



INFLUENCE OF SOCIAL MEDIA USE ON ACADEMIC PERFORMANCE OF LIBRARY AND INFORMATION SCIENCE UNDERGRADUATES IN FEDERAL UNIVERSITY LOKOJA, KOGI STATE

ALABI, Comfort Ometere

Department of Library and Information Science

Federal University Lokoja

alabicomforto71@gmail.com

Abstract

This study explore the influence of social media use on academic performance of library and information science undergraduates in federal university Lokoja, Kogi State". Three research objectives and three research questions respectively were formulated to guide the study. A descriptive survey design was adopted for the study, the population consist of 577 undergraduate students from library and Information Science Department, the stratify sampling techniques was used to stratify the students into level of study and a sample size of 87 were selected for the study. Questionnaire was design for data collection from the respondents out of the 87-questionnaire distributed 79 were retrieved representing a returned rate of 89% which was used to analyzed the data for the study. The instrument was face validated by experts in the department of Library and Information Science at Federal University, Lokoja. Data collected were analyzed using frequencies, percentages and mean. The rating scale of 2.50 was adopted for ranking of the item. Statistical Package of Social Science (SPSS) was used to analyzed the data. Pie Chart were used to present data. The find of the study showed that type of social media platform used by LIS undergraduate students are majorly Whatsapp, Instagram and FaceBook; respondent agree that social media impact their academic activities, similarly respondents agreed to all items as challenges associated with the use of social media for academic activities and disagree on item related to skill for navigation and respondents agree to strategies listed on the items as way of improving social media usage for academic activities. Conclusions and recommendations where proffered to regulate the use of social media with regard to academic activities to enable students maximize from the potential benefit.

Keywords: *Social Media, Undergraduate, Impact*

Introduction

Undergraduate students are students in tertiary institutions, undertaking courses of study that lead to the award of a bachelor's degree. This stage of education is followed by the completion of secondary education that spans a period of three to six years, depending on the country and specific program (Levy & Sheard, 2021). Undergraduate students have distinct features that set

them apart from other population groups. Those traits shape their characteristics in learning styles, academic performance and use of technology in the form of social media. They tend to have varied learning preferences, and there are a number who prefer visual and interactive ways of learning (Zepeda et al., 2020). These preferences are further enhanced by the embedding of digital technologies, such as social media, which now provides a platform for real-time interaction and collaboration and an access point to information resources. And social media such as WhatsApp, Facebook and Instagram have become indispensable even for learning by providing flexibility and interaction also outside a formal classroom (Manca & Ranieri, 2020).

Federal University Lokoja, Kogi State, is one of the latest-generation universities in Nigeria. The university opened for students in 2011 and the Department of Library and Information Science in 2019. It graduate her first set of graduate of Bachelor of Library and Information Studies that is the pioneer set in 2024. These students' experiences throughout the undergraduate program are imperative to understanding the behavioral changes and emotional attributes of the subject matter. Therefore, explore the influence of social media use on academic performance of library and information science undergraduates in federal university Lokoja, Kogi State" is crucial for several reasons. To get insights into the extent social media is integrated into the academic routines of LIS students, it influence on their study habits, information-seeking behavior, and academic performance. Shed light on the potential benefits and drawbacks of social media usage among Library and Information Science students, helping educators and policymakers develop strategies to enhance its positive effects while mitigating the negative ones.

The rapid advancement in technology and the widespread adoption of social media have significantly impacted various sectors. In the 21st century, social media has become an essential part of human life, while the use of social media has spread across the world. Billion of individuals

from all walks of life used at least one social media platform, such as WeChat, Facebook, X handle (formerly known as Twitter), Telegram, Google Meet, Zoom, FaceTime, WhatsApp, and Instagram, in their daily lives. Social media has evolved from a tool for casual interaction into a powerful platform for communication, collaboration, and information dissemination across various sectors, including education. Social media platforms such as Facebook, Twitter, Instagram, WhatsApp, and LinkedIn are not only popular for personal use but have also become integral in educational contexts.

Social media as defined by Davis, (2019) is a set of interactive Internet applications that facilitate (collaborative or individual) creation, curation, and sharing of user-generated content. In the same view, Manning, (2019) stated that social media is the term often used to refer to new forms of media that involve interactive participation. Generally, social media refers to a collection of online platforms and tools that enable users to create, share, and interact with content, as well as connect with others in virtual communities. These platforms facilitate the exchange of ideas, information, and multimedia content (such as photos, videos, and text) through various formats like posts, comments, messages, and live streams. Social media is “a group of internet-based applications that built on the ideological and technological foundations of Web 2.0, and it enables content creation, sharing as well as promotion of interaction amongst users (Kaplan and Haenlein, 2020). Social media are computer-mediated tools that allow people to create, share, or exchange information, ideas, and pictures/videos in virtual communities and networks. Social media tools are rooted in the emergence of Web 2.0 that is the evolution of the Internet from the First generation known as informational Internet or Web 1.0. Social media websites encourage users to share multimedia objects from photographs to videos, and to comment on items posted by fellow users. Users can also tag the content of the media, essentially creating a new classification system within

the website itself (Dickson and Holley, 2020). Social media technologies take on many different forms including blogs, business networks, enterprise social networks, forums, microblogs, photo sharing, product/service reviews, social bookmarking, social gaming, social networks, video sharing, and virtual worlds (Aichner and Jacob, 2019). Popular among the social media are: Facebook, MySpace, Wikis, LinkedIn, Twitter, YouTube, Flickr, WhatsApp, and Library Thing.

There are different types of social media used by students for academics. These apps support students in working together, as well as learning and teaching at school, home or anywhere else. The advent of social media to academic life has changed the old learning style people once had, with more interactive approach been put into place. The list features Facebook, WhatsApp, YouTube, LinkedIn, Zoom, Tiktok and Google Meet. Facebook is widely used among students in higher education due to its familiarity, accessibility, and ability to foster academic collaboration (Mensah and Nizam, 2021). WhatsApp is a messaging platform that facilitates real-time communication. It is extensively used by students to discuss academic topics, collaborate on group projects, and stay updated on academic matters, engage in discussions about assignments, projects, and course materials. The platform enables instant sharing of ideas, promoting quick collaboration. Raj and Raj (2020) highlighted that WhatsApp is one of the most commonly used platforms for academic communication among university students due to its ease of use and real-time interaction capabilities.

YouTube is a video-sharing platform that serves as a valuable educational resource, especially for students seeking supplementary learning materials. Students often use YouTube to access video tutorials on complex topics. Many educational channels provide step-by-step guides on various subjects, making it easier for students to grasp challenging concepts. Some universities and instructors upload lecture recordings or educational webinars on YouTube, providing students

with an opportunity to revisit the content at their own pace. YouTube has become an important tool for academic self-study, offering students a platform to enhance their understanding of subjects through visual learning (Davis *et al.* 2020). LinkedIn is a professional networking site that has extended into the realm of academics and career. Students use LinkedIn to network with professionals, discuss academic accomplishments and search for employment, reach out to librarian, information science professional and educator members for mentoring and help with career decisions. They use it to display their academic work such as projects, research papers presentations as well as increase their professional profile and presence on the job market. As Shi *et al.* (2021) describes, LinkedIn is a beneficial social media tool for students who are in the process of making the transition from academic life to work by connecting and developing potential careers.

The gains of social media use are enormous, below are some of its advantages: Library and Information Science students have easy access to various academic and professional resources through the social media. Educational Groups, tutorials, webinars and e-libraries provided by platforms like Facebook, LinkedIn or Youtube are indispensable to succeed academically. They also give students the ability to have access to latest literature, research articles and expert discourses that help in ensuring their grasp of emerging trends within library and information science (Adeola & Edewor, 2020). One major function of social media is that it facilitates collaborative learning in that students can communicate with group members, share ideas and work together on academic tasks. Apps like WhatsApp, Zoom and Google Meet have made it possible for students to collaborate even if they are not in one spot physically. This encourages peer-to-peer learning and collaboration skills that are beneficial for academic performance (Al-Rahmi *et al.*, 2021).

Literacy and Information students are often trained in information sciences and social media can offer a space to apply this experience. Students explore all types of information through social media in all of its forms including text images, videos and info-graphics. This adds up with their aptness to critically appraise, handle and filter information that is their foundation (Agboola & Olajide 2021). Library and Information Science can use LinkedIn and other career-oriented social media platforms to network with professionals working in the field, follow associations of library and stay current on employment offers. These sources also offer industry isolated discussions, professional webinars and conferences and let students keep themselves abreast of the technologies as well as trends through it (Singh & Kumar, 2019). Social networks improve the connection between students and teachers. Apps such as WhatsApp, Telegram and institutional Facebook groups can be used for prompt and instantaneous contact with lecturers, department heads or library staff. According to Mulyadi et al. (2020), which facilitate an on going stream of academic support whereby students can ask questions, receive feedback, and negotiate their understanding with respect to assignments or topics.

Although social media provides multiple benefits for undergraduate students, such as access to information, collaboration and career development, it also brings with a variety of challenges that threaten their learning objectives. The most daunting challenge to undergrads is the temptation of diving in social medias serves as a distraction to studies. Sites such as Instagram, TikTok, Facebook and WhatsApp are to siphon and retain attention - leading students to spend an inordinate amount of time scrolling through non-academic content. The long-term use of social media has been found to have a negative impact on students' focusing and concentration on academic work, poor time management as well as low academic achievement (Al-Rahmi et al., 2020). Other negative aspect of social media sites used by student is "addiction". Social media addiction is being

overly concerned and behaviorally driven by an uncontrollable urge to log on to or use social media resulting to devoting so much time and effort to social media so much so that it impairs other important life areas (Ratini, 2019). It is evident that students that spend significant time on social media platforms tend to have lower academic performance, compared to those who use it moderately (Oyeniran & Nwachukwu, 2019). The proliferation of misinformation and the lack of critical evaluation skills among students can lead to the consumption of inaccurate or biased information, further complicating their academic journey.

Addiction to social media and obsession with use of social networking sites is yet another struggle faced by undergraduate students. It also, impact their daily life by way of procrastination, decrease in efficiency and poor academic achievement. Ratini (2019) noted that becoming addicted to social media can cause students to choose spending time in the online world instead of attending to their significant scholastic duties, resulting in unnecessary missed deadlines and inadequate study preparation. Spending too much time on social media can also result in mental health problems like anxiety and depression, making already difficult circumstances for students even more stressful. Use of social media has been correlated with a decrease in face-to-face interaction between students. But instead of having enriching, face-to-face interaction students turn to digital communication WhatsApp, Instagram and Snapchat just to keep up. Implies of online communication can deteriorate the students' interpersonal skills, and limit formation of strong professional and academic relationship to a certain extend (Jones & Ferreira, 2019). It is noted by scholars that students, who are engagers with social media in studying hours, have problems to keep their task persistency.

Statement of Problem

Social media has continued to transform and impact human activities and the way people interact, create contents, store and share and information with their friends. Virtually majority of the population of the world have adopted the use various social media platform such as WhatsApp, FaceBook, X handle formerly known as Twitter and many other for a number of activities. The integration of social media into our daily life has brought significant changes to students' engagement educational, communicate with peers, and access information (Agboola & Olajide 2021). Though, social media platforms such as Facebook, WhatsApp, Twitter, and Instagram offer enormous opportunities, promotes learning and information sharing, they also pose huge threats and challenges that can negatively impact academic activities of students generally (Al-Rahmi et al., 2020). Undergraduate student are more tripped in this technology web as they now engage in using it for some many activities ranging from personal, social, business and academic activities as well. Yet the extent social media has impacted undergraduate students activities in Library and Information Science in Federal University Lokoja is not articulated this has posed a huge gap hence the reason for embarking on this study Evaluating the Impact of Social Media on Library and Information Science Undergraduate Students Academic performance in Federal University Lokoja, and similarly, for the is scarcity of empirical study .it is against this premise that the researcher is carrying out this study.

Objectives of the Study

- i. Determine the type of social media platforms used to support academic activities by undergraduate students of Library and Information Studies at Federal University Lokoja.
- ii. Ascertain the impact of social media on academic performance of undergraduate students of Library and Information Studies at Federal University Lokoja

- iii. Identify challenges associated with the use of social media in academic performance of undergraduate students of Library and Information Science academic activities at Federal University Lokoja.

Research Questions

1. What are the type of social media platforms used to support academic activities by undergraduate students of Library and Information Studies at Federal University Lokoja?
2. What is the impact of social media on academic performance of undergraduate students of Library and Information Studies at Federal University Lokoja?
3. What are the challenges associated with the use of social media in academic performance of undergraduate students of Library and Information Science academic activities at Federal University Lokoja?

Review of Empirical Literature

Raj and Raj, (2020) studied the support of social media in collaboration for academics. Apps like WhatsApp, Twitter and Facebook are essential for group projects, study groups and sharing academic resources. The research combined checking of practice through cases in universities which have achieved to integrate the social media strategies, along with a survey conducted among students and teachers. The research was based on cases from some institutions which made the improvements not generalizable to other pedagogical contexts. The findings indicate that if social media is incorporated with transparent academic aims in mind it has the potential to significantly increase student engagement and subsequently, learning achievements.

Shi et al. (2021) note that, in student experience terms, platforms like LinkedIn were being used as part of students' professional network development and to demonstrate subject knowledge. A mixed method was utilized that focused on a survey of 250 students and in-depth interviews

with 10 instructors who are actively advocating LinkedIn as an academic tool. The results established that LinkedIn was successful to help participants create professional networks and in terms of having access to academic content related to careers, but students under-used its ability for peer work connection.

Raj and Raj (2020) in research entitled the “Role of WhatsApp in Academic Communication” underscored that WhatsApp is the most popular SNS’s channel for academic communication. This was followed by a focus group discussion to further explore and understand student’s experiences. The findings of the research indicated that WHATSAPP was found effective in respect to academic group discussions and sharing information but students reported that they cannot study when used for non-academic discussion in study period.

Methodology

The research design adopted for this study is survey. The population comprised of 577 Library and Information Science undergraduate students in the Faculty of Social Science in Lokoja, Kogi State. The sample size of 87 was used for this study. A stratified sampling techniques was used to draw the sample size for this study the students were divided into strata based on their year of study from level one to four. From each stratum a purposive number of students were randomly selected to ensure representation that reflects the diversity across all levels. A structured questionnaire was designed to solicit response from LIS undergraduates. The instrument was subjected to face validation it was given to experts in the Department of Library and Information Sciences for face validation and to check for the correctness in terms of content construct and clarity in each item of the questionnaire. The respondents were assured of the confidentiality of their responses and completed questionnaire was collected on the spot to ensure a high response

rate. The data collected was analysed with statistical techniques of both inferential and descriptive analysis was used. Descriptive statistics, which includes: frequencies, and mean. A rating scale of (2.50) was used to determine the mean scores of respondents to the items in section B. any item ranked from 2.50 and above was considered as positive/agree while any item below 2.50 was considered as negative disagree. The data was analyzed using the Statistical Package for the Social Sciences (SPSS) software, which guarantees accurate and effective processing of the gathered data. The response option and rating are indicated as follows:

Results and Discussion of Findings

Table 1: Response Rate

No. of Questionnaire Distributed and Returned				
Level of Study	Distributed Number	86	Returned 79	
		15%	Number	96%
100 Level			21	26.6
200 Level			20	25.3
300 Level			17	21.5
400 Level			21	26.6
Total			79	100%

Table 1 above presents the response rate of respondents. 87 questionnaires were distributed to Library and Information Science students at Federal University Lokoja and 79 were retrieved representing a response rate of 89% and are considered useable for the analysis of the study. From the table above, 100 Level and 400Level has the highest respondents with 21(26.6%) respectively, followed by 200 Level and 300 Level with 20(5.3%) and 17(21.5%) accordingly.

Table 2: Gender of Respondents

Gender	Frequency	Percent
Male	38	48.1
Female	41	51.9
Total	79	100.0

Gender

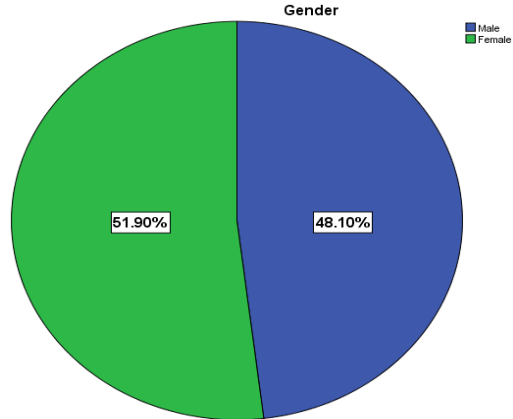


Table 2, Figure 2 above shows that females were the highest respondents with 38(51.9%), while males were 38(48.1%).

Table 3: Age of Respondents

Age Range	Frequency	Percent
17 - 20 Years	22	27.8
21 - 23 Years	25	31.6
24 - 27 Years	16	20.3
27 and above Years	16	20.3
Total	79	100.0

Age

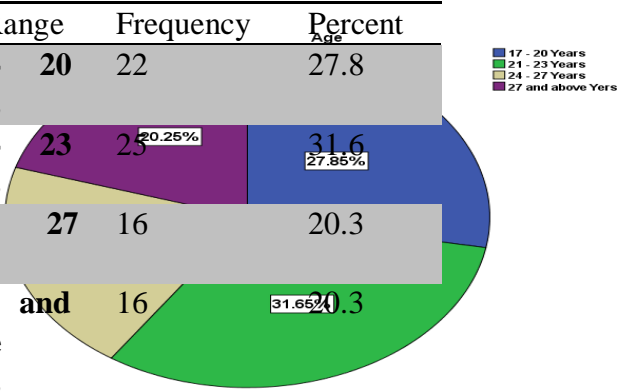
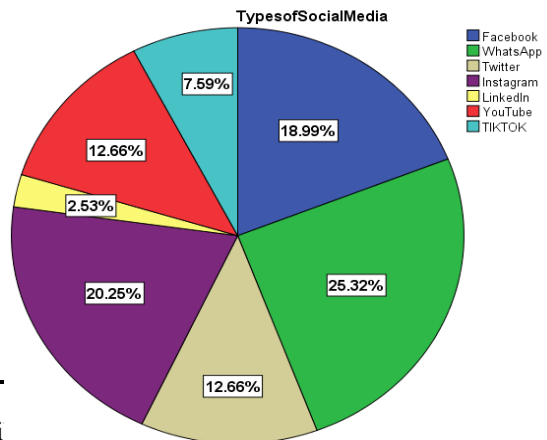


Table 3, above shows the respondent age with 21-23 as the highest with 25(31.0%) while respondent within the age bracket of 17-20 followed with 22(27.8) and those with the ages of 24-27 years and above have 16(20.3) respectively.

Table 4: Types of Social Media Used by Students

Social Media Tools	Frequency	Percentage
Facebook	15	19.0
WhatsApp	20	25.3

Types of Social Media



Twitter (known as X handle)	10	12.7
Instagra m	16	20.3
LinkedIn	2	2.5
YouTub e	10	12.7
TIKTOK	6	7.6
Total	79	100.0

Table 4 show the response of respondents on types of social media used by LIS undergraduate student in Federal University Lokoja, Kogi State. The table shows that WhatsApp, 20(25.3%) Instagram 16(20.3%) and Facebook 15(19.0%) are mostly used while twitter also (known as X handle) and YouTube 10(12.7) respectively were fairly used and TIKTOK 6(7.6%) and LinkedIn 2(2.5) were less used.

Table 5: Impact of Social Media on LIS Student in Federal University Lokoja

S/No	Impact	SA	A	D	SD	Mean	Remark
1	It Facilitates interaction	26(32.9%)	22(27.8%)	16(20.3%)	15(19.0%)	2.75	Agree
2	It promotes collaboration	26(32.9%)	34(43.0%)	13(16.5%)	6(7.6%)	3.10	Agree
3	It enables online tutorial	23(29.1%)	35(44.3%)	17(21.5%)	4(5.1%)	2.97	Agree
4	It facilitates access to self-learning	14(17.7%)	56(58.2%)	13(16.5%)	6(7.6%)	2.86	Agree
5	Enhancing access to information	26(32.9%)	32(40.5%)	12(15.2%)	9(11.4%)	2.95	Agree
6	Improve communication	25(31.6%)	33(41.8%)	11(3.9%)	10(12.7%)	2.92	Agree
7	Support information sharing	22(27.8%)	37(46.8%)	11(3.9%)	9(11.4%)	2.91	Agree

8	Improve academic performance	16(20.3%)	35(44.3%)	20(25.3%)	8(10.1%)	2.75	Agree
9	It constitute distraction	13(16.5%)	41(51.9%)	13(16.5%)	12(15.2%)	2.70	Agree
10	It makes students lazy	15(19.0%)	38(48.1%)	16(20.3%)	10(12.7%)	2.73	Agree
11	It makes students less productive	15(19.0%)	28(35.4%)	23(19.1%)	13(16.5%)	2.57	Agree

Table 5, above show the response of respondents on impact of social media on LIS undergraduates student in Federal University Lokoja. The table showed that respondents agree to all items listed with It promotes collaboration 34(43.0%) with a mean score of 3.10; It enables online tutorial 56(58.2%) with mean score of 2.97; Enhancing access to information 32(40.5%) with a mean score of 2.95; improve communication 33(41.8%) with mean score of 2.92; support information sharing 37(46.8%) with mean score of 2.91; It facilitates access to self-learning 56(58.2%)with score 2.86; It Facilitates interaction and Improve academic with mean score of 2.75 respectively; It makes students lazy 38(48.1%) with mean score 2.73; It constitute distraction with mean score of 41(51.9%) with mean score of 2.70 and It makes students less productive 28(35.4%) with mean score 2.57.

Table 6: Challenges Associated with the Use of Social Media by LIS Student

S/No	Challenges	SA	A	D	SD	Mean	Remark
1	Lack of skills to navigate	9(11.4%)	16(20.3%)	35(44.3%)	19(24.1%)	2.19	Disagree
2	High cost of data subscription	17(21.5%)	39(49.4%)	13(16.5%)	10(12.7%)	2.80	Agree
3	Non-availability of IT devices	15(19.0%)	40(50.6%)	14(17.7%)	10(12.7%)	2.76	Agree

4	Inadequate IT facilities to cater for the population of students	20(25.3%)	38(48.1%)	12(15.2%)	9(11.4%)	2.87	Agree
5	Poor internet connectivity	26(32.9%)	34(43.0%)	13(16.5%)	6(7.6%)	3.01	Agree
6	Techno-phobia	14(17.7%)	24(30.4%)	29(36.7%)	12(15.2%)	2.51	Agree

Table 6 above shows the response of respondents on challenges associated with the use of social media by LIS student. The table shows that most of the respondents agree to the items raised on challenges associated with social media usage with poor internet 34(43.0%) with mean score of 3.01; inadequate infrastructure to cater for the population of students 38(48.1%) with mean score of 2.87; high cost of data subscription 39(49.4%) with mean score of 2.80; non-availability of IT devices 40(50.6%) with mean score of 2.76; and techno-phobia 24(30.4%) with mean score of 2.51 which are above 2.50 rating scale with the exception of an item that disagree lack or skill to navigate 16(20.30%) with the mean score of 2.19 which shows a negative response.

Discussion of findings

- i. The findings of the study revealed that out of 87 respondents sampled for the study and distributed as questionnaire, 79 respondents filled and submitted the questionnaire, which represents 89% response rate. 101 and 400 level are the highest respondents followed by 200 and 300 level.
- ii. The finding showed that female respondents were higher than their male counterpart.
- iii. Majority of the respondent are within the age bracket of 17 -20 and 21-23.

- iv. The social media types use by majority of the respondents are WhatsApp, Instagram, and Facebook while others such as twitter also (known as X handle) and YouTube TIKTOK and LinkedIn were less used.
- v. The respondents are highly impacted with the use of social media for academic activities such as collaboration, online tutorial and information sharing amongst other.
- vi. Majority of the respondents agree that challenges associated with social media usage include the following poor internet, inadequate infrastructure to cater for the population of students, high cost of data subscription and others while respondent disagree on lack or skill to navigate.

Conclusion

The findings underscore the multifaceted role of social media in the academic lives of LIS students. While social media offers numerous benefits, its detrimental effects cannot be overlooked. The study highlights the imperative need to address the challenges associated with social media usage to optimize its potential in enhancing academic performance. In conclusion, social media is a double-edged sword, requiring judicious management to harness its benefits while mitigating its drawbacks.

Recommendations

Based on the study's findings, the following recommendations are proffered:

1. Digital Literacy Training: The University should organize workshops or courses to enhance students' digital literacy, enabling effective navigation of social media platforms for academic purposes.

2. Improved Access to IT Resources: The university administration should augment IT devices and enhance internet connectivity.
3. Guidelines for Responsible Social Media Use: Educators should develop and disseminate guidelines promoting productive social media use.
4. Integration of Social Media into Teaching: Lecturers should incorporate social media platforms into their teaching methodologies.

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