

SOCIAL MEDIA USAGE AND STUDENTS' DISCIPLINE IN SECONDARY SCHOOLS IN LAGOS STATE, NIGERIA

JOHN-OLUSOLA BEATRICE EGHIANRUWA

Department of Educational Management, Lagos State University, Nigeria

uwaolusola@gmail.com

+2348066028447

Abstract

This study focused on Social Media Usage and Student Discipline Senior Secondary Schools in Lagos State, Nigeria. The main objective was to investigate the influence of social media usage on student discipline in senior secondary schools Lagos state, Nigeria. One research hypotheses was formulated and tested at 0.05 level of significance. The Hypotheses was tested using Pearson's Product-Moment Correlation (PPMC) analysis with the aid of Statistical Package for Social Science (SPSS) version 26.0. Disproportionate and simple random sampling techniques were adopted in selecting the sample size of 1,800 altogether (that is, 1,200 students, 600 teachers) using simple random sampling techniques. The research design used was the descriptive research of survey type. Two categories of instruments titled: Social Media Usage Questionnaire (SMUQ) for students and Student Discipline Questionnaire (SDQ) for teachers and were used to collect data, after ensuring their validity and reliability with the coefficient of $r=0.79$ and $r=0.80$ respectively. From the 1,800 questionnaire copies administered 1,790 were retrieved (that is 1,196 SMUQ, 594 SDQ). Analysis was carried out using descriptive statistics of mean, frequent count and percentages and inferential statistics of Pearson's Product-Moment Correlation (PPMC) Analysis. The findings indicated that there is a negative, very strong and significant relationship between Social Media Usage and Student Discipline in senior secondary schools in Lagos state, Nigeria, ($r = -0.928$, $p < 0.05$); It therefore means social media usage negatively influence the student discipline in senior secondary schools in Lagos state, Nigeria. Based on these findings, study recommended that, the school administration should set up internal rules and regulations on the proper use of technology in education so as to prevent any indiscipline case which can appear due to the use of social media among the senior secondary school students in the school, more so teachers should make close control of the students during teaching and learning process in order to prevent any external circumstance that can disturb the students discipline and also their academic achievement, the Parents should also take care of their children in whatever they do in their day to day activities. In addition to this, parents should take into consideration their involvement in their students' discipline control by making effective communication with teachers and school administration. The ministry of education should set up the special policy which can guide the proper usage of social media platforms among the youths and teenagers so as to manage their discipline effectively. This should be attained when all educational stakeholders create a proper way of using technology among the students so as to control the students' discipline.

Keywords: Social Media Usage, Students, Discipline, Secondary Schools, Lagos State.

INTRODUCTION

Social media is one of the ways that help people to share information (Barrus, 2010). Social media has almost become part of people's daily life compared to the past. Nowadays, people use different media such as newspaper, radio and television while sharing information. Social networking tools like Face-book, Instagram and you-tube facilitate a big number of people in various ways such as creating friendship and exchanging information as well as ideas at a minimum cost and within a short time. The development of the students who access on social media was developed through the implementation of ICT in Education (Jasra, 2010).

The revolution of ICT was mainly focused on how teachers provide knowledge to students as the main source of knowledge to be delivered. Teachers were using various traditional methods of teaching in which the students were passive during teaching and learning process (teacher centered approach). The modern way of teaching was developed in most countries where they started to use teaching materials such as calculators and computers (Chen & Paisley, 1985). This was done in order to make effective teaching and to reduce traditional method of teaching which were discouraging the students retention during teaching and learning process. The use of computer in education helped various educationists so as to enhance teaching and learning process. The introduction of technology in education replaced some teachers' activities during teaching and learning process (Norris, 1977). Through making the society more productive, people became problem solvers and they got content which can help them to maintain their life effectively and also to improve the life of society in general (Papagiannis, Douglas, Williamson & LeMon, 1987). Traditional teaching increased unemployment rate and reduced economic growth due to the lack of enough skills among people in order to become more professional (Schgurenky,1997). ICT had a globalization component force which had enhanced many ways of connectivity among people (McGrew, 1992). Some researchers realized that using ICT in education enhanced also student-centered approach (Smeets & Mooij, 2001). Some educators said that ICT in secondary school improved quality education (Broekman et al, 2002). The overall goal of ICT in education in Africa was to develop and test models of leveraging ICTs in education in Africa (UNESCO, 2015). This helped to identify innovative solutions for achieving quality, equity and inclusive education in Africa. The Government of Rwanda highlighted the national goal which was helpful to a country specifically in the development of income status by vision 2020 which was built on getting effective and efficient information and also getting relevant knowledge based on society and economy through to the use of ICT (Glen, 2007). Basing on the development of ICT in education, the preliminary development of relationship among people was done due to access on social media Cohen (2009) and Hartshorn (2010). Social media platforms such as facebook and you-tube became accessible to secondary school students and within their daily activities (Jasra, 2010). Teaching and learning process was a set of activities which can be affected by both internal and external environment of the student, in this case the study suggested that parents, teachers and school administrators and educational officers should be more effective to the proper conduct of the students' discipline and to achieve the educational goals.

Statement of the Problem

Looking at the advantages of social media and considering the education policy of Nigeria, the vision of ICT that has really improved communication technology was to make innovation and improved cost-effectiveness of world class by using educational technology tools and

resources so as to create knowledge by focusing on the boundaries of education. This improved quality education due to diversification of teaching methodologies (MINEDUC, 2016). Technology in communication that is manifested through social media has also transformed Nigerian student to be skilled human capital in order to reach to socio-economic development of the country. This has promoted equity and equality in education and also brought critical thinking and positive value (ESSP, 2013). However, through the implementation of ICT educational policy, most of the students of senior secondary schools in Lagos state get opportunity of using social media platforms such as face-book, Instagram, WhatsApp and youtube while sharing information with their friends and their family members. However, social media is the part of them mainly improving technology in their studies; most students have got opportunity of using social media at school and at home due to the advancement of technology in education (Njoroge, 2013).

In Lagos state Nigeria, the increase of social media usage by students had created big issues for schools, parents, teachers and even the entire nation, concerning and school's ability to make the students discipline (MINEDUC, 2018). This can impact students' behavior because they use those social media in ineffective way in which the students put a lot of concentration on social media platforms and this has made students to have divided attention because of the opportunity harnessed from social media, this has also reduces socialization in community, students' retention on their learning activities and academic performance (Julia, 2014). Deputy in charge of discipline in school, teachers, head teachers and parents are complaining a wide range of disruptive behaviors in schools, in families and also in society (MINEDUC report, 2018). According to this report, students are watching pornography, sharing sexed photos and sharing irrelevant messages using various social media during class time. Due to the data that the study got from different respondents, the study perceived that the indicators like classroom attendances, attention span, and truancy have created a big issue in educational sector and society in general about the lack of discipline among the secondary school student in Lagos state Nigeria.

Whether these opportunity harnessed from social media promote discipline is a question to be answered.

Therefore the relationship between social media usage and students' discipline was a need in this research.

Objective of the Study

The general objective of this study was to investigate the relationship between social media usage and students' discipline in secondary schools in Lagos state Nigeria. Specifically, it seeks to establish the relationship between social media usage and students' discipline.

Research Questions

1. To what extent are senior secondary school students involved in the use of social media in senior secondary schools in Lagos State, Nigeria?
2. Has the use of social media influenced senior secondary school students' discipline in Lagos State, Nigeria?

Literature review

Review of Theoretical Literature

Ewan and Damer (1996) conducted the study related to the management of indiscipline students. They have highlighted various discipline problems in school such as school attendance, attention span, school absenteeism, school truancy, school dropout, name calling, writing on walls and breaking, stealing, misusing the school materials like extravagating the school water, throwing chalks to be used while teaching and misusing the school textbooks. Different researcher mentioned most of the frequent forms that can reduce discipline of the student in class and out of the classroom. Such indiscipline cases can be affected by the level through which students can use social media like sharing information, exchanging photos and watching videos on their face-book, Instagram and you-tube parents' attitudes towards to the children and school rules and regulations can also influence the students to have descriptive behavior, to become passive in their daily activities and to work without purpose.

Students' Discipline

Schon (1983), stated that schools should provide education to all children who attend the school and train them to feel out schooling life. Student misbehavior is at high level that affecting education and students' misconduct interfere teaching and learning and also parents' education towards to their children. Mbiti (2007) used the term discipline to explain the moral spirit of an individual which is developed into human personality and which can change due to individual control. Discipline is the state in which individual develop his or her behavior that should be employed in order to make effective learning (Mwangi, 2006). It helps the students to progress their education levels due to the development of positive attitudes and values. Students need to develop their discipline in order to make their educational background progress (Charles, 2002). Furthermore, discipline defined as having acceptable behaviors which are approved by the society and on the other hand, students discipline refers to having acceptable behaviors related to the school rules and regulations

Role of discipline

According to Kohlberg (1968), discipline is an aim of education and he argued that the children must be highly motivated towards to positive thought of actions. Dewey (1910), said that children should be guided especially during teaching and learning process in order to make education given to them more valuable. Max (2011), said that developing discipline of children is to shape their behaviors and Max confirmed that we understand the term discipline, it defines as giving instruction and training an individual in a specific guide lines. It refers to the way of educating children in order to reach on the level of competition among to make self -control and self-direction in the society. It is an ongoing activity of prepare people in general so as to live in community affectively. Max (2011), concluded that discipline is changing and shaping children' discipline in a desired way instead of giving punishments. The problems caused by students' indiscipline can be achieved due to the allocation of rules and regulation which direct their behaviors, encouraging their positive behaviors and discouraging their negative behaviors (Max, 2011).

Social media

Margaret (2016), defined social media as website and means of communication done online by people in order to exchange information and social life. Frequently, students who attend secondary school in Lagos State, are the most to access on social media such as face-book,

Instagram, you-tube, skip, viber, twitter, Google +, WhatsApp became an inevitable part of their daily life and most of them like it. Social media had opened up new avenues for the students to engage with each other in which the content is available on the media. The students who are using social media, they stay connected with friends basing on their similar emotional interest, this brings the case of misunderstanding between students and parents, school administration, teachers and society in general because they are affected by gathering information from a diverse range of people and this increases their emotional instability as they move from consuming social media that they are likely in their daily life (Clay, 2010). Andrew (2007) and Nicholas (2010), criticized social media that students are potentially damaged to their thinking, their culture and to society in general because however social media are likely used it should change both individual and society.

Use of social media in education

Basing on the development of educational technology teachers and students are using smart phones in their daily lives in which they became aware of accessing on social media in such way that there are some web tools which lead them to the context of education (Khaama press, 2014). Some students create more than one account on social media networks which lead them to disruptive behavior where they change their gender which is registered on their accounts by using feminine names for boys while making friend request to girls. The students become highly motivated during teaching and learning process due to the use of social media because the students get opportunity of searching information, asking questions to teachers and colleges, making effective revision and making publication of their knowledge (Choi & Kang, 2014). The students use social networks in their learning process in order to gain new vocabularies, increase their thinking skills, organize sentences and make paragraphs effectively (Yuna et al, 2012).

Challenges faced by the use of social media in education

Most of the students are attracted by social network sites such as face-book, twitter, WhatsApp and you-tube in which they can share information with many people (Khaam press, 2014). Denis (2014), the use of social network sites with many people leads the students to share their personal and private information which may be used in way. Therefore, privacy is one the challenges which can be faced due to the use of social media. Social networking sites also attract the students where they access on them for a long period without changing the position and this can cause some health issues to the human body such as eyes issues and back pain (Raut & Patil, 2016). Social media increase the level of friendship among peers where an individual can have a big number of friend the they share information but sometime the quality of friendship that they develop is not reliable with the social in which they bring more harmful than good due to the behavior of participants and this cannot develop their positive and accurate image. In this case some adolescents interact with people whose bad behavior which can lead them to kidnapping condition.

Research questions

These research questions were raised, thus:

1. To what extent are senior secondary school students involved in the use of social media in secondary schools in Lagos State, Nigeria?
2. Has the use of social media influenced secondary school students' discipline in Lagos state, Nigeria?

Research Hypothesis

A null hypothesis was formulated.

H₀₁: There is no significant relationship between social media usage and student discipline

Methodology

This study adopt research survey design was used because of the nature of the study that requires capturing the view and position of the people by making use of the sample of the population, the population covers all the senior secondary school students in Lagos state, Nigeria. Disproportionate and simple random sampling techniques was used to select 1800 respondents which include 1200 students and 600 teachers from 60 schools and six education districts in Lagos state, Nigeria..

Instruments

The instruments used to collect data are Social Media Usage Questionnaire (SMUQ) for students with 25 items and Students' Discipline Questionnaire (SDQ) with 20 items, for teacher. The instrument validity was ensured by given it to the lecturer in the department of educational management in the faculty of education in Lagos state university, Ojo, Lagos and this confirm the face and content validity. Using croanbach alpha reliability test, the reliability coefficient of 0.79 and 0.8 was established for Social Media Usage and Student Discipline respectively.

Method of Data Collection / Analysis

The researcher and the assistance visited the sampled schools for the collection of data and out of the 1800 questionnaire 1,790 was retrieve this give us 99.4% copies of questionnaire were retrieved, this include the 1,200 copies of the Social Media Usage, 1,196 was retrieve and that amount to 99.7%, more so, the 600 copies of student discipline, 594, that is 99.0% was retrieved.

The data collected was analyzed using descriptive and inferential statistics, the descriptive analysis used include, mean, frequency distribution table and percentage, why statistic package for social sciences (SPSS) version 26, was used to conduct the hypothesis, Pearson's Product Correlation was used to test the hypothesis at 0.05 level of significant 2 tailed.

Results and Discussion

General Characteristics of the Respondents

It is essential for this study to gather data on students' and teachers' background. Teachers' background in terms of gender, age, marital status, teaching experience, and highest educational qualification, besides students' gender, age, and class were captured. These, directly or indirectly would have an influence on students' Discipline in Lagos State senior secondary schools. The teachers and students' demographic data are presented in Table 1 below and discussed accordingly.

Table 1: Demographic Data of the Respondents

Variables	Categories of Variables	Teachers		Students	
		No	%	No	%
Gender	Male	252	42.4%	519	43.4%
	Female	342	57.6%	677	56.6%
Age Bracket	11-14 years	-	-	253	21.2%
	15-18 years	-	-	888	74.2%
	19 years and above	-	-	55	4.6%
	22-26years	68	11.4%	-	-
	27-31years	101	17.0%	-	-
	32-36years	114	19.2%	-	-
	37-41years	118	19.9%	-	-
	42years and above	193	32.5%	-	-
Class	SS1	-	-	280	23.4%
	SS2	-	-	675	56.4%
	SS3	-	-	241	20.2%
Marital status	Married	402	67.7%	-	-
	Single	160	26.9%	-	-
	Separated	23	3.9%	-	-
	Widowed	9	1.5%	-	-
Highest Educational Qualification	Master Degree	157	26.4%	-	-
	First Degree	233	39.2%	-	-
	NCE/ND	204	34.3%	-	-
Years of teaching experience	Less than 1 year	41	6.9%	-	-
	1-5years	171	28.8%	-	-
	6-10years	148	24.9%	-	-
	11-15years	125	21.0%	-	-
	16-20years	35	5.9%	-	-
	20years and above	74	12.5%	-	-

In Table 4.2, the data of the study revealed that 252 (42.4%) of teacher respondents and 519 (43.4%) of student respondents were males while the remaining 342 (57.6%) of teacher respondents and 667 (56.6%) student respondents were females respectively.

Regarding their age, 253 (21.2%) of student respondents were of age bracket 11-14 years, 888 (74.2%) were of age 15-18 years while 55 (4.6%) were within the age bracket 19 years and above. Conversely, 68 (11.4%) of teacher respondents were below 27 years old. Others are 109 (17.0%) fell between the ages of 27-31 years, 114 (19.2%) were between the ages of 32-36 years, 118 (19.9%) were between the ages of 37-41 years, while 193 (32.5%) of school teacher respondents were between the age bracket of 42 years and above. The data show that teachers' age was considerably biased to those between 42 years and above. Observation reveals that the majority of the student respondents were over the age of 14, indicating that most people were mature to respond to the instrument of study due to their exposure.

Table above shows the class distribution of the student respondents, 280 (23.4%) of the respondents were in SS 1, 675 (56.4%) of the respondent were in SS 2, while 241 (20.2%) of the respondents were in SS 3. Hence, majority of the respondents were in SS 2.

Descriptive Analysis of Social Media Usage and Students' Discipline

Descriptive Statistics of Social Media Usage : This section presents the descriptive analysis on social media usage by students in senior secondary schools in Lagos State, Nigeria. To this end, the respondents were required to respond to the 25 items on SMUQ.

The descriptive analysis shows that students in senior secondary schools in Lagos State rated most of the statements low on their social media usage with a grand mean of 4.1069 (on a scale of 10) and this is further corroborated by a grand standard deviation of 3.2769 which reveals a similarity in respondents' (students) perceptions moving towards the mean value. This could impact positively on the students' academic performance in public senior secondary schools.

Hypotheses One

H₀₁: There is no significant relationship between social media usage and student discipline in senior secondary schools in Lagos State, Nigeria.

In order to test the hypothesis, Pearson's Product-Moment Correlation Analysis was conducted between social media usage and student discipline in senior secondary schools. The scores of responses on items of social media usage were computed and used as a single variable to correlate the sum of scores on items of student discipline. The result is presented in the Table below:

Table: Relationship between social media usage and students' discipline in senior secondary schools in Lagos State, Nigeria

		Social media usage	Student discipline
Social media usage	Pearson Correlation	1	-.928**
	Sig. (2-tailed)		.000
	N	1196	594
Students' discipline	Pearson Correlation	-.928**	1
	Sig. (2-tailed)	.000	
	N	594	594
**. Correlation is significant at the 0.05 level (2-tailed).			

Table above presents Pearson's correlation between social media usage and students' discipline in senior secondary schools and the results show that there is a negative, very strong and significant relationship between social media usage and student discipline in senior secondary schools in Lagos State, Nigeria ($r = -0.928$, $q < 0.05$). This implies that social media usage significantly and negatively influences student discipline in senior secondary schools in Lagos State, Nigeria. Therefore, the hypothesis which states that there is no significant relationship between social media usage and student discipline in senior secondary schools in Lagos State, Nigeria is hereby rejected.

Discussion

Hypothesis One

Findings of the analysis in hypothesis one show that there is a negative, very strong and significant relationship between social media usage and student discipline in senior secondary schools in Lagos state, Nigeria. This implies that, social media usage significantly influences student discipline in senior secondary schools in Lagos state, Nigeria.

This finding corroborates with that of Njoroge (2013) who studied the effects of social media among the students who tend to change their behaviour. This author discovered some risks involved by social media in which 47.9% of participants responded that social media have enhanced cyber bullying; 71.2% agreed that due to social media, many adolescents including secondary school students share web content related to sex, 66.4% agreed that social media have made young generation lazier, 65.8% are physically antisocial due to the use of social media and 30.1% were adolescents who were influenced by groups having access on social media.

This finding is also in agreement with that of Denis (2014) that the use of social network sites with many people leads the students to share their personal and private information which may be used in some way thus the students are not able to discipline themselves on what to share.

Social networking sites also attract the students where they access on them for a long period without changing their physical position and this can cause some health issues to the human body such as eyes issues and back pain (Raut & Patil, 2016), and they find it so difficult to control themselves. Social media increase the level of friendship among peers where an individual can have a large number of friends that they share information but sometime the quality of friendship that they develop is not compatible with the society whereby they bring more harm than good due to the behaviour of participants and this cannot develop their positive and accurate image.

Conclusion

It is therefore concluded that social media usage affect students' discipline in senior secondary schools in Lagos state Nigeria. To therefore combat these all those concerned in the education sector, parents and all stake holders must be committed to controlling or cautioning the use and what the students do on social media.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The school administration should set up internal rules and regulations on the proper use of technology in education so as to prevent any indiscipline case which can appear due to the use of social media among the senior secondary school students.
2. Teachers should take close control of the students during teaching and learning process in order to prevent any external circumstance that can disturb the students discipline and also their academic achievement.
3. Parents should take care of their children in whatever they do in their lives day to day. In addition to this, parents should take into consideration their involvement in their students'

discipline control by making effective communication with teachers and school administration.

4. The ministry of education should set up the special policy which can guide the proper use of social media platforms among the youths and teenagers so as to manage their discipline effectively.

This should be attained when all educational stakeholders create a proper way of using technology among the students so as to control the students' discipline.

Recommendation for further suggestion research

It strongly recommended that further research be conducted to examine the use of social media and students' academic performance in Lagos State, Nigeria so as to come with comparative analysis.

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