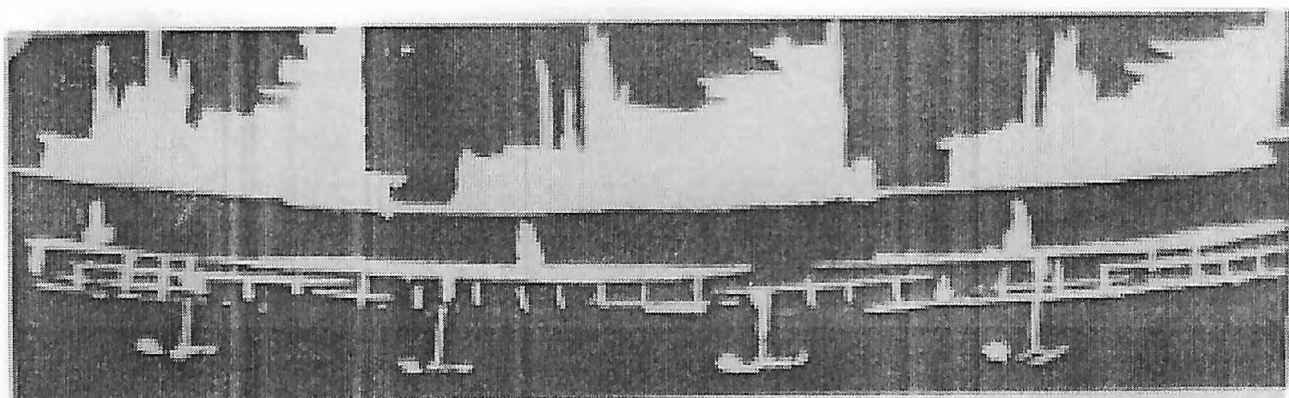


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RELATIONSHIP BETWEEN SOCIAL MEDIA AND ACADEMIC PERFORMANCE OF BUSINESS EDUCATION UNDERGRADUATES IN UNIVERSITY OF LAGOS

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ABSTRACT

The study examines analysis of the relationship of social media and academic performance of business education undergraduates in university of Lagos. A descriptive survey design was used with 320 undergraduate students' participants in the study. One research question and three hypotheses were tested, a researcher's questionnaire; tagged: 'Social Media and Undergraduate Academic Performance Questionnaire (SMUAPQ)' was used to gather relevant data with the reliability index of 0.78. Pearson Product Moment Correlation was used to test all the hypotheses at .05 level of significance. Result revealed that there is significant relationship between the use of social media and academic performance of undergraduates. It was recommended among others that universities should build and integrate interactive learning facilities as well as creating a direct link to research database to make the use of social media relevant to students' academic needs. The study thus further recommends the sensitization of students on the effective utilization of social media for more academic oriented activities.

Keywords: Relationship, Social Media, Undergraduate, Academic performance

Introduction

Social media can be defined as websites or other internet based services where the content being communicated is created by the people who use the service. Social media emerged as a term frequently used to describe different types of electronic communication platforms. The availability of high speed internet broadband connection with massive use of desktop computers, laptops, e-readers, tablets and smart phones enable millions of undergraduates to actively engage in social networking, text messaging, blogging, content sharing, online learning, and much more. Social media, as defined by Bryer and Zavatarro (2011: 327), "are technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders". These technologies now include blogs, wikis, media (audio, photo, video, text) and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated sharing tools, networking platforms, and virtual worlds. Media Online (2011) defines social media as primarily internet-and mobile-based tools for sharing and discussing information by users. The term, according to Andreas and Michael (2010: 61), refers to "a group of Internet-based applications that build on the ideological content, we regard social media therefore social media can simply be said to be comprising of online applications for social networking sites, social bookmarking and sharing tools, social citation tools, blogging and microblogging tools, virtual worlds, e-conference

presentation sharing tools, audio and video tools, e-project management tools, and research and writing collaboration tools; primarily developed to foster user-centered social interaction. It is a website, where the content is created by a journalistic and editorial staff for mass consumption.

Business Education is concerned with education that seeks to educate individuals for and about business. It is an aspect of educational programme offered at the higher institution of learning which prepares students for careers in business. Ishola, (2015) sees Business Education as that aspect of vocational education programme which prepares individuals for gainful employment through acquisition of skills and knowledge that affect the business world. The objective of the programme is to produce highly qualified professional business teachers able to adjust to the changing needs of students and prospect of modern society, provide trained manpower in business, provide the technical knowledge and vocational skills necessary for commercial and economic development, give training and impact the necessary skills to individuals who shall be self-reliant economically (FRN, 2013). The use of social media by business education students for academic oriented activities has become imperative because the use of social media and provision of social media services is a business on its own. The services can be provided in any of the categories of social media available.

Social media can be categorized by their use and the way its manages the identities of its users as

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away of both enabling and constraining access to content as well as delicate themselves to a specific theme or niche interest while others attempt others attempt to

1. Social Networking Sites include

- Facebook - www.facebook.com (Facebook is a social utility that connects people with friends and others who work, study and live around them, even if they are in other countries).
- LinkedIn - www.linkedin.com (LinkedIn is a social networking website for people in professional occupations.)
- ResearchGate - www.researchgate.net (This is a social networking site for scientists and researchers to share papers, ask and answer questions, and find collaborators)
- Academia - www.academia.edu (Academics use the platform to share their research, monitor deep analytics around the impact of their research, and track the research of academics they follow)

2. Social Bookmarking and Sharing Tools

- CiteULike - www.citeulike.com (This social bookmarking site allows users to save and share citations of academic papers amongst researchers).
- Delicious - www.delicious.com (This is a social bookmarking web service for storing, sharing, and discovering web bookmarks).
- Digg - www.digg.com (This is a news aggregator site that share the most interesting and talked about stories, videos and pictures on the web).
- Reddit - www.reddit.com (Reddit, stylized as reddit, is a social news and entertainment website where registered users submit content in the form of either a link or a text post of either a link or a text post).

3. Blogging and Microblogging Tools

- Blogger - www.blogger.com (This is a weblog publishing service from Google, for sharing text, photos and video).
- Wordpress - www.wordpress.org (It's an open source blogging tool and a content-management system (CMS) based on PHP and MySQL, which runs on a web hosting service).
- Tumblr - www.tumblr.com (This is a microblogging platform and social

create a more general type of space for of space for social interaction. The categories include:

networking service that allow users to post multimedia and other content to a short-form blog)

- Twitter - www.twitter.com (This is an online social networking site and microblogging service that enables users to send and read "tweets", which are text messages limited to 140 characters. Registered users can read and post tweets but unregistered users can only read them)

4. Presentation Sharing Tools

- Scribd - www.scribd.com (This is a digital documents library that allows users to publish, discover and discuss original writings and documents in various languages using their iPhone, iPad, Kindle Fire and Nook tablet).
- SlideShare - www.slideshare.net (This platform allow the sharing of information in PowerPoint, OpenOffice presentations, Keynote, PDF and infographics).
- Slidrocket - www.slidrocket.com (SlideRocket is an online presentation platform that let users create, manage, share and measure presentations).

5. Audio and Video Sharing Tools

- YouTube - www.youtube.com (YouTube is a video-sharing website which allow users to share their videos with friends, family, and the world).
- Flickr - www.flickr.com (This is an image and video hosting website with large pool of picture galleries available with social networking, chat, groups, and photo ratings).
- Livestream - www.livestream.com (This is a live streaming video platform that allows users to view and broadcast video content using a camera and a computer through the internet).

6. Research and Writing Collaboration Tools

- PBworks - www.pbworks.com/education (PBworks is a commercial real-time collaborative editing system that allow users to capture knowledge, share files, and manage projects within a secure, reliable virtual environment).
- Wikispaces - www.wikispaces.com (The section of this social site allow teachers to create a classroom workspace where the teacher and students can communicate and

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work on writing projects alone or in teams).

- Wikipedia: www.en.wikipedia.org
Wikipedia is a free online encyclopedia, written collaboratively by the people who use it. It is a special type of website designed to make collaboration easy, called a wiki. Jimmy Wales and Larry Sanger launched Wikipedia on January 15, 2001, the latter creating its name, wiki (quick) and encyclopedia.

7. Project Management, Meeting and Collaboration Tools

- BigBlueButton – www.bigbluebutton.org
(It is built for online learning. BigBlueButton enables universities and colleges to deliver a high-quality learning experience to remote students).
- Skype - www.skype.com (The service allows users to communicate with peers by voice using a microphone, video by using a webcam, and instant messaging over the Internet. Phone calls may be placed to recipients on the traditional telephone networks)

The world today is celebrating the improvements in communication technology which has broadened the scope of communication through social media. Social networking has turned the entire world into a global village. But as it is, technology like two sides of a coin, bring both negative and positive sides. It has helped people especially students to be better informed, enlightened and keeping abreast of world developments. Social media exposes mankind to a better way of doing things. These social media networking sites are used by most people to interact with old and new friends, physical or internet friends Asemah and Edegoh, (2012). The world has been changed rapidly by the evolution of social media; this has resulted into the use of technology as the best medium to explore the wide area of knowledge. The evolution of internet technology has led to its use as the best medium for communication. Whereby, two-third of the world's internet population visit social media, thus serving as a communication and connection tool. Social media sites are online communities of internet users who want to communicate with other users about areas of mutual interest, whether for personal, business or academic purposes. Jacobson, & Forste, (2011) reported that millions of social media sites have transformed the thought of global village into a reality whereby millions of people communicate through social media sites. Numerous benefits have been obtained through distant communication through the use of social media site. Academic excellence or achievement plays an important role in the life of an individual be it in

academic institutions or job placement. Due to this, many people are concerned with the ways they can enhance their academic performance. The role of social media in academic achievement of students cannot be over emphasized. It was argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all is the idea of enhancing good performance. This implied that there is a direct relationship between social media usage and the academic performance of students in universities. Many students are now addicted to online looking for one information or the other concerning their assignments, research work from Wikipedia, facebook, Twitter among others. today most student and youth possess facebook accounts. This accounted for why some undergraduates performed better in their academic and some of them perform badly in school. Adrienne & Showman, (2012) reported that students are so engrossed in the social media to the extent that they spent almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are busy whatsapping, twitting or face booking while lectures are teaching. Times that ought be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues. Hence, most students' academics suffer setback as a result of distraction from the social media. In Alfaki & Alharty, (2014), it was observed that the use of these sites also affects students' use of English and grammar. The students are used to short forms of writing words in their chat rooms; they forget and use the same in classrooms. They use things like 4 in place of for, U in place of You, D in place of The etc. and this has been affecting their class assessment as well as their performance in examinations. Most students also use social media sites for fun, to kill time, to meet existing friends or to make new ones which consequently resulted in decrease grade point averages, it also shows that only few students are aware of the academic and professional networking opportunities the sites offered. According to Natwa & Anand, (2003), social media websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chattings. Whereas on the other hand, Pempek, Yermolayeva, & Calvert, (2009) reviewed that the students are socially connected with each other for sharing their daily learning experiences and do conversation on several topics, this shows that social media are beneficial to students as it contribute to their learning experience as well as in their academic life. According to Martins & Yeung (2006) social media provide ease of communication to one another; free of cost and after connecting one can post news, informative material and other things

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including videos and pictures among others. Nalwa, & Anand, (2003), argued that the previous studies have found that more than 90% of tertiary school students use social media. In the same vein, Oluwatoyin, (2011) stated that the students use social media approximately 30 minute throughout the day as a part of their daily routine life. This statement shows the importance of social media in students' life. It was revealed through a survey that students strongly recommend social media to stay in touch with friends to keep informed, become aware and abreast of relevant academic information.

Social information processing theory is an interpersonal communication theory which suggest that online interpersonal relationship development might require more time to develop than face-to-face relationships, but when developed, it has the same influence as face-to-face communication. This means, the more students use social media, the more they influence their disposition to studies, given the fact that friends from social media will begin to exert influence on one another. UNESCO, in its policy document, supported the use of social media in this regard and recommended classroom usage to enhance teaching and learning through interactive board. Popoola, (2014), opined that social media provides more interactive and collaborative learning. Social media applications provide various ways to collaborate, which include collaborative projects (Wikipedia), blogs, content communities (YouTube), and social networking sites (Facebook). Social media does not only allow knowledge transfer but encourages students' collaborative learning to enhance understanding among students and lecturers, as well as increasing knowledge sharing, and improve research students's kills. Studies have shown that students have turn to the use of social media as their primary means of communication, so much that when they use the e-Library for research, they soon forget their purpose of going online and start updating their status on social networking sites (SNSs). Farzana, Mushahid & Mahe (2010) sought information from 95 University students on the purpose of using social media. It was found that most of them were frequently using these social media for making friends and rarely used for academic work. A growing number of Nigerian scholars agree that addiction to social media sites are potentially a disruptive technology to students' academic work in higher education. Among them is Oluwatoyin (2011) who surveyed 1,860 Facebook users from the Lagos State University and found that most of the students could not get cumulative grade point average (CGPA) above 3.50 because they've spent large part of their time on social media rather than academic assignments and study time which could contribute to higher grade. Oluwatoyin's findings is further supported by Ajewole and Fasola (2011) whose study of 884

students from eight higher institutions in Oyo State showed that majority of them spend more time on social media at the detriment of their studies.

This view is however rejected by some researchers who acknowledge that social media sites not only re-engage learners with their studies but also enhance their academic performance. For instance, Onyeka, Sajoh & Bulus (2013) argue that the frequent use of social media sites has no negative effect on the students' studies. In the same vein, Ogedebe, Emmanuel & Musa (2012: 788) posited that facebook usage does not have adverse effect on the academic work of students in the Universities. While the present study primarily focus on the effects of students' adoption of social media on their research skills. This issue is being investigated in order: to determine whether the current practices of students on social media sites disrupts their research skills or enhance the same; contribute to the emerging studies on the use of social media for academic purpose; and to provide policy recommendations for the National University Commission (NUC) as well as university officials to explore ways by which social media software could be used for research and academic purposes in Nigerian universities.

Many students are characterized by their inability to effectively use the library, source for quality academic works online Farzana, Mushahid & Mahe (2010) sought information from 95 University students on the purpose of using social media. It was found that most of them were frequently using these social media for making friends and rarely used for academic work. Growing number of Nigerian scholars agree that addiction to social media sites are potentially a disruptive technology to students' academic work in higher education. Among them is Oluwatoyin (2011) who surveyed 1,860 Facebook users from the Lagos State University and found that most of the students could not get cumulative grade point average (CGPA) above 3.50 because they've spent large part of their time on social media than on their homework and study time which could contribute to higher grade. Oluwatoyin's findings is further supported by Ajewole and Fasola (2011) whose study of 884 students from eight higher institutions in Oyo State showed that majority of them spend more time on social media at the detriment of their studies.

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primary focus is centered on the effects of social media on the academic performance of undergraduates in University of Lagos; and to provide policy recommendations for the National University Commission (NUC) as well as university officials to explore ways by which social media software could be used for teaching purpose in Nigerian universities..

Purpose of the Study

The purpose of this study is to examine the relationship of social media on academic performance of undergraduate Students University of Lagos. In order to achieve this, the study is guided by the following objectives. These are to:

- i. Examine the most frequently use network among undergraduates to enhance their academic performance in University of Lagos;
- ii. Identify the influence of social media addictiveness on undergraduates;academic performance
- iii. Ascertain the impact of social media exposure on undergraduate academic performance.

The study is guided by the following research question:

- i. What are the social media network frequently used by undergraduates to enhance their academic performance in the university of Lagos

Table 1: Shows categories of social media frequently used by undergraduates to enhance their academic performance in the University of Lagos

Social Media	Mean (X)	Standard Deviation (SD)	Responses
Facebook	4.06	1.303	Highly Utilized
Whatsapp	4.02	1.296	Highly Utilized
Twitter	3.70	1.252	Moderately Utilized
Instagram	2.13	1.296	Low Utilized
Snapcher	2.43	1.415	Low Utilized
Blogging	3.61	1.245	Moderately utilized
Wikipedia	4.07	1.410	Highly Utilized

Source: Field Survey 2017 (SPSS 22 result)

The above table 1 revealed the mean and standard deviation of the social media used by undergraduates in University of Lagos From the analysis, it was discovered that Facebook, Whatsapp and Wikipedia are highly utilized by

The following hypotheses are raised for the purpose of this study:

H0₁: There is no significant relationship between students' addictiveness to social media and their academic performance

H0₂: There is no significant relationship between students' exposure to social media and their academic performance/

H0₃: There is no significant relationship between the use of social media and students' academic performance

Methods

The study employed descriptive survey design. The population of this study comprised of 450 business education undergraduates, the sample size comprise of 320 students using stratified sampling technique to select the required sample. Research instrument tagged: 'Social Media and Undergraduate Academic Performance Questionnaire (SMUAPQ)' was developed. Test retest reliability at 0.78 coefficient which serves as evidence of potency of the instrument for gathering required data for this study. Pearson Product Moment Correlation (PPMC) was used to test all the hypotheses at .05 level of significance.

Results

What are the social media network frequently used by undergraduates to enhance their academic performance in the University of Lagos?

undergraduates; Twitter and Blogging sites was moderately utilized while Instagram and Snapcher had low utilization.

Hypotheses Testing

Students: Addictiveness to social networking has

no significant relationship on student academic performance.

Table 2: Pearson Product Moment Correlation statistical table showing relationship between students' addictiveness to social media and their academic performance

Variables	N	Mean	SD	DF	P.val	r-cal	Sig.	Decision
Addictiveness to social media	320	54.2	51.7	318	0.05	0.78	0.003	Sig.
Academic performance	320	61.4	43.5					

From the table above, it revealed that the mean and standard deviation scores for addictiveness to social media is 54.2 and 51.7 while the mean and standard deviation values for academic performance is 61.4 and 43.5 respectively; with P-val at 0.05 the r-cal value was 0.783 and significant at 0.003. Hence the null hypothesis is rejected and

the alternative hypothesis which states that there is a significant relationship between students' addictiveness to social media and their academic performance is accepted.

Ho₂: Students' exposure to social media has no significant relationship on students' academic performance.

Table 3: Pearson Product Moment Correlation statistical table showing relationship between students' exposure to social media and their academic performance

Variables	N	Mean	SD	DF	P.val	r-cal	Sig.	Decision
Exposure to social media	320	59.7	42.7	318	0.05	0.87	0.001	Sig.
Academic performance	320	61.4	43.5					

From table 3 above, it revealed that the mean and standard deviation scores for exposure to social media is 59.7 and 42.7 while the mean and standard deviation values for academic performance of students is 61.4 and 43.5; with P-val at 0.05, the r-cal value was 0.874 significant at 0.001; Hence, the null hypothesis is rejected and the alternative

hypothesis which states that there is a significant relationship between students' exposure to social media and their academic performance is accepted.

Ho₃: there is no significant relationship between uses of social media and academic performance of students.

Table 4: Pearson Product Moment Correlation statistical table showing relationship between uses of social media and their academic performance

Variables	N	Mean	SD	DF	P.val	r-cal	Sig.	Decision
Addictiveness to social media	320	45.2	50.1	318	0.05	0.843	0.003	Sig.
Academic performance	320	61.4	43.5					

From table 4 above, it revealed that the mean and standard deviation scores for the use of social media network is 45.2 and 50.1 while mean and deviation values for academic performance of students as 61.4 and 43.5; with P-value at 0.05, the

r-cal value was 0.843, hence significant at 0.003. Hence the null hypothesis is rejected and the alternative hypothesis which states that there is a

significant relationship between the use of social media and students' academic performance is

accepted.

Discussion of Findings

From hypothesis one revealed that there is a significant relationship between students addictiveness to social media and their academic performance this implies that students at higher institution possess serious addiction to social media which in turns affect their performance negatively this result is supported by performance negatively this result is supported by the findings of Ajewole & Fasola (2012) that social media addiction is the excessive use of the internet and the failure to control this usage can seriously harms a person's life 3as well as continuous failure irrespective of any development plan and strategy put in place by the school or school management.

Hypothesis 2 revealed that student's exposure to social media have significant relationship on students' academic performance. It has been observed in recent times that students have unlimited access to the internet as well as the social media. Student connect with the computer to send and receive information anywhere on the globe. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as students no longer need to visit cybercafé before they send and receive messages. Some schools are so equipped that there is internet connection made available within the premises as well as in the library. Farzana, Mushahi&Mahe (2010) supported that online Wikipedia and blogs remains one of the most sort after resource Centre's for students but recently this attention have been shifted from making research in the library to overall dependence on social media. It is a common thing to see a student reading in the library and putting the books aside on the hearing the sound of notification on the phone. According to a joint study by campuscareers and study breaks on the use of mobile devices among students discovered that, an average undergraduate spend 3.6 hours perday with their cell phones and smart phones while spending less time with computers,

Hypothesis 3 reveals that there is a significant relationship between usage of social media and academic performance of students. Al-Rahmi, Othman, & Yusuf, (2015), supported this findings that there seem to be an alarming rate of social media obsession among students today; a trend that could inadvertently affect their academic, social and spiritual lives negatively. Many parents have expressed their concern that they could hardly get the attention of their children and wards, as they seem to have been carried away by the fascinating world of social media. Some students are such social freaks that they have now craved out for

themselves a world of fantasy and illusion for detached from reality. Nalwa, &Anand, (2003) observes that is the dangerous trend of social media "obsession" which arises from its unconditioned usage if left unchecked could further affect an already collapsing educational system in Nigeria. The reason students are performing poorly in school these days might not be farfetched.

Conclusion and Recommendations

Having examined the impact of social media on undergraduate academic performance in So University of Lagos, Lagos State, the following conclusions were drawn based on the study findings: there is significant relationship between social media and undergraduate academic performance. Based on the findings, the following recommendations were proposed:

1. Universities should build and integrate interactive learning tools as well as linkstoresearch database to make use of social media relevant to students' research needs.
2. The students must be sensitized on the effective utilization of social networks for more academic oriented activities.
3. Educational technologists and programmers need to focus on developing social networking sites (SNS) that is academic based but not devoid of social tools as well to improve the use of social networks for academic purposes.
4. University authorities should organize frequent seminars to enlighten students on the good aspects of social networking sites among others.

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