performance of undergraduate students of Imo State University.

Specifically, the study aims at:

1. investigating the difference in the mean ratings of male and female respondents on academic performance.
2. evaluating the difference between the mean ratings of male and female respondents on Online Harassment influences students' academic performance.
3. ascertaining the difference in the mean ratings of male and female respondents on how Privacy Concerns and the Digital Footprint influence students' academic performance.
4. examine the mean ratings of male and female respondents on Cyber Bullying and Online Harassment on students' academic performance.

Theoretical Framework

The theoretical framework for this present study is cognitive-behavioral model by David (2001). David (2001) proposes a cognitive-behavioral model to explain elements related to internet-based addictions. This model highlight that ‘abnormal’ social networking emerges from maladaptive cognitions and is amplified by various environmental factor and eventually lead to compulsive and/or addictive social networking. The model describes the main cause of pathological Internet use as based on maladaptive thoughts that are coherent with social isolation. CBM depends on two types of factors, distal and proximal, both leads contributing to Pathological internet use (PIU). They explain psychopathological signs which include depression or anxiety, and Internet-associated activities are a distal factor. Maladaptive cognitions and social isolation or loss of social assistance are proximal factors of PIU. There are sorts of maladaptive minds in CBM: approximately oneself and the world. Maladaptive cognitions approximately oneself generally result from situations that include self-doubt, low self-efficacy, and occasional shallowness and are associated with the usage of the Internet for self-appraisal. Maladaptive cognitions about the world, are related to using the Internet as a substitute for the “real world.” The scholars insist that CBM can be extended although CBM is more focused on psychopathology. They claim that the model can be updated by including additional elements such as individual needs, motivation, personality traits, socio-environmental factors.

Walberg's Theory of Educational Productivity by Walberg's (1981)

Walberg's (1981) theory of educational productivity is one of the very few theories of academic achievement. Walberg's theory of academic achievements concludes educational outcomes (cognitive, behavioral, and attitudes) are influenced by the psychological characteristics of individuals and their immediate psychological environments influence. Nine key variables affect

educational outcomes including student ability/prior achievement, motivation, age/developmental level, the quantity of instruction, quality of instruction, classmate climate, home environment, peer group, and exposure to mass media outside of school. The first three variables; ability, motivation, age can be seen as the internal factor that can be assessed by “the usual standardized test”. The next two variables which are quantity of instruction and quality of instructional experience measure instructional factors. Walberg and Tsai (1985 as cited in Kuterbach, 2013) define the quantity of instruction as the number of times students retain in learning. Quality of the instructional experience includes psychological and curricular experiences and can be seen as the appropriateness of the instructional experience. The last variables which are home environment, classroom or school environment, peer group environment, and mass media, are categorized as environmental factors. The home environment defines as the assistance given to students while at home. Classroom and school environment, including classroom morale based on the classroom as a social atmosphere, has been measured through access to classroom materials. Meanwhile, peer group experience refers to how well students get along with each other outside of the school environment. The last variable, the mass media refers to the television viewing in minimum free time.

Empirical Review of Social Media Addiction and Academic Performance of Undergraduate Students

Osharive (2016), the purpose of this research study is to examine the influence of Social Media and Academic Performance Of students in University of Lagos. Five Research questions and five Research hypotheses guided the study. To achieve this, the descriptive survey research design was adopted. The study focused on University of Lagos hence, population consists of all the 24,661 full-time undergraduate students. The simple random sampling technique was used to select a sample of 378 students. A four point Likert Type Rating Scale Questionnaire type, titled: Social

Media and Academic Performance of Students Questionnaire (SMAAPOS) was used to collect data from the participants. The descriptive statistics of frequency counts and percentage, were used to analyze the demographic data while inferential statistics of Chi-square(χ^2) was used in testing the research hypotheses. Research findings showed that a great number of students in University of Lagos, are addicted to social media. To this end, the researcher recommended that social media should be used for educational purposes as well; Social Networking Sites should be expanded and new pages should be created to enhance academic activities and avoid setbacks in the students' academic performance; and Students should be monitored by teachers and parents on how they use these sites This is to create a balance between social media and academic activities of students to avoid setbacks in the academic performance of the students.

Ipem and Okwara (2020), the study investigated the relationship between social media addiction and academic performance of undergraduate students of AIFCE Owerri. Correlation research design was adopted for the study. One research guided the study and two hypothesis were tested. The population of the study comprised all degree students in AIFCE giving a total of (3,256), while only total of 500 participants purposively selected from six schools in A.I.F.C.E constituted the sample for the study. Two instruments were use for data collection namely: an adapted social media Addiction Questionnaire (IAQ) developed by Young (1998) and modified by Pee and Shafeq (2009). Its reliability index was 0.79. and an Educational Psychology Performance Test (EPPT) was used to collect students' results. Data collected were analyzed using frequency and percentage for students demographic data, Mean, for the research question. Person's Product Moment Correlation Statistics and t-test analysis were used to test the two hypotheses respectively. It was found that undergraduate students of AIFCE Owerri were occasionally addicted to social media use. The study also revealed a high positive correlation between internet addiction and

academic performance. There was no significant difference in the social media addiction between male and female AIFCE Students. Based on the above findings, the researchers recommended among others that government, educators, parents, counselors, lecturers, and portals should help redirect the internet use toward academics to ensure greater academic outcome.

Mensch (2021) carried out a study on the relation between social media addiction and academic performance of third-and fourth-year students in the Faculty of Leadership and Management in Malaysia. Past studies have shown that social media addiction harms the student's academic performance. In this study, a quantitative method was utilized, and 248 students were enrolled using stratified random sampling. Respondents completed online questionnaires consisting two sections: demographic information and the Social Media Addiction Scale (SMAS). The results indicated that respondents having a moderate level of addiction. In addition, the t-test yielded that there is no gender difference in terms of social media addiction, while the Pearson correlation showed that there was no significant relation between social media addiction and academic performance among the respondents. This study provides information for the university and their counselors to prepare a counseling guidance program for students who are facing a problematic social media use.

Hypotheses

The following hypotheses were tested in this study:

1. There will be no significant difference in the mean ratings of male and female respondents on academic performance.
2. There is no significant difference in the mean ratings of male and female respondents on Online Harassment influences students' academic performance.

3. There is no significant difference in the mean ratings of male and female respondents on how Privacy Concerns and the Digital Footprint influence students' academic performance.
4. There will be no significant difference in the mean ratings of male and female respondents on Cyber Bullying and Online Harassment on students' academic performance.

METHOD

Participants

The participants of this present study are undergraduate students of Imo State University, Owerri. They are three hundred and forty nine (349) students who were sampled from both department of Psychology and Guidance and Counseling, using Multi-Stage Sampling Technique. Participants included 200 level and 300 level students who were drawn to participate in the study. Specifically, 249 (69.8%) of the participants were selected from department of psychology while 100 (40.2%) were selected from Guidance and Counseling. Ages of the participants ranged from 19 to 39 years, with mean and standard deviation of 14.78 and 1.46 respectively.

Instruments

A well-constructed and self-developed questionnaire was used to get the desired information from the students. The questionnaire was divided into two sections (A and B). Section A was for collection of information on personal data of respondents while Section B consisted of questions that elicited responses from the respondents.

The data was collected using an online questionnaire which was distributed to the students. The questionnaire has been adapted from the instrument called Social Media Addiction Scale (SMAS) that was developed by Tutgun-Ünal and Deniz in 2015. The scale consists of 41 items and 4 factors were measured (occupation, mood modification, relapse, and conflict). SMAS has a 5-point Likert scale consisting of “Never”, “Rarely”, “Sometimes”, “Often” or “Always” (Tutgun-

Ünal, 2020). The higher score indicates the respondent is highly addicted to social media. 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.

SMAS explains 59% of the variance and it is an acceptable rate as it is quite high in social sciences. Furthermore, the Cronbach alpha value which is the internal consistency coefficient of the scale was found to be .967 (Tutgun-Ünal & Deniz, 2015). The validity of SMAS was measured based on the convergent validity studies. It was determined based on the criterion “Facebook Addiction Scale “that was developed by Young and “Generalized Problematic Internet Use Scale 2” (GPIUS2). SMAS and the other two instruments were applied to 70 students simultaneously and the result shows the significant correlation between SMAS and FAS and GPIUS2 at a level of (p,0,01).

Procedure

The researcher collected the needed data through the use of questionnaire and its administration in the selected faculties. The administration of the questionnaire were carried out by the researcher. A total of 402 copies of the questionnaire were distributed to elicit responses from the students and retrieved on the spot by the researcher. A total of 22 questionnaires were missing while 32 were wrongly filled leaving the researcher with 349 valid questionnaires.

Design and Statistics

The research design adopted for the study was a descriptive survey. This design is considered apt because it enables the researcher to generate data through the standardized collection procedures based on highly structured research instrument(s) and well defined study concepts and related variables. The data collected was analyzed using Statistical Package for Social Sciences (SPSS) version 22. Descriptive analyses were used to analyze the demographic section including gender,

program, and CGPA result by displaying the frequency and percentage distribution. The level of academic performance and social media addiction of the students were measured using tendency (means, medians, and other percentiles) and dispersion (standard deviations, ranges). In this study, the T-test was performed to identify the gender difference of social media addiction and academic performance among female and male students. Next, bivariate correlational analysis was conducted to assess the strength of direction of the relationship between these two constructs. In this study, the correlation analysis was computed to examine the strength and direction between the relationship of social media addiction and the academic performance of the students.

Results

In hypothesis testing, the researcher made use of Pearson chi-square (x2)

Table 4.2.5: Summary of Hypotheses Test

Hypothesis	Prob	t-statistic	t-table	Decision Rule
H ₀₁ : $\beta_1=0$ No significant effect on academic performance.	0.088	0.300	3.860	Accept H ₀₁
H ₀₂ : $\beta_2=0$ No significant relationship between Online Harassment and academic performance	-.097	0.540	0.606	Accept H ₀₂
H ₀₃ : $\beta_3=0$ No significant relationship between Privacy Concerns and the Digital Footprint and students' academic performance	0.007	3.744	0.619	Reject H ₀₃ $t_c > t_\alpha$
H ₀₁ : $\beta_4=0$ No significant relationship between Cyber Bullying and Online Harassment and students' academic performance	0.088	0.300	3.860	Accept H ₀₁

Source: Researchers Computation using E-View 9

The summary of the hypotheses above shows the following;

Restatement of Hypothesis One

H₀= There is no significant in the mean ratings of male and female respondents on academic performance.

H₁= Significant effect in the mean ratings of male and female respondents on academic performance.

Decision Rules: Accept alternate hypothesis if p-value of (t-statistic) is less than (0.05) level of significance, otherwise reject alternate hypothesis and accept the null hypothesis.

Estimated Model Result for Hypothesis two using the extract of results from appendix 1 for test of hypothesis one, the OLS regression result of mean ratings of male and female respondents on academic performance shows that the Adjusted Coefficient of Determination (AR²) was 0.088; the t-statistic was 0.300 and its p-value was (0.701). Since the level of significance (0.05) was less than the p-value (0.701), the null hypothesis was accepted. Based on the above analysis, we therefore conclude that there is a significant in the mean ratings of male and female respondents on academic performance.

Restatement of Hypothesis Two

H₀= There is no significant difference in the mean ratings of male and female respondents on Online Harassment influences students' academic performance.

H₁= There is a significant difference in the mean ratings of male and female respondents on Online Harassment influences students' academic performance.

Decision Rules: Accept alternate hypothesis if p-value of (t-statistic) is less than (0.05) level of significance, otherwise reject alternate hypothesis and accept the null hypothesis.

Estimated Model Result for Hypothesis two using the extract of results from appendix 1 for test of hypothesis two, the OLS regression result of mean ratings of male and female respondents on

Online Harassment influences students' academic performance shows that the Adjusted Coefficient of Determination (AR2) was -.097; the t-statistic was 0.540 and its p-value was (0.606). Since the level of significance (0.05) was less than the p-value (0.606), the null hypothesis was accepted. Based on the above analysis, we therefore conclude that there is a significant difference in the mean ratings of male and female respondents on Online Harassment influences students' academic performance.

Restatement of Hypothesis Three

Ho= There is no significant difference in the mean ratings of male and female respondents on how Privacy Concerns and the Digital Footprint influence students' academic performance.

H1= There is a significant difference in the mean ratings of male and female respondents on how Privacy Concerns and the Digital Footprint influence students' academic performance.

Estimated Model Result for Hypothesis Three Using the extract of results from appendix 2 for test of hypothesis three, the OLS regression result of mean ratings of male and female respondents on how Privacy Concerns and the Digital Footprint influence students' academic performance shows that the Adjusted Coefficient of Determination (AR2) was 0.619; the t-statistic was 3.744 and its p-value was (0.007). Since the level of significance [0.05] was greater than the p-value (0.007), the null hypothesis was accepted. Based on the above analysis, there was strong statistical evidence to conclude that there is no significant difference in the mean ratings of male and female respondents on how Privacy Concerns and the Digital Footprint influence students' academic performance.

Restatement of Hypothesis Four

Ho= There will be no significant difference in the mean ratings of male and female respondents on Cyber Bullying and Online Harassment on students' academic performance.

H₁= There will be a significant difference in the mean ratings of male and female respondents on Cyber Bullying and Online Harassment on students' academic performance.

Decision Rules: Accept alternate hypothesis if p-value of (t-statistic) is less than (0.05) level of significance, otherwise reject alternate hypothesis and accept the null hypothesis.

Estimated Model Result for Hypothesis four using the extract of results from appendix 1 for test of hypothesis one, the OLS regression result of mean ratings of male and female respondents on Cyber Bullying and Online Harassment on students' academic performance shows that the Adjusted Coefficient of Determination (AR²) was 0.088; the t-statistic was 0.300 and its p-value was (0.701). Since the level of significance (0.05) was less than the p-value (0.701), the null hypothesis was accepted. Based on the above analysis, we therefore conclude that there is a significant difference in the mean ratings of male and female respondents on Cyber Bullying and Online Harassment on students' academic performance.

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. Furthermore, the implementation of an intervention based on the cognitive-behavioral approach (Siddiqui & Singh, 2016) 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 (Asemah and Edegoh, 2019). 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 (Abbas, etal, 2019). Thus, the relation between poor mental health and social media addiction is likely to be bidirectional.

The present study provided strong support for the relation of social media addiction to academic outcomes by using a variety of measures. The study showed that a self-rank measure of academic performance was negatively associated with social media addiction.

Implication of the Study

The findings of this study have implications to government, parents, caregivers and the general public. It also has implications to researchers for understanding the impacts of social media addiction to students' academic performance.

To the government, the result of this study will be an added advantage to governments stand on social media addiction, if it shows a significant influence.

To Parents, they stand to be enlightened by the findings of the study as to know the various forms of social media addiction, the effects of social media addiction on students academic performance, predisposing factors and how to avoid social media addiction. Adductors may not know when crossing the line between disciplining versus social media addiction.

To caregivers and the general public, they will find the result of this study useful, as it will reveal to them the need for effective care and protection of their children, especially the importance of providing educational needs for a higher academic performance.

To Healthcare workers, all members of the healthcare system including Doctors, Nurses, Social workers, etc stand to benefit from the findings of the study as it intends to unearth the health implications of social media addiction.

To society, 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.

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. Many students 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. Smart phones, android phones as well as tablets were seen to be the major ways through which students gain easy access to the internet to be on the various social media network platforms.

Limitation of the study

The findings of this study could be affected by a number of limitations. Reported nature of the data collection approach could be affected by desirability bias hence distorting the results presented. This is an important issue with regards to sensitive topic such as social media addiction as it relates to student academic performance. Again, the descriptive survey design employed has inherent weakness in the establishing temporal relationship between social media addiction and academic performance.

The key limitation of the literature on social media addiction differs across studies, with most utilizing a composite score of several distinct components of social media addiction in analysis. The several studies defining and exploring specific types of social media addiction did yield results that help illustrate how social media addiction affect student academic performance. However, this study design has weakness in establishing temporal relationship between social media addiction and student academic performance, the determinants identified may therefore not be causal. However, most factors examined are known effects of social media addiction and student academic performance supported by other studies.

Recommendations

The following recommendations are made:

1. Students should be educated on the influence of Social media on their academic performance.
2. Students should be monitored by teachers and parents on how they use these sites.
3. Teachers should ensure they use the social media as a tool to improve the academic performance of students in schools.
4. Students should better manage their study time in and prevent distractions that can be provided by the social media. There should be a decrease in the number of time spent by students when surfing the net.
5. Social Networking Sites should be expanded and new pages should be created to enhance academic activities and avoid setbacks in the students' academic performance.
6. The use of Social media network by students should focus on the academic relevance of those sites instead of using them for negative purposes.

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