

THE INFLUENCE OF NEW MEDIA ON STUDENTS' INFORMATION ACQUISITION AND ACADEMIC PERFORMANCE: A CASE OF ADAMAWA STATE POLYTECHNIC STUDENTS, YOLA, ADAMAWA STATE, NIGERIA

Hunbosutupwa Friday BAYANI¹

¹Modibbo Adama University, Yola, Nigeria

Corresponding author: Hunbosutupwa Friday Bayani; e-mail: bayani1145@gmail.com

Abstract

Internet usage has become very relevant both for educational progression and for business enterprises. Social media represents a superhighway for connecting and information sharing for researches. This usage of the internet has led to the influence of many practices such as cyberbullying, online pornography and gaming addiction, that tends to detriment academics performance. This study examined the influence of new media on the academic performance of students in Adamawa State Polytechnic, Yola. The study population is 20,000 students at the time of the research and Taro Yamane's sampling Determinism Formula was used to draw up the sample size of 375. The study found out that students have knowledge of the new media and that they use it regularly for studies, whenever they have an assignment or examination. The researcher recommended that instructors could achieve a feasibility of attaining maximum curriculum outline when assignments should be recommended to be done online. In addition, professional development is necessary for the integration of Information and Communication Technology (ICT) to aid learning.

Keywords: *Academic Performance, Networking Site, New Media, Student, Technology.*

1. INTRODUCTION

Internet usage did not stop on business enterprises and on educational progression. It has become less costly that internet can be easily accessible through cell phones and cell phones seem to be indispensable for students, becoming one of the devices that they use to access Google, Yahoo and E-journals more easily (Oberiri, 2017). The superhighway of internet communication connects different types of people and forms the world to become a global village, thereby causing the possibilities of sharing information in a simple and accessible pattern and warrant students to access relevant research, converse, share and

retrieve ideas that will improve learning without borders (Chathuranga, 2021). Ifeanyi & Chukwuere (2018) described such methods in developing countries as "academic-centric."

The usage of internet has resulted in influencing many practices, especially around social networking sites; such practices include cyberbullying, online pornography and gaming addiction. It has also been reported that social networking sites have resulted in academic pursued and negligence in some senses (Babaran, 2022). On the ground of social networking sites for academic pursued, teachers can assist students by providing information about social networking sites where they can obtain knowledge on an academic challenge. A feasibility of attaining maximum curriculum outline can be achieved by instructors when assignments will be recommended to be done online because of the instantaneous and user friendly with affordability, availability and facile of the internet when compared to paper-based information.

The advent of social media networking site closed a gap in traditional communication such as physical mails, hand written letters and even the modern system of phone calls and the meaning of sociability and communication changed greatly (Vasantrao, 2022). This advent has not been without challenges to student academics as it causes them to neglect their studies and it distracts their attention. The users of these sites created some forums with political, social, economic or educational characteristics and it played an influential role in knowledge reachability and in all these, there is evidence that student patronize regularly.

By extension, Ikpi & Undelikwo (2020) viewed social media as the collection of online communication channels dedicated for interactions, community-based input, collaboration and content-sharing. They are internet-based facilities that users enjoyed by creating, sharing or exchanging information and ideas. The basic social media networking channels that students engage on academics include WhatsApp and YouTube, while Facebook, Snap chat and Twitter are the most commonly used channels for general purpose by students (Alshalawi, 2022).

Students proved a unique direct relationship between social media and academics of which it results to have influence on their performance. It has been observed that following their attainment of independence from parents and significant others, several students get involved in risking adapting a different lifestyle of conspicuous consumptions, licit or illicit drug usage and abuses, clubs and cultism, activities. Those kinds of acts have most times resulted in deficiencies in academic performance and can be trace to engagement in social media networking. Many studies proved the correlational relationship between social media and academic performance as Alshalawi, (2022), Babaran,(2022), Yaro, & Yahaya,(2021), Adamu & Bello,(2020) does. There are extensive studies on the influence of new media on students' information acquisition and academic performance especially as it relates to their academics and socioeconomic lifestyles. Therefore, this study focused to fill in the gap with the objective of examining the influence of new media especially of social media platforms on the academic performance of Adamawa State Polytechnic students.

2. LITERATURE REVIEW

Conceptual Framework

A system model can assist in comprehending a subject matter. To achieve the stated objectives, a system is collectively composed of some of the interrelated variables that operate as a cohesive whole which consist of the time and money spent by Adamawa State Polytechnic students on

social media and the kind of lifestyles that are adapted through social networking sites.

When individuals exhibit an excessive use of social media he or she can refer to as an addict for it. Such an individual is described by Hou, Xiong, Jiang, Song & Wang. (2019) "to be overly concerned about social media and are driven by an uncontrollable urge to log on to and use social media." Other studies proved that the sequel reaction of social media addiction is manifested in physical and emotional reactions (stress, anxiety, and depression) and such are necessary upkeep conditions for academic attendance.

A population of adolescents was studied by Fachrurrozi, (2022) in Indonesia and a negative correlation has been found between gadget used hours and sleeping hours or the duration which results to low academic performance. Where sleep deprivation is refers to as sleep deficiency: a condition where body system did not have enough sleeping rest. Good sleeping quality, longer duration and consistency are strongly associated with better academic performance. It is believed that adults who have deprived sleep, have always experienced low concentration in learning. Most of these are caused by the time spent on social media, although it can be at the user's own rate and time to fulfil the communication want (Adamu& Bello, 2020). Giunchiglia et al., 2018 describe that social media provide more pleasures to students in comparison with other activities such as studies and attending lessons.

Sampasa-Kanyinga et al., 2022 study shows that 34% of students spent three to four hours per day using gadgets to relate to social media sites. Those social networking sites have allowed brands and companies to create profiles and thereafter using their features to communicate with the students and users to not only willingly engage with brands but also disseminating content to their circle of friends, thereby increasing brand reach and changing lifestyles of even student. Gulfam et al., 2022 estimated that 94% of adults worldwide own a social media site account this is in line with Adamu & Bello, 2020 studies that about 57% of social network users have a personal profile on multiple social media websites. However, the data indicate that most students spend an average of 47 minutes a day on Facebook. Approximately 73% of adolescents

use social media and that social media networking sites have turned earth from “real life to reel life” and “reel rooms are built in real home”.

The rise in our digital visual community causes a notion that almost everything on retail sales can be procurable online and social media networking sites are not exempt. This process enables affordable users to instantly purchase goods that appear in advertisements (Hund & McGuigan, 2019). The easiness of this shopping pattern derails students and makes them spend time on social media searching for new market fashion products and move towards purchasing them, thereby increasing their expenditure and changing their lifestyles.

Social media assist in spreading information and awareness of events more especially among students through created groups in a platform, although some of these groups play some role in influencing behavioural change or adaption that may contradict norms and beliefs that are acceptable by an offline reference group or community (Chwialkowska, 2019). Many students engaged on multitasking usage of their cell phones by either attending lectures or doing assignment and yet replying to messages on social media networking sites which makes them to spent more time studying with little progress which contribute to their inefficiency (Bellur et al., 2015).

Review of Related Empirical Studies

Alshalawi, 2022 and Ali et al., 2021 found out that female students tend to spend more time on social media networking, which relate for both general, and academics purpose, than male students. Yaro & Yahaya, 2021, found out that Facebook and WhatsApp messengers are related to student's academic performance, and both male and female students do not differ significantly in their academic performance. Whereby, Alam & Aktar, 2021, Ddungu et al., 2021 and Raza et al., 2020 reported that social media usage by students reduces their academic performance. Ikpi & Undelikwo, 2020 studied the usage of social media and students' healthy-lifestyle modification in University of Calabar of Nigeria. It was examined that social media influences the modification of student's health-related lifestyles such as eating habits, sexual behaviour, cigarette and alcohol consumption,

and random descriptive survey design of a sample of 300 undergraduate students was observed. Klassen et al., 2018 analysed the social media strategies used by Food Industry Brands, Lifestyle Brands and Health Promotion Organizations. The result shows that photos and videos were used to enhance most posts. Including links to purchasable items featuring body image messages and food content where the content induced positive emotions. Monia & Inam, 2018 investigate the cons and pros of social media on student academic performance. It shows a positive relationship between the number of hours spent exploring social media sites and the academic performances of students and Kamuh, 2014 studied the impact of social media on student academic performance of international business administration program in Sam Ratulangi University Manado using a quantitative research technique that associates with the multiple linear regression analysis. The result of this research shows that there is significant simultaneous and partial influence of social media on student academic performance.

Adamu & Bello, 2020 findings shows that there is a significant relationship between the length of time spent on social networking sites and the drop in academic performance of students in Abubakar Tafawa Balewa University Bauchi and Federal Polytechnic Bauchi. Gulfam et al., 2022 shows that social media negatively affects the performance of students academically. Giunchiglia et al., 2018 in their study of “Mobile Social Media Usage and Academic Performance” stated that the technology in social media led to a series of behaviours that caused students to dedicate more time to them than to the academic studies and this caused a negative correlation between them (social media and academic performance).

In their study, Gulfam *et al.*, 2022 recorded that even medical students engaged in social media networking that over 30% admitted that using Facebook had a negative effect on their academic performance and 44% reported that they surfed Facebook during their study hours. Around 27% of these students reported that their grade point average (GPA) decreased compared to 9% who reported an increase in their GPA.

From the above studies one could deduce that the majority of studies concentrate on the influence of social media on students' academic performance. However, this current study seeks to examine the influence of new media that also include the social media on the academic performance of students and how they utilize the trending media in information acquisition for their academics.

Minority Influence Theory

This study adopted the Minority Influence Theory which can be relate to new media activities that minority users can influence to change the acceptable social norms of the majority population because the majority exerts social influence through rewards and punishments whereby the basis of their influence (majority) is public compliance. On the other hand, the minority cannot exert normative social influence, because the majority is rarely concerned with what minority thinks. Therefore, informational social influence is the basis for the minority influence (Moscovici & Nemeth, 1974). Another form of influence from the minority is that they provide information to the majority, which takes place through communication that will make them have a rethinking view, which is systematic.

Moscovici et al., 1994 suggest that numbers don't actually define minority, but they can be seen as a group of people that think and act differently, which is outside the norm and have ideas and actions that produces social change. In other words, "every group that, for whatever reason, deviates or transgresses from the established rules or norms, or dissents, that is, thinks differently from most members of the community."

3. METHODOLOGY

Area and Population of the Study

Population refers to all characters or items that possess the characteristics of interest. Thus, the population of this research is comprised of the students of Adamawa State Polytechnic, Yola. The researcher was unable to get a coordinated database containing the total number of registered students in Adamawa State

Polytechnic, Yola. However, according to the institution's registry unit; the institution has approximately 20,000 students

Sample Size

The constrains to study 20,000 students at a time warrant the researcher to use the Taro Yamane's sampling Determinism Formula to draw up the sample size.

The formula is present thus:

$$n = \frac{N}{1 + N(e)^2}$$

Where n = sample size

N = the study population

e = Level of significance or (limit of tolerable error) i.e., 0.05

1 = Unity (a constant)

Therefore,

$$n = \frac{20,000}{1 + 20,000 \times (0.05)^2}$$

$$n = \frac{20,000}{1 + 20,000 \times 0.0025}$$

$$n = \frac{20,000}{1 + 50}$$

$$n = \frac{20,000}{51}$$

$n = 392.15$ approximately 392

Therefore, the sample size for this study will be 392 students.

Sampling Technique

The sampling technique is on the ability to provide each member of the larger population an equal chance of selection. Therefore, a random sampling technique was adapted in the study in which every member of a population is identified and given an equal chance of being included in the sample, giving all students in Adamawa State Polytechnic an equal chance of selection.

Instrument and Methods for Data Collection

Questionnaire was the main instrument used to elicit data from the population sample. Which is an instrument for data collection that categorically falls under the survey design. The questionnaires consist of series of questions, which may be open-ended, or close ended and

are title towards achieving the study aim. This study employed the use of both primary and secondary data whereby, the secondary data were collected from published textbooks, journals, online publications and other relevant materials including digital sources.

Data Presentation and Analysis

This research made use of both the quantitative and qualitative approaches; tables were used to facilitate data presentation because they capable of summarizing information. This research made use of simple percentages in analysing the data collected from the field. Out of the three hundred and eighty-two (382) copies of questionnaires administered to the respondents, three hundred and seventy-five (375) were retrieved and analysed by the researcher.

Presentations of Data

Table 1. Respondents' Gender

<i>Variables</i>	<i>Frequency</i>	<i>Percentage %</i>
Male	217	58
Female	158	42
Total	375	100

Source: Field Survey, 2022

Table 1 shows that 217 respondents representing 58% were male while 158 respondents representing 42% were female. Indicating that the male gender participated more in the study compared to the female gender.

Table 2. Age Distribution of Respondents

<i>Variables</i>	<i>Frequency</i>	<i>Percentage %</i>
15-20	45	12
21-25	154	41
26-30	87	21
31-35	58	14
36-and above	31	8
Total	375	100

Source: Field Survey, 2022

Table 2 above, indicates that there were 45 respondents aged 15-20 representing 12% while those of the age bracket between 21-25 were 154 representing 41%. Those between 26-30 years

were 87 representing 21%, meanwhile those between 31-35 years were 58 representing 14%. Finally, respondents between the age of 36 and above were 31 representing 8%. This implies that the majority of the respondents were young people.

Table 3. Marital Status

<i>Variables</i>	<i>Frequency</i>	<i>Percentage %</i>
Married	150	40
Single	217	58
Divorced	8	2
Total	375	100

Source: Field Survey, 2022

Table 3 above shows 217 respondents representing 58% were single while 150 respondents representing 40% were married. Conversely, 8 respondents representing 2% were Divorced. This implies that most of the respondents were single.

Table 4. Do you have access to the new media?

<i>Responses</i>	<i>Frequency</i>	<i>Percentage %</i>
Yes	323	86
No	52	14
Total	375	100

Source: Field Survey, 2018

Table 4 above shows that 323 respondents representing 86% of the sampled population agreed that they accessed the new media while 52 respondents representing 14% said they do not. This implies that the majority of the respondents have access to the new media.

Table 5. Which of these new media platforms do you have access to?

<i>Responses</i>	<i>Frequency</i>	<i>Percentage %</i>
Social Media	83	22
Blogs	82	22
Both	210	56
Others Specify	0	0
Total	375	100

Source: field Survey, 2018

Table 5 above indicates that 83 respondents representing 22% said that they have access to social media while 82 respondents representing 22% were of the opinion that they have access to blogs. Finally, 210 respondents representing 56% said they have access to both social media and blogs. This implies that respondents access the new media via different platforms.

Table 6. How often do you use the new media for your studies?

Responses	Frequency	Percentage %
Regularly	177	47
Occasionally	5	1
During Assignment/ Examination	174	46
Total	375	100

Source: field Survey, 2022

The table above indicates that 177 respondents representing 47% of the sampled population said they use the new media regularly for their studies. Conversely, 5 respondents representing 1% said they use the new media occasionally, meanwhile 174 respondents representing 46% said they use the new media whenever they have an assignment or examination.

Table 7. Does the information obtained from the new media enhance the educational activities of your studies?

Responses	Frequency	Percentage %
Yes	301	80
No	74	20
Total	375	100

Source: Field Survey, 2022

The table 7 above shows that 301 respondents representing 80% said the information obtained from the new media enhanced their educational activities while 74 respondents representing 20% debunk the above claim.

Table 8. Do you share academic related materials on social media platforms?

Responses	Frequency	Percentage %
Yes	277	74
No	98	26
Total	375	100

Source: field Survey, 2022

Table 8 above postulates that 277 respondents with 74% of the sample population share academic related materials through social media, which outnumbered the 98 with 26% who do not.

Table 9a. Have you ever paid to become enrolled in online learning?

Responses	Frequency	Percentage %
Yes	177	47
No	198	53
Total	375	100

Source: field Survey, 2022

The above table 9a, indicated that 177 sample population of 47% have, at least once, paid to become enrolled in an online learning, which is less than 198 of 53% who have never done so.

Table 9b. Does it have to do with academic tutorial class?

Responses	Frequency	Percentage %
Yes	107	29
No	268	71
Total	375	100

Source: field Survey, 2022

Although in table 9a, 177 representing 47% had at one time enrolled in an online learning, only 107 (29%) had done so for academic purposes and a further 268 (71%) have never done that.

Table 10. Do you form new relationships with fellow online users?

Responses	Frequency	Percentage %
Yes	277	74
No	98	26
Total	375	100

Source: field Survey, 2022

Table 10, shows that 277 (74%) respondents of the sample population formed a new relationship in social media, whereas more 98 (26%) of the users did not.

Table 11a. Have you ever purchased or sold something via a social media channel?

Responses	Frequency	Percentage %
Yes	270	72
No	105	28
Total	375	100

Source: field Survey, 2022

The table above, 11a, postulates that 270 (72%) of the sample population have engaged in purchases and sales in social media.

Table 11b. Does it relate with academics?

<i>Responses</i>	<i>Frequency</i>	<i>Percentage %</i>
Yes	98	26
No	277	74
Total	375	100

Source: field Survey, 2022

Although 270 (72%) of the sample population in table 11a had engaged in purchases and sales in social media but yet only 98 (26%) of the respondents did that for academic purposes, the remaining 277 (74%) didn't make transactions that have to do with academics in social media.

Table 12a. Do you have a mentor, model or couch in social media?

<i>Responses</i>	<i>Frequency</i>	<i>Percentage %</i>
Yes	371	99
No	6	1
Total	375	100

Source: field Survey, 2022

Table 12a shows a number of 371 with 99% of the respondents from the sample population who have either a mentor, model or couch in social media, which outweigh the number of 6 with 1% respondents who don't have either of them.

Table 12b. Does it have to do with academics?

<i>Responses</i>	<i>Frequency</i>	<i>Percentage %</i>
Yes	71	19
No	304	81
Total	375	100

Source: field Survey, 2022

From table 12b above it is seen that only 71 of the 19% of the sample population have either a mentor, model or couch that has to do with academics in comparison to 304 (81%) who do not have to do with academics.

4. DISCUSSIONS AND FINDINGS

It is pertinent to ascertain Adamawa State Polytechnic students have knowledge of the new media. Therefore, the data in table 5

revealed that 323 respondents representing 86% agreed that they have access of the new media, that they use it regularly for studies as revealed in table 6 and 7, and they use it whenever they have an assignment or examination. Hence, this finding is in line with Babaran's study whereby it is recommended that a feasibility of attaining maximum curriculum outline can be achieved by instructors when assignments will be recommended to be done online (Babaran, 2022).

Another revelation made by this study is that the Adamawa State Polytechnic students don't spend money on social media for academic purposes rather than purchases and sales with making new friends. This fact is revealed in table 9a, 9b, 10, 11a and 11b. Therefore, they have to have mentors, models and couches that are not academic related and it influences many practices such as cyberbullying, online pornography and gaming addiction. Hence, it derails students and makes them spend time on social media searching for celebrities, new market fashion products and moves them toward subscribing to those practices, thereby increasing their spending and changing their lifestyles. This finding is in line with Sampasa-Kanyinga et al., 2022, Ikpi & Undelikwo, 2020, Hund & McGuigan, 2019 and Giunchiglia et al., 2018 that described it as a means that provides more pleasures to students in comparison with other activities such as studies and attending lectures.

The above finding has a nexus with the theoretical foundation by which this study was built. In other words, the application of social media to the Minority Influence Theory has been positive. The introduction of the Internet, social media and technological advances provided another outlet for students to be influence. Chwialkowska, 2019 states that social media assist in spreading information and awareness of events more especially among students through created groups in a platform, although some of these groups play some role at influencing behavioural change or adaption that may contradict norms and beliefs that are acceptable by the offline reference group or community.

5. CONCLUSIONS AND RECOMMENDATIONS

Drawing an epilogue, it is considered that students are among the top users of social media for information and research materials. Hence, it is required that students should use the new media for their studies, for enhancing academic performance.

The researchers recommend that professional development is necessary for the integration of Information and Communication Technology (ICT) into education and learning. The Nigerian government and school authorities should designate ICT to be an institutional priority with sufficient financing and support in order to ensure the survival and relevance of these higher education institutions. The management of higher education institutions and the students' instructors especially polytechnics, should oversee the implementation of programs that encourage and support the habit of reading among students in order to curtail the arising deviation habits among students.

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