

IMPACT OF SOCIAL MEDIA USAGE ON THE ACADEMIC ENGAGEMENT OF UNDERGRADUATES IN UNIVERSITIES IN EDO AND DELTA STATES

Aigboje, Juliana Oyida Ph.D

Department of Curriculum and Instruction, Faculty of Education, Ambrose Alli University, Ekpoma, Edo State-Nigeria

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ABSTRACT

This study assessed the “Impact of Social Media Usage on the Academic Engagement of Undergraduates in Universities in Edo and Delta States”. Specifically, the objectives were to; determine the impact of social media frequency of visit, time spent and number of followership with social media on students’ academic engagement. The theory underpinning this work is the constructivism learning theory. The study adopted the descriptive-survey design. The population of the study consisted of 1,528 science education undergraduates and a sample size of 764 respondents representing 50% was drawn from the population using the purposive sampling technique. Questionnaire was used to solicit information. Mean and standard deviation were used in answering the research questions, while the statistical regression analysis was used in testing the hypotheses. The entire hypotheses were tested at 0.05 level of significance. The result of the analysis showed that there is a significant relationship between the dependent and the independent variable. Based on the findings, the study recommended that students should be better educated on the use of social media, how to effectively use it and the ability to strike a balance between the use of social media and their academic engagements.

Keywords: Academic engagement, Social media, Undergraduates.

1. INTRODUCTION

There is a global improvement in communication technology which has broaden the scope of information dissemination. There is no doubt that millions of people across the world now use information and communication technology (ICT) on regular basis for different purposes. Idegbekwe (2019) observed that ICT’s include internets, satellite, cable data transmission and computer assisted equipment. The Social Media an offshoot of ICT is the different forms of online communication used by people to create network, communities and collectives and share information, ideas, messages and other contents such as videos (Pappas, 2013). Social Media plays a vital role in transforming people’s life styles. It includes social networking sites and Bloggs where people can easily connect to each other. Since the emergence of these social networking sites like Twitter and Facebook as key tools for news, journalists and their organizations have performed a high wire act (Avesch, 2012). The emergence of Social Media is as a result of advancement in technology and expansion in internet software. The riddle posed by social media with respect to academics, is on its effect on students’ studies. Students at all levels of learning now have divided attention to studies as a result of available opportunities to be harnessed from the Social Media. Whether these opportunities promote studies is a question that needs to be

answered. The Social Media craze has also hit University and post- secondary institutions, which cannot remain impartial to these rapidly changing technologies (Dumpit & Fernandez, 2017). Focusing on how social media became embedded within the young generation lifestyle, college students' affairs professional found a way to use social media as a medium of communication between the college administration and the students (Junco, 2020). Furthermore, most of the Universities nowadays have official page or group on one of the social media networks where students, professors and staff can share resources and interest (Stelwyn, 2009). DeAndrea, Ellison, LaRose, Steinfield and Fiore (2012) mentioned that many Universities have even established their own social media networks in order to help new students to socialize, connect with the faculty staff members, and to establish a sense of connection with the institution. Using social media networks in such a way, helps in facilitating the process of knowing more about campus facilities, activities and events especially for the freshman students and ultimately adjusting to University life.

Although a very large community exists online, including social media that focuses on education, which might not be the case for University students (Tariq et al ...2012); even though the majority of the students are active users of social media networks, yet 70% of them do not use social media for academic purposes. Jones, Blackey, Fitzgibbon & Chew,(2010); Tariq et al (2012) are some of the researchers that emphasize that the affordance of technologies might have severe negative consequences on" social network addicts." They, feel that social networks capture the total attention and concentration of the students and divert them towards non-educational, unethical and inappropriate actions such as useless chatting and time consuming by random searching.

The integration of the technology into the education courses have help in building the positive attitudes towards technology in students as well as teachers and this is creating the rapid change in the educational sector. There are many social media platforms that keep students aware of their work and their task. This helps them in keeping their task updated and gaining knowledge through social media. Dewing, (2010) opined that social media helps in opening new ways for collaboration and for new discussions in various subjects like marketing, management, finance and many others. Social media application helps students in uploading their results and help in branding, advertising and creating awareness about the product and reaching out in the market. Even social media acts as the online tool for content posting, sharing and learning. Gurman, (2015) focused on media relations, social media platform help in maintaining their private relationship even outside the classroom. In addition to this, he even stated that students have huge opportunities associated with social media that will help them in broadening their learning and understanding skills.

Social media such as facebook, Whatsapp, Twitter, Youtube and Instagram are easily accessible, this helps in building a good relationship. Social networking sites can be engaged by the students as well as the teachers. This helps students in increasing their experience of learning and decision making. Online relationship underlie the formation of new groups and the emergence of new social links between existing communities (Ellison et. al 2010). Sobaih and Moustafa's (2016), Junco, (2011) had noted the use of social media platforms like facebook just to create networks and to share content through a different application. Online class conducted on Skype by professors help students to access new social media platforms. Sobaih &Moustafa (2016); and Romero, (2015) noted that social media platforms are having great tools and techniques that help students in abating the risk related to the subject knowledge and engagement with their courses.

These platforms offer students opportunities to connect, get in touch, access information and research. Social media is the strongest medium of communication which helps people to

connect from far places. Social media motivate online learning, improve creative element, boost academic performance and increases student's knowledge through data and information gathering.

To this end, the use of social media in education provide students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient. Social networking tools afford students and institutions with multiple opportunities to improve learning methods. Contrary to these, some students have diverted and divided attention between social networking activities and the students' academic work. It was observed that students devote more attention to social media than their academic engagements.

Academic engagement is a critical construct in education, encompassing various aspects of students' involvement in academic activities (Fredricks et al., 2004). According to Koranteng, Wiafe and Kuada (2018) The engagement of students is referred to as the amount of physical and psychological energy that the student devote to academic work. While Christenson, Reschly and Wylie (2012) argue that the construct of student attention in the classroom represents a tripartite model, compassing affective (emotional), cognitive and behavioral components. This integrated framework provides a comprehensive understanding of the factors that underlie students motivation and academic engagement.

Academic engagement encompasses behavioral, emotional, and cognitive dimensions (Fredricks et al., 2004). Behavioral engagement refers to students' participation in academic activities, such as attending classes and submitting assignments (Finelli et al., 2017). Emotional engagement involves students' affective responses, including interest and enjoyment (Pekrun et al., 2017). Cognitive engagement pertains to students' mental effort and investment in learning (Pintrich & De Groot, 1990).

Research highlights the positive relationship between academic engagement and student outcomes, including academic achievement (Wang & Holcombe, 2010), retention (Tinto, 1993) and graduation rates (Berger & Milem, 1999). Engaged students tend to exhibit better academic performance, higher motivation, and increased satisfaction (Kuh et al., 2006).

The use of social networking sites among undergraduates has become a source of concern to many parents, lecturers and University administrators because of the distraction they create within the school. Some of the manifestation of these are the decline in lecture attendance among students, lateness to class, low readiness to take part in individual and group practical, unwillingness to carry out their assignment and decline in the time set aside for their study engagement.

Since the advent of social media sites in 1990s, it is assumed in some quarters that the academic engagement of students is facing a lot of negligence and challenges.

It is pragmatic to acknowledge that students often allocate more time and attention to social media than to their academic pursuits. Asemah, Okpanachi and Edegoh, (2013) describe this situation stating that "it is a familiar scene to observe youths chatting in elegant and meticulously organized areas.

This has become a source of worry to many who believe in knowledge and skill acquisition.

Thus, this study examined the impact of social media usage on the academic engagement of undergraduates, hence a knowledge gap exists. Therefore, the frequency of visit, time spent and number of followership with social media was carried out to fill the knowledge gap by finding out

the impact of social media usage on academic engagement of undergraduates in Universities in Edo and Delta States.

Purpose of the Study

The purpose of the study was to investigate the impact of social media usage on the academic engagement of undergraduates in Universities in Edo and Delta States. Specifically, the objectives are to:

- a. Examine the impact of frequency of visit to social media on academic engagement of undergraduates in Universities in Edo and Delta states.
- b. Determine the impact of time spent on social media on academic engagement of undergraduates in Universities in Edo and Delta states.
- c. Ascertain the impact of followership with social media on academic engagement of undergraduates in Universities in Edo and Delta states.

Research Questions

The following research questions guided the study:

- a. What is the impact of frequency of visit to social media on academic engagement of undergraduates in Universities in Edo and Delta States?
- b. Does time spent on social media have impact on academic engagement of undergraduates in Universities in Edo and Delta States?
- c. What is the impact of number of followership with social media on academic engagement of undergraduates in Universities in Edo and Delta States?

Hypotheses

The following research hypotheses were tested in this study:

1. Frequency of visit to social media has no significant impact on academic engagement of undergraduates in Universities in Edo and Delta States.
2. Time spent on social media has no significant impact on academic engagement of undergraduates in Universities in Edo and Delta States.
3. Number of followership with social media has no significant impact on academic engagement of undergraduates in Universities in Edo and Delta States.

2. METHODOLOGY

The study adopted the descriptive survey design. It is one in which information is collected without changing the environment or manipulating the variables of the study. A descriptive survey research design according to Siedlecki (2020) is a research design that describes individual, situations, issues, behaviours or phenomenon in nature. This was considered appropriate to determine the impact of the independent variable (social media usage) on the dependent variable academic engagement) among a given number of participants in public Universities in Edo and Delta States. The population of the study consisted of all 1,528 science education undergraduates in 200 level in the Universities in Edo and Delta States.

A sample size of 764 undergraduates representing 50% was drawn using the purposive sampling technique. Two instruments were used in this study. The first instrument was developed by the researcher and titled: Students' Demographic and Social Media Usage Inventory (SDSMUI). This was developed by the researcher to collect data on undergraduates' social media site usage

behaviour. Social media usage behaviour was measured in terms of: (a) frequency of visit to social media, (b) average time spent on social media, (c) number of followership held with social media sites. Response rating on frequency of visit to social media was measured on a four point response scale as follows: hourly, daily, weekly and monthly. Average time spent using social media sites was measured on four response scale as follows : students that spend 0-1 hour was rated (1), 2-4 hours is rated (2), 5-10 hours is rated (3) and 11 hours and above is rated (4). Number of followership held with social media sites was measured on a three point response scale as follows: followership with three sites or more was rated (3), two sites (2), and one site or zero followership is rated (1).

The second instrument was adapted and titled: Students' Academic Engagement Questionnaire (SAEQ). The instrument measured academic engagement using items adapted from the students' academic engagement (SAE) scale. The adapted scale was originally developed by Scuder (2003) to measure academic engagement of high school students in Denmark. The adapted scale consisted 16 items which was reduced to 10 items. The removal of the items on each sub-scale was informed by the need to reduce the average response time required of participants to complete the instrument. Four likert rating scale of: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) were used and nominal value of 4, 3, 2, and 1 were attached. The face and content validity of the instruments were carried out by experts in Science Education and Measurement and Evaluation in the Faculty of Education while the reliability was determined using the split half procedure with the Pearson Product Moment Correlation which was used to ascertain the reliability index of the 0.73 and 0.76 respectively. For data analysis, Mean and Standard Deviation was used to analyse the Research Questions while the Hypotheses were tested using statistical regression analysis. The entire hypotheses were tested at 0.05 level of significance.

3. RESULTS

Research Question 1: What is the impact of frequency of visit to social media on academic engagement of undergraduates in Universities in Edo and Delta States?

Table 1: Analysis of Impact of Frequency of Visit to Social Media and Academic Engagement among Science Education undergraduates

Social media usage intensity	Academic Engagement				
	Options	N	Mean	S.D	Remark
	Hourly	97	1.13	.424	Low
	Daily	168	2.61*	.766	High
	Weekly	363	3.05*	.862	High
	Monthly	136	3.19*	.962	High

* Mean score is high ($\bar{X} \geq 2.50$)

Table 1 showed that the academic engagement mean score among undergraduates that visit social media usage hourly was low (since mean < 2.50) at a score of 1.13. This explains that higher social media intensity decreases academic engagement. On the other hand undergraduates that visit social media on a daily, weekly and monthly basis had higher academic engagement scores at 2.61, 3.05 and 3.19 respectively ($\bar{X}$ of 2.61, 3.05 and 3.19 $\geq$ 2.50). This showed that low frequency of visit to social media was associated with high academic engagement among undergraduates in Universities in Edo and Delta States and vice versa.

Research Question 2: Does time spent on social media have impact on academic engagement of undergraduates in Universities in Edo and Delta States?

Table 2: Analysis of Time Spent on Social Media and Academic Engagement of Undergraduates

Duration of time spent on social media	Options	Academic Engagement			
		N	Mean	S.D	Remark
	11hours & above	152	1.74	.987	Low
	5-10hours	266	3.07*	.889	High
	2-4hours	207	3.12*	.853	High
	0-1hours	139	2.60*	.874	High

* Mean score is high ($\bar{X} \geq 2.50$)

Table 2 showed that the mean score on academic engagement among undergraduates that spend 11hours and more was low (since mean < 2.50) at a mean score of 1.74. This explains that very long duration of time spent by undergraduates on social media decreases academic engagement. On the other hand, undergraduates that spend lesser hours of 0 – 1, 2 – 4 and 5-10 hours had higher academic engagement scores at 2.60, 3.12 and 3.07 respectively (since mean ≥ 2.50). This showed that lesser time spent on social media activities was associated with higher academic engagement among undergraduates in Universities in Edo and Delta States and vice versa.

Research Question 3: What is the impact of number of followership with social media on academic engagement of undergraduates in Universities in Edo and Delta States?

Table 3: Analysis of Impact of Number of Followership with Social Media on Academic Engagement of Undergraduates

Social media followership intensity	Options	Academic Engagement			
		N	Mean	S.D	Remark
	4 Social media & above	198	2.02	1.066	Low
	3 Social media accounts	299	3.04*	.894	High
	2 Social media accounts	78	3.21*	.945	High
	0-1 Social media account	189	2.80*	.882	High

* Mean score is high ($\bar{X} \geq 2.50$)

Table 3 showed that the mean academic engagement score among undergraduates that have 4 or more social media accounts was low at a score of 2.02 ($\bar{X}$ of 2.02 < 2.50). Furthermore, the result showed that the academic engagement for undergraduates with 0-1 account was 2.80, those with 2 social media account followership had a mean academic engagement score of 3.21 while those with 3 accounts had a score of 3.0 (since mean scores of 2.80, 3.21 and 3.04 were > 2.50). This showed that very high social media followership was associated with low academic engagement among undergraduates in universities in Edo and Delta States and vice versa.

Hypothesis 1: Frequency of visit to social media has no significant impact on academic engagement of undergraduates in Universities in Edo and Delta States.

Table 4: Analysis on Frequency of visit to social media on academic engagement of undergraduates in Universities in Edo and Delta States

R = .549

R-square (R^2) = .301

Adjusted R-square = .300

$F_{(1,762)} = 327.965^*$

Model	Unstandardized Coefficients		Standardized Coefficients	t-val.	p-val.	Remark
	B	Std. Error	Beta			
(Constant)	1.030	.099		10.382	.000	Significant
Frequency of Visit to Social Media	-.630	.035	-.549	-18.110	.000	Significant

a. Dependent Variable: Academic Engagement

b. Predictors: (Constant), Frequency of Visit to Social Media

**t-values and f-value are statistically significant ($p < 0.05$)*

The data in Table 4 showed that the F-value of 327.965 which tested for individual impact of the predictors was significant ($p < 0.05$). This indicated that frequency of visit to social media has significant impact on academic engagement of undergraduates in Universities in Edo and Delta States. The r-value (R) of .549 showed that the strength and direction of the predictor (frequency of visit to social media) with the dependent variable (academic engagement) was strong and positively related respectively. The R^2 square and adjusted R^2 values (.301 and .300) showed that the predictive or explanatory power of the frequency of visit to social media on academic engagement ($.40 \geq R^2 \leq .69$). The t-value showed that frequency of visit to social media individually impact undergraduate academic engagement ($t = -15.949$, $\beta = -.500$, $p < 0.05$). Hence the null hypothesis is rejected

Hypothesis 2: Time spent on social media has no significant impact on academic engagement of undergraduates in Universities in Edo and Delta States.

Table 5: Analysis on Time spent on social media and academic engagement of undergraduates in Universities in Edo and Delta States

R = .242*

R-square (R^2) = .058

Adjusted R-square = .057

$F_{(1,762)} = 47.199^*$

Model	Unstandardized Coefficients		Standardized Coefficients	t-val.	p-val.	Remark
	B	Std. Error	Beta			
(Constant)	2.125	.096		22.166	.000	Significant
Time spent on social media	-.250	.036	-.242	-6.870	.000	Significant

a. Dependent Variable: Academic Engagement

b. Predictors: (Constant), Time Spent on Social Media

**t-values and f-value are statistically significant ($p < 0.05$)*

The data in Table 5 showed that the F-value of 47.199 which tested for joint impact of the predictors was significant ($p < 0.05$). This indicated that time spent on social media has significant impact on academic engagement of undergraduates in Universities in Edo and Delta States. The R-values of .242 showed that the strength and direction of the predictor (time spent on social media) with the dependent variable (academic engagement) was strong and positively related respectively. The R^2 square and adjusted R^2 values (.058 and .057) showed that the predictive or explanatory power of the time spent on social media on students' academic engagement ($.40 \geq R^2 \leq .69$). The t-value showed that time spent on social media individually impact undergraduate academic engagement ($t = -6.870$, $\beta = -.250$, $p < 0.05$). Hence the null hypothesis is rejected

Hypothesis 3: Number of followership with social media has no significant impact on academic engagement of undergraduates in Universities in Edo and Delta States.

Table 6: Analysis of Number of followership with social media on academic engagement of undergraduates in Universities in Edo and Delta States

R = .229

R-square (R^2) = .053

Adjusted R-square = .051

$F_{(1,762)} = 42.330^*$

	Unstandardized Coefficients		Standardized Coefficients	t-val.	p-val.	Remark
	B	Std. Error	Beta			
Model						
(Constant)	2.233	.085		26.181	.000	Significant
Number of followership with social media	-.214	.033	-.229	-6.506	.000	Significant

a. Dependent Variable: Academic Engagement

b. Predictors: (Constant), Number of followership with social media

**t-values and f-value are statistically significant ($p < 0.05$)*

The data in Table 6 showed that the F-value of 42.330 which tested for joint impact of the predictors was significant ($p < 0.05$). This indicated that Number of followership with social media has significant impact on academic engagement of undergraduates in Universities in Edo and Delta States. The r-value (R) of .229 showed that the strength and direction of the predictor (number of followership with social media) with the dependent variable (academic engagement) was strong and positively related respectively. The R^2 square and adjusted R^2 values (.053 and .051) showed that the predictive or explanatory power of number of followership with social media on academic engagement ($.40 \geq R^2 \leq .69$). The t-value showed that number of followership with social media individually impact undergraduate academic engagement ($t = -6.506$, $\beta = -.214$, $p < 0.05$). Hence the null hypothesis is rejected.

4. DISCUSSION OF RESULTS

The result showed that frequency of visit to social media has significant impact on academic engagement of undergraduates in Universities in Edo and Delta States. The result agreed with that of Osharive (2018) who found that the frequency of visit to social media affects academic engagement of students who are addicted to social media. The result is in line with that of Fatokun (2018) who found that frequency of visit to social media affects students' academic engagement in the north-central geo-political zone of Nigeria. The result corroborates with that of Owusu-Acheaw and Larson (2019) who found that frequency of visit to social media sites had affected academic engagement of the respondents negatively and that there was direct relationship between the use of social media sites and academic engagement among tertiary institutions students in Ghana with a focus on Koforidua Polytechnic students.

The result showed that time spent on social media has significant impact on academic engagement of undergraduates in Universities in Edo and Delta States. The result agreed with that of Subair, Adebola and Yahya (2019) who found that time spent on social media significantly affected students' academic engagement in Obafemi Awolowo University, Ile-Ife Nigeria. The result is in line with that of Mowafy (2018) who found that time spent on social media affects students' academic engagement in Nile university undergraduate student. The result also agreed with that of Ifeanyi-obi, Olatunji and Akpala (2017) who found that the effect of time spent on social media affect the academic engagement of agriculture students positively in the University of Port Harcourt, Nigeria

The result disagrees with that of Negussie and Ketema (2014) who found that there is no significant relation between time and frequency of log of face book with students. The result also disagrees with that of Ogundipe(2014) who found that time spent on social networking does not significantly influence academic performance of secondary students.

The result showed that number of followership with social media has significant impact on academic engagement of undergraduates in Universities in Edo and Delta States. The result is in line with that of Mushtaq (2019) who found that number of followership with social media affects students' academic engagement in Alberoni University of Afghanistan. The result supported that of Ayodele, Mosunmola, Senanu, Agboola and Oni (2019) who found that increase in the number of followership with social media had brought about decrease in students' academic engagement among undergraduates in Covenant University.

5. CONCLUSION

Based on the findings, it was concluded that social media usage (frequency of visit, time spent and number of followership with social media) significantly impacted the academic engagement of undergraduates in Universities in Edo and Delta States.

6. RECOMMENDATIONS

The following recommendations were made based on the findings of the study

- 1) Undergraduate students should explore other social media for learning.
- 2) Lecturers in tertiary institutions should use most of the social media platforms in teaching students as this will boost their learning readiness to utilize the social media platforms for learning.

- 3) The University Management must also seek opportunities to educate not only students but also staff about social media usage and its effective use in promoting teaching and learning through engagement with educative and informative platform on portable devices within the institutions.

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