IMPACT OF MEDIA ADDICTION ON ACADEMIC SUCCESS OF SECONDARY STUDENTS

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ABSTRACT
Life has become easier and faster as technological advancements have progressed through numerous technical platforms like, social Media. It enables people to communicate and exchange information. User-generated content creation and exchange the global population's use of social media is at an all-time high. It also has an impact on our physical health and academic success. It becomes essential to be conscious about impact of media addiction on student's academic success. The core objective of the study is to find out the academic success of social media addicted students. The descriptive design is utilized to fulfill the study objectives. Population of the study is include all secondary students (male and female) enrolled in session 2022-2023 of public sector schools in Tehsil Gilgit. The targeted population of the study is including 750 students, from 10 secondary schools, and the sample size is 271, the data will be analyzed through descriptive statistics. The result from the findings of this study showed that, though Social media have negative effects on secondary school students such as lack of privacy, distracting students from their academic work, taking most of their productive time, and such like, they also have benefits and can be used appropriately.
Keywords: social media platforms ; academic success ; mental health ;

INTRODUCTION

One of the most populous countries in the world is Pakistan. With 225.2 million inhabitants and numerous chances, Pakistan is a country with a unique identity. The ideology, art, culture, industry, education, and so on of this nation help to characterize its personality. Dialects, culture, and even food vary here every 15 to 25 miles as one travels. The idea of media is to stimulate intellectual effect. Studies show that media information may have both a favourable and negative impression on a person, which can then affect that person's attitude, conduct, and personality. The premise that either negative or positive media information might cause education to fluctuate and have an impact on academic success is supported by studies on people's behaviours. With the advancement of technology, life has gotten easier and faster than ever before. Similarly, media or social media is method of communication or sharing material via various technological platforms. In additionally the social media is described by Junco et al. (2011) as a series of technological apps those builds the conceptual details of it. And it allows the user to generate concepts and to share it, furthermore social media is also become a most common means to connect people of all ages over the worldwide. There are some applications of social media which are mostly used, such as, Facebook, Twitter, You tube, WhatsApp, and Snapchat. These indicators of social media are used for measuring social media addiction. There are numerous advantages to using social media, including the ability to volunteer, assist and aid organizations, perform and distribute art works, and discuss ideas and with professionals who are not always available in person (Thapa, 2018). It plays a significant part in students' learning. The impact of social media is becoming significant and motivating force for long-term education. As we know that nothing spectacular in this world has only one side, so we can claim that social media has both positive and harmful consequences. Its usage influences educational progress, both favourably and badly of students. Teenagers' usage of social media has increased dramatically over the past ten years (Kirschner & Karpinski 2010), raising concerns about how it may affect their psychological health. "Children that use the social media too much grow up with antisocial behaviour" (Wood & Scott 2016). Due to the accessibility and portability of social media, Internet

addiction has become a potential issue for teenagers. Based on an expanding body of research (Pasek et al., 2009). The entire educational system is built around a student's academic success, as measured by a variety of educational outcomes, those that are expected from the education system. As a result, schools devote significant time and resources to assisting students in improving their own academic success. Academic success is a critical component in determining an individual's development throughout the educational process. In this increasingly competitive world, Academic success is a technique through which teenagers learn about their talents, abilities and competences, which are crucial in setting career goals (Hills et al., 2004). We can say that in this technological era, social media influences students' academic success positively or negatively, especially those students who struggle with time management or more vulnerable to the adverse impacts of social media addiction. They may suffer a variety of challenges because Of social media addiction including academic success. Due to poor time management, which is a crucial factor in deciding an individual's success or failure, social media platforms can have a major negative influence on students' academic achievement. Students with poor time management skills are more susceptible to the drawbacks that social networking sites have on their users. Similar to health addiction, students who are preoccupied with social media platforms wind up skipping meals, which has an effect on their health. Such students suffer from malnutrition and could get sick, which will have an effect on them immediately. Furthermore, how something is used and how individuals are connected to one another affect how well pupils succeed. Numerous factors influence a student's academic achievement, but the impact of social media on that performance is more significant than all the other factors combined.

Problem Statement

Social media is a significant medium for communication. Similarly, today's circumstances demonstrate that the students and social media are intimately connected. Students are addicted to it, because they utilize much of their time on it. Students begin to skip classes spend less time with their families, and avoid friends because Of their addiction. This mindset negative influences to academic success as well as problem-solving abilities (Coyne et al., 2020). Social media addiction causes students to experience a variety of psychological and academic issues. Research in this field is badly needed to uncover the academic success problems caused by social media addiction in students. Furthermore it is crucial to be aware about the addiction of it on academic success of students. The impact of social media addiction on students' academic success is investigated in this study.

Objectives

This research has following objective.

1. To find out the impact of social media addiction on academic success.

Hypothesis of the Study

1. Ho: There is no significant association between academic success of students and the time spent on social media.
2. Ho: There is no significant association between grades of students and time spend on social media.

LITERATURE REVIEW

This literature review explores the relationship between social media usage and academic success among students. It examines various studies conducted on the subject and discusses the potential impact of social media on students' academic performance, study habits, and overall well-being. The review highlights both positive and negative effects of social media and suggests practical strategies to enhance academic success in the digital age.

Concept of Academic Success

Academic success defines aims as desired behaviour connected to the student's knowledge and understanding of subjects, as well as his or her capacity to apply them in an unfamiliar environment. Academic success is the extent to which a student excels academically. The student's teacher or institution has met their short-term or long-term educational objectives. It is frequently employed in all areas of education. Junco and Cotton (2012), defines educational or academic success in the

Dictionary of Psychology as a specified degree of skill in academic work measured by teachers through standardised tests or a mix of both. This research looked at "academic success," which refers to the overall number of points earned by pupils in their quarterly exams. The academic success of pupils serves as a stimulus for further study. As a result, students who perform well in their exams are extremely motivated to perform even better in the future. When students discover their incapacity to produce remarkable results, even after extensive preparation, they feel differently. Those who suffer from inferiority complexes are less likely to be competent in their learning process.

Social media role in education

The necessity for students to rely on online networks and resources has had a direct impact on education. Social media has a hugely positive impact on education since it gives both students and instructors access to more knowledge and a platform to voice their own thoughts in front of a larger audience. Social media's accessibility, flexibility, and ease align with students' ideals. It requires the user to evolve, revolutionize, and contribute. Facebook and other social media platforms enable instructors and students, students and students, and parents and teachers to communicate in real time. Through active civic engagement, everyone has the opportunity to take part in the educational system and voice their thoughts. Social media platforms are also informal mentorship tools, allowing skilled and experienced users to teach less experienced users by sharing their expertise, experience, and information. These websites encourage socialization in a different way and provide users with the chance to engage in meaningful conversations, connect with friends and classmates, and share ideals. Social media also encourages people to discover their own position in society and engage in it more confidently.

Social Media and Its Influence Positively on Students' Academic succuss

Students' academic lives have changed because several studies concluded that social media plays a significant part in academic lives (Yigit & Taraman, 2013). Similarly, Kadodo (2015) concluded in his study that there were some benefits in education which included build relations, better learning and develop abilities. In the study of Zafer and and Saleem (2015) stated in their study that it also benefit of chatting which improves students external sources of concept or knowledge (Yusuf, 2008).

Social Media and Its Influence Negatively on Students' Academic success

Shaw and Grant (2004) concluded some of the negative impacts that are related to the internet and social media. Likewise they mentioned illegal activities such as identity theft, fake relations and fake links, which are established nowadays, sensual abuse or aggravation, and incongruous publicity. Similarly O'Keeffe (2011) also included some problems, such as cyber bullying, social media depression, and confidentiality concern online harassment, challenges associated with internet. Sherman (2011) concluded that internet and social media addiction influence students' written skills, especially English writing. Because they chat with friends and they use short hand writing, they get used to it, thereby repeating the same errors during class and examinations. Similarly, Yan and Sui (2014) have clearly concluded that media may be harmful for success in academic performance if the students not exercise carefulness of its use.

Factors affecting academic success

Academic success is critical. However, a number of factors can potentially limit a child's academic achievement. It is determined by intellectual abilities such as the children's emotional tendencies, intelligence, aptitude, study habit, imagination, memory, perceptual power, and attention, physical fitness, environmental factors such as the home where he lives, his family's racial nature, and religious background. Naveed et al. (2018) discovered that student performance is significantly correlated with satisfaction with the academic environment and the institution's facilities, such as the library, computer lab, and so on. In terms of background variables, he discovered a positive effect of high school performance and school achievement but found no statistical evidence of a significant relationship between family income level and student academic performance (Hussain, 2015). Junco (2015), discovered that English proficiency is the most important factor influencing students' performance. Students' performance improves when they have strong communication skills and a strong command of the English language.

Kirschner and Karpinski (2010). identified the factors influencing primary school students' academic performance. "Demoralization of students (17%), lack of commitment and responsibility (20%), unfair incapacity of teachers, and lack of motivation were the most important determinant factors among teacher factors, whereas students were the most important determinant factor among school factors. Pandey (2008) discovered a positive relationship between academic achievement and achievement motivation. Alexander and Salas, (2008) discovered the effect of the school environment and certain demographic variables on achievement motivation and academic success and found that there is a significant gender difference in academic achievement, with girls scoring significantly higher than boys.

Goal setting

This study explored the relationship between social media addiction and academic performance in college students. Findings indicated that excessive use of social media can negatively impact students' academic performance by interfering with their goal setting and study habits (Chang & Lin 2018). Similarly the pilot study of Al-Menayes (2016) investigated the impact of social media use on the academic performance of university students. The research highlighted the prevalence of social media addiction and its correlation with psychological features, such as anxiety and depression, which can impact students' goal-setting capabilities (Xu, 2017). Similarly Billieux et al. (2015) highlight the potential negative impact of social media addiction on students' goal setting and academic performance. Social media addiction can lead to reduced focus, time mismanagement, and distraction, hindering students from effectively setting and achieving their goals. It's essential for students to be aware of their social media use and establish healthy boundaries to maintain focus on their educational objectives. This study focuses on mobile phone use, but it offers insights into the psychological predictors of addictive behaviors related to technology, which can be applicable to social media addiction as well. It explores how excessive use of mobile phones can negatively impact goal setting and productivity among students. Wu et al. (2013) explores the psychological risk factors of addiction to social networking sites among Chinese smartphone users. While it focuses on smartphone addiction, the findings may shed light on the potential impact of social media addiction on goal setting and academic performance among students. The role of perceived feeling of presence and escapism in problematic Instagram use. Understanding these factors may help in understanding how social media addiction can influence students' ability to set and achieve their goals (Kircaburun et al, 2019)

Time management

A Longitudinal Study by Kirschner and Karpinski, (2010) investigated the relationship between social media use, academic performance, and time management among college students. Findings indicated that students with high levels of social media use tended to have lower academic performance and poorer time management skills compared to those with moderate to low social media use. Similarly, Junco, R. (2012) explored the relationship between social media addiction and time management among university students. The results showed a significant negative correlation between social media addiction and effective time management, suggesting that excessive use of social media may lead to poor time management skills. Beyens, I., Frison, E., and Eggermont, S. (2016) investigated the impact of social media use on time management skills among college students. The study revealed that heavy social media use was associated with poorer time management abilities and lower academic achievement. In addationaly Seo et al.(2021) investigated the complex relationship between social media use, time management, and psychological well-being in college students.

Motivation

Al-Menayes (2018) investigated the relationship between social media addiction and academic performance among university students in Kuwait. The study found a negative correlation between social media addiction and students' motivation to study. As social media addiction increased, students' academic performance declined, indicating that excessive engagement with social media might hinder their motivation to focus on their academic responsibilities. Lepp et al. (2016) explored the relationships between college students' cell phone use, personality traits, and leisure activities. The study found that high levels of social media use were associated with decreased motivation for

productive leisure activities and academic pursuits. The addictive nature of social media platforms appeared to divert students' attention away from more meaningful activities, impacting their overall motivation. Karpinski et al. (2013) explored problematic smartphone use and its relation to negative affect and fear of missing out. These factors are commonly associated with social media addiction. Kuss and Griffiths (2017) reviewed the existing literature on social networking site (SNS) addiction and identified ten key lessons.

Study skill

Similarly Al-Menayes (2018), investigated the impact of social media use on students' academic performance in Saudi Arabia. It found a significant negative correlation between social media addiction and academic performance. Students who were addicted to social media tended to have lower study skills and, consequently, lower academic achievements. This review article of Kuss (2017) provided insights into the addictive aspects of social networking sites (SNS) and their effects on various aspects of users' lives. The results suggested that excessive use of social networks was negatively associated with students' study skills and academic outcomes (Karaiskos et al,. 2018). In addition Karpinski, (2009), focused on Facebook use and its impact on academic performance. Findings indicated that frequent use of Facebook was related to lower academic achievement among undergraduate and graduate students. This suggests that excessive engagement in social media might hinder students' ability to focus on their studies effectively. While the research of Verduyn et al. (2015) focused on the emotional effects of Facebook usage. While not directly studying study skills, it demonstrated that passive Facebook usage (e.g., mindlessly scrolling) led to reduced well-being and increased feelings of envy and loneliness. These negative emotional effects could potentially interfere with students' ability to concentrate and study effectively. In conclusion, the literature reviewed suggests a negative impact of social media addiction on the study skills of students. The study of Junco (2012), explored the impact of multitasking, including social media use, on students' academic performance. It found that students who frequently engage in multitasking, especially with social media, had lower academic performance, as their study skills were negatively affected by the constant distraction and cognitive overload.In additionally Kirschner (2010), investigated the relationship between Facebook use and academic performance. It revealed that excessive time spent on Facebook and other social media platforms correlated with lower grades among college students. The distraction caused by social media negatively impacted their ability to focus on academic tasks and manage study time effectively. The study examined the impact of cell phone use on academic performance. Since social media is frequently accessed through smartphones, this research is relevant. The findings indicated that higher levels of cell phone use, including social media engagement, were associated with lower academic performance and reduced study skills among college students (Lepp et al., 2014).Al-Menayes (2016), explored the relationship between social media use and academic performance among university students. The results showed that excessive use of social media negatively affected students' study skills, including time management, focus, and self-discipline, leading to poorer academic performance. It is essential for students to find a healthy balance between their social media activities and academic responsibilities to improve their study skills and overall academic performance.

METHOD AND METHODOLOGY

Purposive, scientific, and focused deliberation is what research is all about. Adoption of appropriate measures becomes critical following the selection, definition, and delimitation of the problem. Because research is not a haphazard task, it necessitates moving in a specific direction with well-defined lines. The gathering of random bits of information is not research. Planning and procedure for study are deemed essential for preventing it from becoming a jumble of jumbled ideas gathered from here and there- It goes without saying that the ultimate success of a research project is generally determined by the methods used in it. In each piece of research, different methods are used at different stages. The discussion about the methods to be employed depends upon the nature of problem selected and kind of data necessary for its solution. The present chapter thus proceeds to explain

Conceptual Framework of the Study
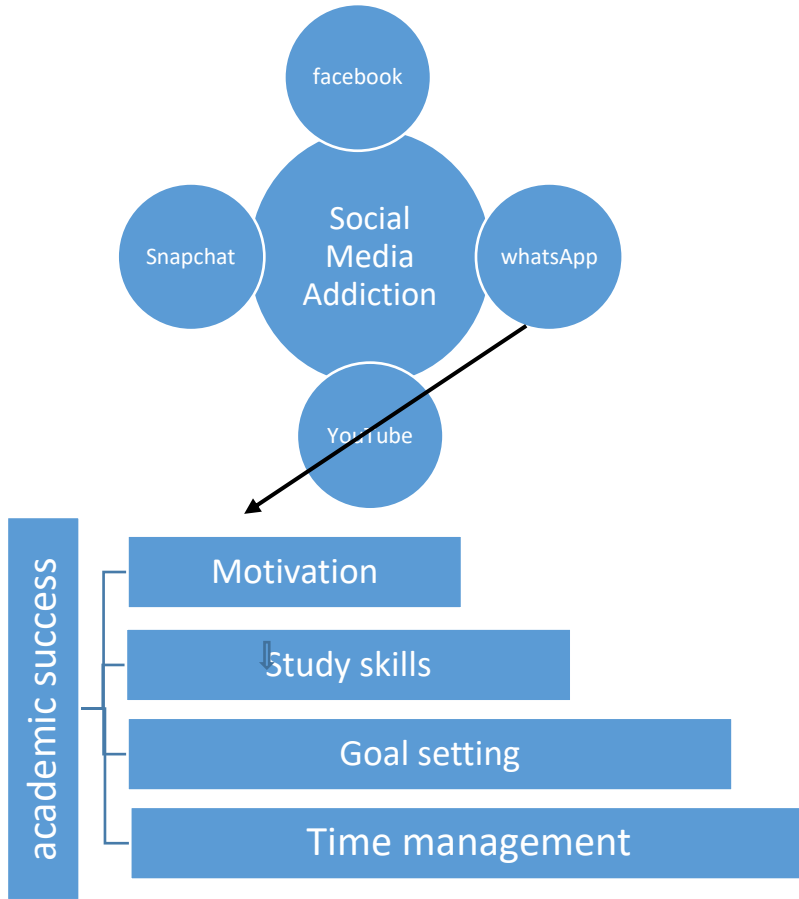
Variables under the Study

A variable is a characteristic of events, people animals or any objects that take on different values, which is it varies (Roblyer, 2010).A variable is a characteristic of testing condition that can be changed or assume different characteristic under different conditions (Mcburney). Dependent and independent variables included in the study.

Dependent Variable

It is a measure of the subject's behavior that reflects the impact of the independent variable. The dependent variables in this study is academic success.

Independent Variable

It is a measure of the subject's behavior that reflects the impacts of the independent variable. The independent variable is media addiction.

Research design of the study

The current study used a descriptive research method involving a survey method to investigate the impact of social media on the academic success of secondary school students. The current study investigated the impact of social media by using more than 5 social media parameters such as Facebook, WhatsApp, Instagram, and YouTube and so on. In addition, only secondary school students were taken because they use the majority of these social media channels. Furthermore, they are in their adolescent years, and these social media channels, with their content and coverage, can easily entice them. Academic success is an important aspect of student life, so the impact of social media on these two parameters must be evaluated.

Sample and sampling technique

Because it was impossible to collect data from every member of the population, the investigator used a sampling technique. The current study used a random sampling technique. The investigator

contacted the secondary school for this purpose. Tehsil Gilgit 10th grade students the sample is made up of 271 students, as shown below:

Reliability of instrument

To check the reliability of instrument, the researcher did the pilot testing. Before going into field the researcher took small group from Govt. Excellence School for pilot testing. After doing pilot testing the researcher checked the consistency of statements and revised some statements which were not reliable to research objectives. After revising those statements the reliability of instrument was ensured by the research supervisor and educationists. Responses were taken on five point Likert scale as S.A, A, U.D, D.A, S.DA. 30 questionnaires were distributed among the respondents. All 30 questionnaires were received back; hence response rate was 100%.

RESULTS AND DISCUSSION

This chapter deals with the analysis of data. In this chapter the researcher sought to analysis the data, interpretation, findings, discussion, summary, conclusion and recommendation and the data which is collected through complete scientific process and after collection the data analyzed on statistical software SPSS with the help of MS excel sheet and different scientific formulas. In this chapter the analysis of data is presented in percentages mostly. After analyzing, data converted into tabulation form for the purpose of better understanding. Data is collected from secondary level schools in Gilgit.

The Main research objective is….

Figure 1.1: Students' responses about Social Media Usage
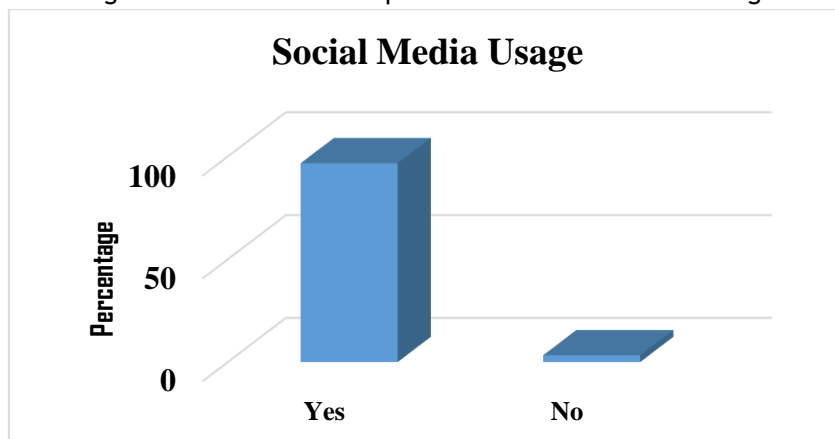
This figure shows the students responses about using social media. It indicates that 262 respondents with percentage of 96.7% respond YES it means they are using social media while 9 respondents with the percentage of 3.3 answered NO that means they are not using social media.

Figure 1.2: Students' responses about Time spend on Social Media
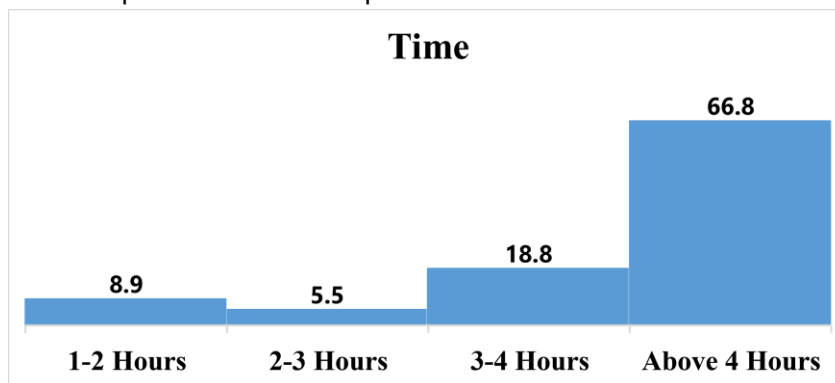
The above mentioned figure shows that 24 respondents with the percentage 8.9% were spend 1-2 hours and 15 respondents with the percentage of 5.5 were spend 2-3 hours on social media. Second last, 51 respondents with the percentage 18.8% were spend 3-4 hours and last, 181 respondents with the percentage 66.8% were spend above 4 hours on social media.

Figure 1.3: Results of the Respondents
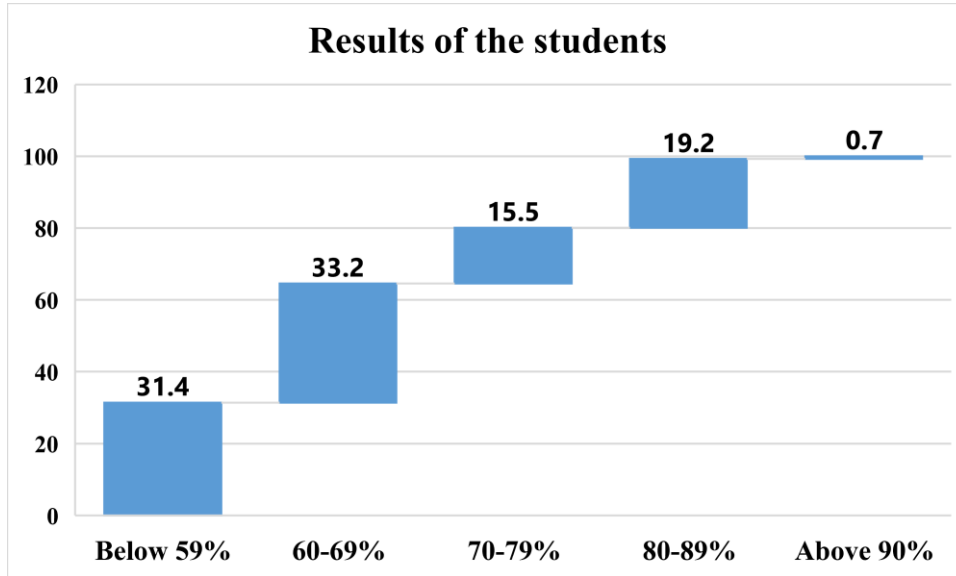
This table show the results of the respondents of class 9th. It shows that 85 respondents with the percentage of below 59%. 90 respondents with the percentage of 33.2% were have 60-69% result and 42 respondents with the percentage of 15.5% were have 70-79% as well as 52 respondents with the percentage of 19.2% were between 80-89% and last 2 respondents with the percentage of 7% were above 90%.

Table 1.1: Chi-square Analysis

Variables	N	Df	(sig)	Crit (x^2) value	Calc (x^2) value	Decision
AS=TSSM	271	1	0.05	3.841	67.253	Rejected
GOS=TSSM	271	1	0.05	3.841	14.900	Rejected

This table shows the chi-square analysis of the variables under study. AS= Academic success, TSSM= time spend on social media, GOS= grades of students, the critical value of chi-square is 5.991. If the calculated value of chi-square is less than the critical value it means that we accept null hypothesis at the same time when the calculated value is greater than the critical value of chi-square test then we reject null hypothesis. The table above showed the calculated and critical value of chi-square and based on these values we accepted and rejected null hypothesis.

FINDINGS

Objectives of a research work are pre-planned with the help of which investigator complete his goal. It is very essential in a research work that, it is given a final form by the help of facts on the basis of result and by the calculation and analysis final conclusions are derived. Conclusions are generalized so that common person can understand and reliability, validity increases. In an educational research such conclusions are very important. This is an important point of research.

The findings according to hypothesis of the present study have been given below:-

Hypothesis No. I:

First hypothesis is that there is no significant association between academic success of students and the time spent on social media. It has been tested by statistical method chi-square test and found that r value is 0.014, and significant level is 0.480 which means that it is not statistically significant. It is concluded that there will be a significant relationship between academic success of students and the time spent on social media of secondary school students. It cleared that these variables have association on each other. Thus we reject null hypothesis.

Hypothesis No. 2:

Null hypothesis is that there is no significant association between grades of students and time spend on social media. It has been tested by statistical method chi square and found r value is -0.015 and significant level 0.247 which is greater than 0.05. Thus there is significant, positive association

between grades of students and time spend on social media. There is a positive relation between these two variables. Thus we reject null hypothesis.

Regression Analysis

Table 1.2: Impact of social media addiction on academic success of students

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.025[a]	.801	-.003	.54023

a. Predictors: (Constant), social media addiction

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.048	1	.048	.163	.687[a]
	Residual	78.506	269	.292		
	Total	78.554	270			

a. Predictors: (Constant), Social media addiction

b. Dependent Variable: Academic success

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.592	.162		22.162	.000
	SMA	.026	.065	.025	.404	.687

a. Dependent Variable: Academic success

The above mentioned table shows regression analysis between two main variables of the study e.g. the impact of social media addiction on academic success of the students. It shows that in model summary R(coefficient of determination) is 0.801 which means 80% of variation in students' academic success and socially media addiction. F(1,269)=, P= 0.163 and p value is less than 0.005. So regression equation significant. Hence for every one unit increase in social media addiction (x) the academic success of students (y) is predicted to increase by 0.026 units, by keeping other variables content. Finally after analyzing the objective of this study the regression analysis results were drawn out to find out the impact of social media addiction on academic success on students.

RECOMMENDATION

Based on the research findings on the impact of media addiction on academic success of Secondary school students with respect to the influence of independent variable and background variables the following recommendations are given,

1. Now that society is using social media extensively for various purposes, it makes no sense to avoid or forcefully keep students away because it is a myth. This is because in several other researches, as mentioned in the discussion of findings along with the findings of this Study, Students have shown to benefit there from using social media wisely than from its harmful effects.

2. Parents, teachers and elders in society should encourage the wise and conscious use of social media by students. This can he achieved with a growth mindset rather than a fixed mindset.

3. Parents should be vigilant about their ward's activities and behaviors which will be helpful for early detection of problems related to students' academic success.
4. Parents should ensure that they themselves become role models for their children by using social media wisely. This includes timing their use of social media balanced with other daily activities and providing quality time for their children to talk to them face to face about their lives.
5. If children are found to be using social media extensively which disrupts their daily routine, it is essential to inculcate some healthy practices that can gradually divert their attention away from their mobile Phones rather than imposing rules on them.
6. Parents of teenagers should demonstrate a democratic parenting style that includes taking into account the opinions, likes and dislikes of their region and making suggestions in a friendly manner.
7. Peers play an important role in the lives of adolescents, and therefore parents and teachers should carefully monitor the activities of adolescent groups in order to guide them appropriately.
8. The use of social media in the teaching-learning process is an example of better use of social media. Thus, the teacher can be an incentive to use social media for educational purposes.

Implications for Teachers:
1. Never compare each other. Instead encourage competition with yourself.
2. Maintain contact with parents to meet the student's academic and psychological needs both online and offline-
3. Create class groups on an appropriate social media platform to discuss academic needs.
4. Guide students to use social media to explore their interests that help shape their future.
5. Use various social media platforms to update yourself and be on par with other educators who are using technology effectively in their classrooms and beyond.

SUMMARY

This study investigated the impact of media addiction on academic success of secondary students. The descriptive survey research design was adopted in the study. A sample of 271 respondents was selected from a population of 950 secondary school students from tehsil Gilgit using confidence interval of 5 and confidence level of 95% (0.05).A simple random sampling technique was used for the selection, where seventy five (271) students were randomly selected from five (10) randomly selected schools in tehsil Gilgit. A self-developed Likert-type scale Questionnaire was used for data collection. The instrument was validated and found to be reliable. It was personally administered by the researcher. The data collected were analyzed with the use of descriptive statistics of frequency count, mean, standard deviation and percentage, and the hypotheses were tested using the inferential statistics of Chi-square (x^2) at 0.05 level of significance. The results obtained showed that, Students' addictiveness to social media has a significant influence on their academic success; Use of social media has significant influence on the academic success of the students.
The results obtained showed that, Students' addictiveness to social network has a significant influence on their academic success; Student's exposure to social media network has significant influence on students' academic performance; Use of social media has significant influence on the academic success of the students

CONCLUSION

The result from the findings of this study showed that, though Social media have negative effects on secondary school students such as lack of privacy, distracting students from their academic work, taking most of their productive time, and such like, they also have benefits and can be used appropriately. For instance, students can form online communities in order to plan for a project, have group discussions about class material, or use the Social networking sites(SNS) as a way to keep in contact when a student who has been absent needs to be updated on current academic information. The findings of this study and earlier ones showed some noteworthy results. The

independent variable media addiction influencing negatively the academic success of students, that is, social media addiction was negatively related with students' academic success, while the independent variable media addiction were also negatively related with students' academic success. The results of this study suggest that lecturers should come up with a template on how their students can maximize the benefits of Social media, that school management should incorporate rules and regulations on the use of the social media in the school and, that the government should put in place adequate control measures to regulate their use among students and lecturers.

Suggestions for Further Studies

This study serves as a basis for further research study on Social media addiction and the academic success of students. Similar studies should be conducted in other states of the federation so as to bring about improvement in the academic success of students through the use of Social media networks and to create more pages for research and academic activities, thereby avoiding distraction which leads to deviation from their academic works.

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