

A Survey on Social Media Use, Engagement and Addiction as Predictors of Academic Performance

A Dissertation Submitted to The Department of Pharmacy,
East West University, Bangladesh, in Partial Fulfillment of The
Requirements for The Degree of Bachelor of Pharmacy

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Declaration by The Research Candidate

I, **Nusayba Kawsar**, ID: 2014-1-70-022, hereby declare that the dissertation entitled- “**A Surveyon Social Media Use, Engagement and Addiction as Predictors of Academic Performance**” submitted by me to the Department of Pharmacy, East West University in partial fulfillment of the requirement for the award of the degree of Bachelor of Pharmacy is a record of research work under the supervision and guidance of **Nishat Nasrin**, Assistant Professor, Department of Pharmacy, East West University, Dhaka.

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This is to certify that the thesis entitled “**A Surveyon Social Media Use, Engagement and Addiction as Predictors of Academic Performance**” submitted to the Department of Pharmacy, East West University for the partial fulfillment of the requirement for the award of the degree Bachelor of Pharmacy is a bonafide record of original and genuine research work carried out by **Nusayba Kawsar**, ID: 2014-1-70-022.

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Acknowledgement

At first, I am grateful to the ALLAH for the good health and wellbeing that were necessary to complete this research. I would like to express my deepest gratitude to my research supervisor, **Nishat Nasrin**, Assistant Professor, Department of Pharmacy, East West University, who had been always optimistic and full of passion and ideas. Her generous advice, constant supervision, intense support, enthusiastic encouragements and reminders during the research work not only helped shape this study but also molded me into being a better researcher. Her in-depth thinking, motivation, timely advice and encouragement have made it possible for me to complete this research.

I put forward my most sincere regards and profound gratitude to Chairperson Dr. Chowdhury Faiz Hossain Professor, Department of Pharmacy, East West University, for his inspiration in my study. He also paid attention for the purpose of my research work and extending the facilities to work.

I want to give special thanks to my friends, who gave me support for my research work and for their extended cooperation for my study.

I express my sincere thankfulness to my family for guiding me all through my life, including that for my research project. During the course of this research work, a lot of experiences I have received in which is of inestimable value for my life.

Dedication

This Research Paper is Dedicated to My Beloved Mother
“Sayeeda Khanam”
who is the biggest inspiration of mine.

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Abbreviation

SM	Social Media
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Abstract

Social networking, which is one of the main indicators of the technology era, attracts people of all ages while the virtual world goes beyond the real life via the applications it offers. Especially young people show an intense interest in social media which is an extension of the Internet technology. Social media addiction is increasing both in all around the world. This study aims to determine the use, engagement and the level of social media addiction as the predictors of academic performance in young people. Social media addiction level shows a dramatic increase also in the case of daily time spent on the Internet increases. More frequent daily visits to social media profiles increase the addiction as well. It was a survey based study which was done on the students of East West University. In the survey 300 students participated from Department of Pharmacy. Among the participants 60% were female and 40% were male. Most of them were facebook user and started using SM in urban area from 14 to 17 years age. Majority people used SM for entertainment and easy interaction. Half of the participants agreed on having its negative impact on their academic performance. After going through the research it was found that the amount of time one spends using social media is negatively correlated with their academic performance. It can also be said that among the participants very few were addicted to social media. Most of the participants didn't have addiction to social media. The study also provides suggestions on possible actions to prevent addiction. Since only the students of a single department cannot reflect the overall view of the world, further research work should be carried out with more number of students and it is also important to increase the level of knowledge and awareness about social media addiction; so that misconceptions don't arise among the people.

Key words: Social Media, Addiction, Usage, Students, Time, Internet, Impact, Relation, Analysis, Study, Connection.

CHAPTER 1
INTRODUCTION

1.1 Overview

In the century we live in, which is called the Digital age, computer and internet have gained an absolutely central importance in human life, and social media had a prominent role in this picture. Besides easy, cheap and fast access to information through computers and the Internet, the expansion of the communication network is one of the factors that lead individuals to use social media. It is obvious that the importance of social media in our lives is increasing day by day, and social media is even able to lead global movements. Not surprisingly, its effect on individuals, especially young people is inevitable (Menayes, 2015).

The rapid advancement of media technology has had a great impact on the way people communicate on a daily basis. The growing dimension of the use of the social media among the youth of today cannot be over emphasized. Over the years, social networking among students has become more and more popular. It is a way to make connections, not only on campus but with friends outside of school. Social networking is a way that helps people feel they belong to a community. Due to the increased popularity of it, economists and professors are questioning whether grades of students will not be affected by how much time is spent on these sites. It is believed that the use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely. Many parents and guardians are worried that students are spending too much time on Facebook and other social media sites and have not enough time to study. Though parents are worried about students' constant use of the social media sites, many students continue to utilize these sites on a daily basis (Kirik et al, 2015).

Where passing notes, meeting at the local burger joints, and calling our friends via a landline used to exist, now cell phones, apps, and social networking sites control our teen's days and lives. Teens today do not know what a landline telephone is, Facebook and Instagram have taken the place of meeting friends at a burger joint, and text messaging has replaced note passing during class. Through network data collection and analysis study it is found, that there is an increase in teen depression, self-mutilation, dysfunctional families, and promiscuity in today's youth than ever before. A systematic review was completed to gather

the effects of social networking sites on teens. One would assume that these social media sites have a huge impact on our teens; because of the way they have inundated their lives to a degree that appears incomprehensible to yesterday's youth. The current tools of teenage communication go by a peculiar set of names. Wall Posts, Status Updates, Activity Feeds, Thumbs Ups, Profiles are just some of the ways that youth today communicate with one another (Christofferson, 2016).

1.2 Social media

The concept of Social Media is top of the agenda for many business executives today. Decision makers, as well as consultants, try to identify ways in which firms can make profitable use of applications such as Wikipedia, YouTube, Facebook, Second Life, and Twitter. Yet despite this interest, there seems to be very limited understanding of what the term "Social Media" exactly means; this article intends to provide some clarification. We begin by describing the concept of Social Media, and discuss how it differs from related concepts such as Web 2.0 and User Generated Content. Based on this definition, we then provide a classification of Social Media which groups applications currently subsumed under the generalized term into more specific categories by characteristic: collaborative projects, blogs, content communities, social networking sites, virtual game worlds, and virtual social worlds. Finally, we present 10 pieces of advice for companies which decide to utilize Social Media (Kaplan & Haenlein, 2010).

We define social network sites as web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site (Boyd & Ellison, 2007).

While we use the term “social network site” to describe this phenomenon, the term “social networking sites” also appears in public discourse, and the two terms are often used interchangeably. We chose not to employ the term “networking” for two reasons: emphasis and scope. “Networking” emphasizes relationship initiation, often between strangers. While networking is possible on these sites, it is not the primary practice on many of them, nor is it what differentiates them from other forms of computer-mediated communication (CMC) (Boyd & Ellison, 2007).

What makes social network sites unique is not that they allow individuals to meet strangers, but rather that they enable users to articulate and make visible their social networks. This can result in connections between individuals that would not otherwise be made, but that is often not the goal, and these meetings are frequently between “latent ties” who share some offline connection. On many of the large SNSs, participants are not necessarily “networking” or looking to meet new people; instead, they are primarily communicating with people who are already a part of their extended social network. To emphasize this articulated social network as a critical organizing feature of these sites, we label them “social network sites” (Boyd & Ellison, 2007).

While SNSs have implemented a wide variety of technical features, their backbone consists of visible profiles that display an articulated list of Friends¹ who are also users of the system. Profiles are unique pages where one can “type oneself into being”. After joining an SNS, an individual is asked to fill out forms containing a series of questions. The profile is generated using the answers to these questions, which typically include descriptors such as age, location, interests, and an “about me” section. Most sites also encourage users to upload a profile photo. Some sites allow users to enhance their profiles by adding multimedia content or modifying their profile’s look and feel. Others, such as Facebook, allow users to add modules (“Applications”) that enhance their profile (Boyd & Ellison, 2007).

The visibility of a profile varies by site and according to user discretion. By default, profiles on Friendster and Tribe.net are crawled by search engines, making them visible to anyone, regardless of whether or not the viewer has an account. Alternatively, LinkedIn controls what a viewer may see based on whether she or he has a paid account. Sites like MySpace allow users to choose whether they want their profile to be public or “Friends only.” Facebook takes a different approach—by default, users who are part of the same “network” can view each other’s profiles, unless a profile owner has decided to deny permission to those in their network. Structural variations around visibility and access are one of the primary ways that SNSs differentiate themselves from each other (Boyed & Ellison, 2007).

After joining a social network site, users are prompted to identify others in the system with whom they have a relationship. The label for these relationships differs depending on the site—popular terms include “Friends,” “Contacts,” and “Fans.” Most SNSs require bi-directional confirmation for Friendship, but some do not. These one-directional ties are sometimes labeled as “Fans” or “Followers,” but many sites call these Friends as well. The term “Friends” can be misleading, because the connection does not necessarily mean friendship in the everyday vernacular sense, and the reasons people connect are varied (Boyed & Ellison, 2007).

The public display of connections is a crucial component of SNSs. The Friends list contains links to each Friend’s profile, enabling viewers to traverse the network graph by clicking through the Friends lists. On most sites, the list of Friends is visible to anyone who is permitted to view the profile, although there are exceptions. For instance, some MySpace users have hacked their profiles to hide the Friends display, and LinkedIn allows users to opt out of displaying their network (Boyed & Ellison, 2007).

Beyond profiles, Friends, comments, and private messaging, SNSs vary greatly in their features and user base. Some have photo-sharing or video-sharing capabilities; others have built-in blogging and instant messaging technology. There are mobile-specific SNSs (e.g., Dodgeball), but some web-based SNSs also support limited mobile interactions (e.g., Facebook, MySpace, and Cyworld). Many SNSs target people from specific geographical regions or linguistic groups, although this does not always determine the site’s constituency. Orkut, for example, was

launched in the United States with an English-only interface, but Portuguese-speaking Brazilians quickly became the dominant user group. Some sites are designed with specific ethnic, religious, sexual orientation, political, or other identity-driven categories in mind. There are even SNSs for dogs (Dogster) and cats (Catster), although their owners must manage their profiles (Boyed & Ellison, 2007).

1.3 History of social media

The roots of social media stretch far deeper than you might imagine. Although it seems like a new trend, sites like Facebook are the natural outcome of many centuries of social media development.

1.3.1 Social media before 1900

The earliest methods of communicating across great distances used written correspondence delivered by hand from one person to another. In other words, letters. The earliest form of postal service dates back to 550 B.C., and this primitive delivery system would become more widespread and streamlined in future centuries.

In 1792, the telegraph was invented. This allowed messages to be delivered over a long distance far faster than a horse and rider could carry them. Although telegraph messages were short, they were a revolutionary way to convey news and information.

Although no longer popular outside of drive-through banking, the pneumatic post, developed in 1865, created another way for letters to be delivered quickly between recipients. A pneumatic post utilizes underground pressurized air tubes to carry capsules from one area to another.

Two important discoveries happened in the last decade of the 1800s: The telephone in 1890 and the radio in 1891.

Both technologies are still in use today, although the modern versions are much more sophisticated than their predecessors. Telephone lines and radio signals enabled people to

communicate across great distances instantaneously, something that mankind had never experienced before (Hendricks, 2013).

1.3.2 Social media in 20th century

Technology began to change very rapidly in the 20th Century. After the first super computers were created in the 1940s, scientists and engineers began to develop ways to create networks between those computers, and this would later lead to the birth of the Internet.

The earliest forms of the Internet, such as CompuServe, were developed in the 1960s. Primitive forms of email were also developed during this time. By the 70s, networking technology had improved, and 1979's UseNet allowed users to communicate through a virtual newsletter.

By the 1980s, home computers were becoming more common and social media was becoming more sophisticated. Internet relay chats, or IRCs, were first used in 1988 and continued to be popular well into the 1990's.

The first recognizable social media site, Six Degrees, was created in 1997. It enabled users to upload a profile and make friends with other users. In 1999, the first blogging sites became popular, creating a social media sensation that's still popular today (Hendricks, 2013).

1.3.3 Social media today

After the invention of blogging, social media began to explode in popularity. Sites like MySpace and LinkedIn gained prominence in the early 2000s, and sites like Photobucket and Flickr facilitated online photo sharing. YouTube came out in 2005, creating an entirely new way for people to communicate and share with each other across great distances.

By 2006, Facebook and Twitter both became available to users throughout the world. These sites remain some of the most popular social networks on the Internet. Other sites like Tumblr, Spotify, Foursquare and Pinterest began popping up to fill specific social networking niches.

Today, there is a tremendous variety of social networking sites, and many of them can be linked to allow cross-posting. This creates an environment where users can reach the maximum number of people without sacrificing the intimacy of person-to-person communication. We can only speculate about what the future of social networking may look in the next decade or even 100 years from now, but it seems clear that it will exist in some form for as long as humans are alive (Hendricks, 2013).

1.4 Social media usage

Several studies have applied uses and gratifications to explain Internet usage. Like Bandura's social-cognitive theory, the uses and gratifications framework explains media use in terms of expected positive outcomes, or gratifications. However, previous uses and gratifications research accounted for little variance in Internet behavior, although there were conflicting results. This research identifies new variables from social-cognitive theory that might further explain Internet usage and resolve inconsistencies in prior research. Measures of self-efficacy and self-disparagement were developed for the domain of Internet behavior. Internet addiction was interpreted as a deficient self-regulation within the social-cognitive framework. Finally, the negative outcomes of online behavior were analyzed for their impact on Internet usage. In a survey of 171 college students, the social-cognitive model explained 60% of the available variance in Internet usage using multiple regression analysis, a significant improvement over prior uses and gratifications research (Larose, Mastro & Eastin, 2001).

Microblogging is a new form of communication in which users can describe their current status in short posts distributed by instant messages, mobile phones, email or the Web. Twitter, a popular microblogging tool has seen a lot of growth since it launched in October, 2006. In this paper, we present our observations of the microblogging phenomena by studying the topological and geographical properties of Twitter's social network. We find that people use microblogging to talk about their daily activities and to seek or share information. Finally, we analyze the user intentions associated at a community level and show how users with similar intentions connect with each other (Jose, 2007).

1.4.1 Social Media Usage by Age

Ubiquitous Among Youngest Adults, Notable Among Older Adults: Age is strongly correlated with social media usage: Those ages 18 to 29 have always been the most likely users of social media by a considerable margin. Today, 90% of young adults use social media, compared with 12% in 2005, a 78-percentage point increase. At the same time, there has been a 69- point bump among those ages 30-49, from 8% in 2005 to 77% today.

While usage among young adults started to leveled off as early as 2010, since then there has been a surge in user ship among those 65 and older. In 2005, 2% of seniors used social media, compared with 35% today (Perrin, 2015).

1.4.2 Social Media Usage by Gender

A Shifting Balance Over Time, With Parity Today: In 2005, 8% of men and 6% of women used social media. Starting in 2009, women started using social media at slightly higher rates than men, although this balance has shrunk yet again in recent years. Today, 68% of women and 62% of men report social media usage, a difference that is not statistically significant (Perrin, 2015)

1.4.3 Social Media Usage by Educational Attainment

Those with Higher Education Levels More Likely to be Social Media Users: Those who have attended at least some college are more likely than those with a high school diploma or less to use social media, a trend that has been consistent since 2005. In that year, 4% of those with a high school diploma or less used social media, along with 8% of those who attended some college and 12% of college graduates. Currently adoption rates for social media stand at 76% for those with college or graduate degrees, 70% of those with some college education and 54% for those who have a high school diploma or less.

At the same time, the share of those with a high school diploma or less who use social media has grown more than tenfold over the past decade (Perrin, 2015).

1.4.4 Social Media Usage by Household Income

Those Living in Affluent Households More Likely to Be Social Media Users: There were modest differences by household income when Pew Research first began measuring social media usage in 2005: 4% of those living in households earning less than \$30,000 used social media, compared with 12% of those living in household earning \$75,000 or more.

Those differences have persisted even as each group has seen dramatic growth in usage. Today, 78% of those living in the highest-income households use social media, compared with 56% of those in the lowest-income households – a 22-point difference (Perrin, 2015).

1.4.5 Social Media Usage by Race/Ethnicity

Consistent Similarities: When it comes to race and ethnicity, trends in social media adoption are defined by similarities, not differences. Whites, AfricanAmericans—and Hispanics have broadly adopted social media at the same brisk pace.

In 2005, 6% of African Americans, 7% of whites and 10% of Hispanics used social networking sites. Today, those figures stand at 56% of African-Americans and 65% of both whites and Hispanics (Perrin, 2015).

1.4.6 Social Media Usage by Community Type

More Than Half of Rural Residents Now Use Social Media: Adults who live in rural communities have historically been the least likely to use social media. In 2005, 5% of rural residents, 7% of suburban residents and 9% of urban residents reported social media usage. Today, 58% of rural residents, 68% of suburban residents and 64% of urban residents use social media (Perrin, 2015).

1.5 Addiction to social media

The invention of the Internet makes information sharing and transmission more and more convenient and popular in our daily lives. However, excessive dependence over the Internet turning into addiction often results in serious problems affecting one physically, mentally or interpersonally. We attribute this Internet addiction as an impulse-control disorder, i.e., Internet Obsessive Compulsive Disorder (IOCD). Comparing to teenagers or adults, university students have higher chances to access the Internet for class assignments or projects

Internet addiction is a psychological disorder Ivan Goldberg developed in 1995. This diagnosis of the disorder is inspired by the first pathological gambling diagnosis given by the American Psychiatric Association. The association defines sub-categories of this addiction. Pornography, enthusiastic and unreasonable passion for games, excessive consumption of time on social networking sites or web sites, and online shopping craze are among these sub-categories. Internet is not an addiction source by its own. Addiction is defined as the excessive use of Internet that it begins to ruin daily, social and working life. Addiction lies in an idea or an action that is previously tried, has led to a certain satisfaction, and anticipated to provide new fulfillment. Hazar defines three main factors in social media addiction: cognitive content addiction, emotional addiction and behavioral addiction. Many of the social activities are performed in virtual spaces that are created through social media. This virtuality caused a move-away from the face-to-face social interaction in real-life and real places. All kinds of content presented in virtual environment, that has appeal for people's imagination, attracts them over time, and people begin to spend more time on the content, making them get addicted to the Internet. One of the reasons for the tendency of young people towards social media is the effort to express their personality in order to make sense of their existence, to exude self-confidence and to earn approval of their social circle. Thus, young people generally behave so as to create a positive impact on people around them. They can announce their personalities through social media in order to leave a good impression. The young who have to explain their existence wants to raise awareness via the feeling of loneliness. They feel the need to tell their close circle and friends their emotions, thoughts and every experience they have. Young people are seeking to interact with groups of people who share their feelings in order to talk and share whatever they

want. Young people, who are turning to social media inordinately, are not aware of the increased time they spent on these sites, and begin to ignore the responsibilities of real life over time. Minds which begin to interpret the real life and relationships from the virtual perspective are broken out of real life after a point. A young person who has difficulty in making friends in his real life may have a great deal of friends in social media. Another young person who has difficulty in maintaining communication with his family and friends may establish a good communication with an individual he met in social media. They try to satisfy their need to establish dominance by taking control of everything behind a mask of virtual identity and away of the true identity through these platforms (Kirik et al, 2015).

1.6 Signs of addiction to social media

- Someone can't get beyond the main course in a restaurant before he gets out his phone and Instagram the duck confit. In fact, he is itching to snap away by the time the first course arrives. Ideally, you would chronicle the bread basket within three minutes of arriving. Because, frankly, a romantic meal for two isn't a romantic meal for two unless he has shared it with all your followers. Course by course.
- The very first thing someone does when he wakes up is reach for his phone (always by the side of his bed, in fact -- usually under his pillow) and check how many times his witty comment from the night before has been retweeted or liked. He does this before he has left the bed, let alone rolled over and kissed his loved one.
- Someone's children catch him trying to post Facebook updates while reading their bedtime stories. He knows it's seriously bad when he agrees that he will pay them 20p every time they bust him. But the after effect is disastrous when they buy expensive gift with that money.
- Someone greets friends at a party by their Twitter handle. "Hey, @bobcat100, how are you?" It's really bad when, he forgets their real name.

- Someone cannot visit the lavatory without using the 23 available seconds to investigate how many people have liked his photo. Snapchatting a selfie while sitting on the loo is a proof he has stopped understanding basic decent behavior. Rather sadly, social media has killed off the immensely valuable and intrinsically British “loo book” market. We now swipe, tap, scroll, wipe.
- Someone from accounts, on a Monday morning, asks how was his weekend. And his first reaction is “What? did you not see all the amazeballs photos I posted on Instagram? How can you not know that I had a *totes* great time?” He says: “Er, it was nice. Thanks.” And then thinks, I must unfollow Brian, the ungrateful idiot.
- Someone “likes” his own updates on Facebook. He “favorites” his own Tweets. You “like” his own Instagram pics. He “pin” selfies on Pinterest. Stop it. Now.
- They “check in” at tube stations on the way to work. They “check in” when they go out to get your lunchtime Pert salad, they “check in” at the pub after work. They want to “check in” when they get home, but they suddenly realize that though they have remembered their phone (of course), they have forgotten your keys.
- The first thing they do on hearing that someone famous has died is to Wiki their career and urgently, in a panicky rush, find the most obscure fact they can find about them so that they can post an update. “So sad about David Frost. Of course, his greatest achievement was being offered a contract at Nottingham Forest FC. #RIP”
- Someone tells them a joke, and instead of laughing out loud, they use the phrase “lol”. As in, they actually open their mouth and instead of uttering the purest, most instinctive proof of humanity, they say “lol.” And then you laugh at their own cleverness.
- Watching the Great British Bake Off/Game of Thrones/X-Factor their anxiety levels rise to almost unbearable levels as you desperately try to be the first person on their timeline to tweet “Soggy Bottom/Jon Snow's Eyes/Has Simon had too much work done?”

Someone use the phrase “hashtag” in normal conversations. #fail. Or rather “Hashtag fail” (Wallop, 2017).

1.7 Impacts of social media on students

In today's world, we rely heavily on technology. As a result, a type of social law has formed, requiring everyone to have somewhat of an online presence. This demand continues to grow as the internet expands its platforms and continues to connect people all around the globe.

With this growth we see the largest impact on teenagers specifically, especially in regards to social media networks. However, the question that rings through many minds is, how much does social media actually affect teens, specifically high school students.

In a survey taken by students in California, Texas, Washington, and Arizona, they were asked questions about their overall online experience during their high school years. When asked how much time they spend on social media per day, 43.2% of the students said about two or more hours, 29.5% said between one and two hours, and 27.3% said they are on these sites for 30 minutes to an hour. However, this amount of time is not necessarily spent on one platform (Fig 1.1).

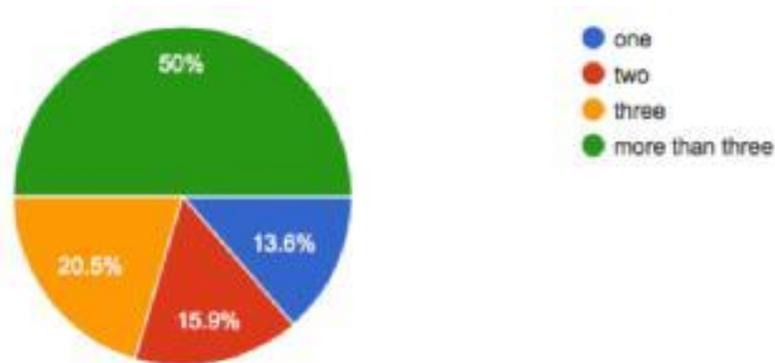


Fig 1.1 Having number of social media apps by students (Garcia, 2016).

About 50% of the surveyed students have said to have more than three accounts on various networking sites, including Instagram, Twitter, Tumblr, Snapchat, etc. While this data seems to indicate that technology is taking over the lives of high school students' lives, only 36.4% of the teenagers said that it regularly interferes with their school work. When discussing the negative effects that social media has on high school students, there were only two that were consistently given by the teenagers: distraction and cyber bullying (Garcia, 2016).

The internet “distracts [them] from things [they] need to do like homework or chores,” says one Texas student. They become easily sidetracked by multiple networking sites, especially when they are easily accessible through their phones. However, based on the information given by the surveyed high schoolers, this is not a regular occurrence. Even when it does occur, the biggest repercussion is an hour or two of lost sleep which has no major effect when not systematic, which most students said is not the case. The second major consequence is cyber bullying which is regularly discussed when discussing social media and teenagers because it is so prevalent. The students surveyed explained how they have experienced the problem themselves or have seen it happen to others, both directly and indirectly.

With the anonymity that comes with an online space comes the ability for people to target one or more persons very easily and without consequences. Unfortunately, this leads social media to, at times, have a very negative impact on one's self esteem and can also alter the way people feel they need to present themselves (Garcia, 2016).

The positive outcomes, however, seem to outweigh the negative according to these high schoolers.

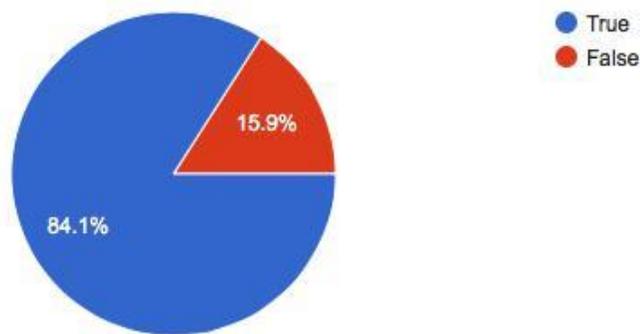


Fig 1.2 The internet is a safe place (Garcia, 2016).

Social networking allows teenagers to “get exposed to a range of lifestyles” and to “educate [themselves] on important topics,” said two California students. Along with being able to learn about subjects otherwise untaught, students are able to easily keep in contact with friends and family.

According to a sophomore from Washington, these sites also “help in being more comfortable talking and expressing ideas” as well as provide “a place to share [...] experiences.” The internet provides a safe space for many high school students as they make the transition into adults and question their identities, especially when many of the surveyed teenagers admitted to being socially influenced by social media.

While it is important to ensure that teenagers develop good habits that will prepare them for adulthood, after seeing the results provided by a group of students from all levels of high school it seems that social media does not largely have a negative impact on their social or academic life. It does not regularly prevent them from doing their homework or communicating with their friends and family. In fact, when taking all aspects of their lives, there were no surveyed students who have had a completely negative experience online. It has, however, lead many teenagers to become more informed and educated which will definitely help them when entering adulthood.

The answers provided by the surveyed students shows that while it can distract teenagers and cause them to question their identities, it overall provides a safe place for them to grow and educate themselves on topics ranging from social problems to current events. By somehow limiting the amount of time spent on a social media app and addressing the problem of cyber bullying we can alleviate negative experiences and expand on the positive aspects brought by social networking (Garcia, 2016).

1.7.1 Negative impacts

- Many students rely on the accessibility of information on social media specifically and the web in general to provide answers. That means a reduced focus on learning and retaining information.
- Students who attempt to multi-task, checking social media sites while studying, show reduced academic performance. Their ability to concentrate on the task at hand is significantly reduced by the distractions that are brought about by YouTube, stumble upon, Facebook or Twitter.
- The more time students spend on social sites; the less time they spend socializing in person. Because of the lack of body signals and other nonverbal cues, like tone and inflection, social networking sites are not an adequate replacement for face-to-face communication. Students who spend a great deal of time on social networking are less able to effectively communicate in person.
- The popularity of social media, and the speed at which information is published, has created a lax attitude towards proper spelling and grammar. The reduces a student's ability to effectively write without relying on a computer's spell check feature.
- The degree to which private information is available online and the anonymity the internet seems to provide has made students forget the need to filter the information they post. Many colleges and potential employers investigate an applicant's social networking profiles before granting acceptance or interviews. Most students don't constantly evaluate the content they're publishing online, which can bring about negative consequences months or years down the road (Dunn, 2011).

1.7.2 Positive impacts

- Social networking has increased the rate and quality of collaboration for students. They are better able to communicate meeting times or share information quickly, which can increase productivity and help them learn how to work well in groups.
- Social networking teaches students skills they'll need to survive in the business world. Being able to create and maintain connections to many people in many industries is an integral part of developing a career or building a business.
- By spending so much time working with new technologies, students develop more familiarity with computers and other electronic devices. With the increased focus on technology in education and business, this will help students build skills that will aid them throughout their lives.
- The ease with which a student can customize their profile makes them more aware of basic aspects of design and layout that are not often taught in schools. Building resumes and personal websites, which are increasingly used as online portfolios, benefit greatly from the skills obtained by customizing the layout and designs of social networking profiles.
- The ease and speed with which users can upload pictures, videos or stories has resulted in a greater amount of sharing of creative works. Being able to get instant feedback from friends and family on their creative outlets helps students refine and develop their artistic abilities and can provide much needed confidence or help them decide what career path they may want to pursue (Dunn, 2011).

1.8 Mental health and the effects of social media

1.8.1 Relation between social media and mental health

In a 2015 study on the effects of Facebook use on mental health, researchers at the University of Missouri discovered that regular use could lead to symptoms of depression if the site triggered feelings of envy in the user. However, those who use the site primarily to feel connected do not experience the negative effects. In fact, when not triggering feelings of envy, the study shows, Facebook could be a good resource and have positive effects on well-being. Further studies have shown that the majority of social media users tend to edit and post only their most attractive pictures, or ‘put a rose-tinted gloss over their lives’ in an effort to idealize themselves and, researchers believe, to improve others’ impressions of them. To avoid Facebook-induced depression, users should be aware of the risks of using the site as a tool of comparison. Furthermore, users should be aware that most people are presenting a biased, positive version of reality on social media. Imagine if people only discussed all of the negative things that surrounded them. Given that there will always be someone who’s taller, richer, better-looking, who has more friends, a better job, etc., we can either allow ourselves to fall into the dangerous trap of comparison, or we can choose to remember that regardless of what others around you appear to have, everyone is grappling with their own struggles. For every promotion, book deal and Tony nomination, chances are, the recipient has experienced equally or more significant life setbacks. Also important to remember is that for every person that seems to have more, there is another with less. For each individual whose qualities you covet, there’s someone out there who wishes they had what you have. If we can’t change our outer circumstances, at least we can try to change our perspective and learn to be grateful for what we have. We can also learn to celebrate other’s successes. Sharing in other people’s joy can often lift our spirits (Abrams, 2017).

1.8.2 Effects of social media on mental health

Health experts love to say that sitting is the new smoking. Given the number of diseases to which sitting is linked, and the number of people it apparently kills every year, sitting is one of the worst things we can do for health. But possibly as concerning is the mental health habit that's almost ubiquitous these days: Mindlessly scrolling through our social media feeds when we have a few spare minutes (or for some, hours). And as we probably know intuitively, and as the research is confirming, it's not the best habit when it comes to our collective psychology.

The American Academy of Pediatrics has warned about the potential for negative effects of social media in young kids and teens, including cyber-bullying and "Facebook depression." But the same risks may be true for adults, across generations. Here's a quick run-down of the studies that have shown that social media isn't very good for mental well-being, and in some ways, it can be pretty bad (Walton, 2017).

1.8.2.1 It's addictive

Experts have not been in total agreement on whether internet addiction is a real thing, let alone social media addiction, but there's some good evidence that both may exist. A review study from Nottingham Trent University looked back over earlier research on the psychological characteristics, personality and social media use. The authors conclude that "it may be plausible to speak specifically of 'Facebook Addiction Disorder'...because addiction criteria, such as neglect of personal life, mental preoccupation, escapism, mood modifying experiences, tolerance and concealing the addictive behavior, appear to be present in some people who use [social networks] excessively." And studies have confirmed that people tend to undergo a kind of withdrawal: A study a few years ago from Swansea University found that people experienced the psychological symptoms of withdrawal when they stopped using (this went for all internet use, not just social media). Their recent follow-up study found that when people stop using, they also undergo small but measurable physiological effects. Study author Phil Reed said, "We have known for some time that people who are over-dependent on digital devices report feelings of anxiety when they are stopped from using them, but now we can see that these psychological

effects are accompanied by actual physiological changes.” Whether this is true of social media per se is unclear right now, but anecdotal evidence suggests it may be (Walton, 2017).

1.8.2.2 It triggers more sadness, less well-being

The more we use social media, the less happy we seem to be. A few years ago a study found that Facebook use was linked to both less moment-to-moment happiness and less life satisfaction—the more people used Facebook in a day, the more these two variables dropped off. The authors suggest this may have to do with the fact that Facebook conjures up a perception of social isolation, in a way that other solitary activities don’t. “On the surface,” the authors write, “Facebook provides an invaluable resource for fulfilling such needs by allowing people to instantly connect. Rather than enhancing well-being, as frequent interactions with supportive ‘offline’ social networks powerfully do, the current findings demonstrate that interacting with Facebook may predict the opposite result for young adults—it may undermine it.”

In fact, another study found that social media use is linked to greater feelings of social isolation. The team looked at how much people used 11 social media sites, including Facebook, Twitter, Google+, YouTube, LinkedIn, Instagram, Pinterest, Tumblr, Vine, Snapchat and Reedit, and correlated this with their “perceived social isolation.” Not surprisingly, it turned out that the more time people spent on these sites, the more socially isolated they *perceived* themselves to be. And perceived social isolation is one of the worst things for us, mentally and physically (Walton, 2017).

1.8.2.3 Comparing our lives with others is mentally unhealthy

Part of the reason Facebook makes people feel socially isolated (even though they may not actually be) is the comparison factor. We fall into the trap of comparing ourselves to others as we scroll through our feeds, and make judgements about how we measure up. One study looked at how we make comparisons to others posts, in “upward” or “downward” directions—that is, feeling that we’re either better or worse off than our friends. It turned out that both types of comparisons made people feel worse, which is surprising, since in real life, only upward

comparisons (feeling another person has it better than you) makes people feel bad. But in the social network world, it seems that any kind of comparison is linked to depressive symptoms (Walton, 2017).

1.8.2.4 It can lead to jealousy—and a vicious cycle

It's no secret that the comparison factor in social media leads to jealousy—most people will admit that seeing other people's tropical vacations and perfectly behaved kids is envy-inducing. Studies have certainly shown that social media use triggers feelings of jealousy. The authors of one study, looking at jealousy and other negative feelings while using Facebook, wrote that "This magnitude of envy incidents taking place on FB alone is astounding, providing evidence that FB offers a breeding ground for invidious feelings." They add that it can become a vicious cycle: feeling jealous can make a person want to make his or her own life look better, and post jealousy-inducing posts of their own, in an endless circle of one-upping and feeling jealous.

Another study looked at the connection between envy and depression in Facebook use and, interestingly, discovered that envy mediates the Facebook-depression link. That is, when envy is controlled for, Facebook isn't so depressing. So it may be the envy that's largely to blame in the depression-Facebook connection (Walton, 2017).

1.9 Harmful effects of social media usage

1.9.1 Social Media and Social Networking Site Usage and Exposure to Potentially Harmful Information and Ideations

A concern about adolescents using social media and social networking sites is the potential for them to encounter or be exposed to harmful information and negative experiences. Research by Dunlop et al. (2011) found that the use of Facebook had the potential to expose adolescents to information about suicide which could potentially lead to a user's own suicidal ideation. Although social media was reported to be where 25% of suicide exposure occurred, no change was found in adolescent suicidal ideation. Therefore, this research shows that although the usage

of Facebook as a social networking site may increase adolescents' exposure to suicidal information, its use alone does not increase the number of adolescent suicides or suicidal ideas compared to learning similar information through family and friends. Research by Ybarra and Mitchell (2008) also addressed the concern of how social networking site usage may lead to exposure of potentially harmful information or interactions. They specifically examined the risk social networking sites presented to adolescents with respect to encountering unwanted sexual harassment and sexual soliciting through site features such as chat rooms, instant messaging and online journals. Their findings suggested that 4% of all youth reported being targeted by unwanted sexual solicitation specifically through social networking sites and 9% of all youth reported being targeted by sexual harassment through these sites. Although only a low percentage of adolescent users reported these unwanted experiences, results show that social media and social networking site use may expose young users to unwanted negative experiences that they may not experience otherwise. A third study conducted by Moreno et al. (2016) focused on how social media use can expose adolescents to harmful ideations through the use of hashtags on Instagram. Ten ambiguous nonsuicidal self-injury hashtags were identified and examined. Since many of the identified nonsuicidal self-injury terms are ambiguous such as #cat, the overlap in terms means that adolescent viewers may come across these images by accident. These authors suggested that exposure to nonsuicidal self-injury (NSSI) from one's peers can lead to an increase in adolescents' engagement in these behaviors as well as the normalization of these actions. Results found that the type of relationship an adolescent had with NSSI affected how they responded to these hashtags. Adolescents engaged in NSSI may feel a sense of connectedness in response to these hashtags or they may trigger NSSI behavior. For adolescents who are curious about NSSI, these hashtags may provide them with instruction of how to perform self-injury or they may normalize these actions as accessible emotional outlets. It was also found that only one third of the hashtags triggered Content Advisory warnings. It can therefore be concluded that Instagram does not have sufficient warnings when it comes to protecting adolescents from exposure to self-harm content (Havener, 2016).

1.9.2 Social Media and Social Networking Site Usage and Peer Support

Another question is whether social sites can provide adolescents with peer support and a feeling

of connectedness, and therefore be beneficial to their wellbeing. Peer support has been shown to be beneficial to young adults in many aspects of wellbeing (Ellis et al., 2009), leading to the question of whether peer support can be received through social networking sites as well as in real life. For example, through the use of Facebook, adolescents have access to a source of social support, which is tied to higher levels of wellbeing (Ellis et al., 2009). Research by Apaolaza et al. (2013) found that socialization on the Spanish social networking site Tuenti resulted in a significantly positive influence on adolescents' perception of their own wellbeing. This is shown through the use of social networking sites to increase socialization as well as strengthening and maintaining relationships, which in turn leads to an increase in their self-esteem and psychological wellbeing. The increase in socialization from the use of Tuenti, decreased teenagers' feelings of loneliness as well as increased feelings of acceptance and peer approval. Overall Apaolaza et al. (2013) found that the use of social networking sites improved wellbeing by lowering feelings of loneliness while increasing self-esteem, two important contributors to a person's wellbeing. Naslund, Grande, Aschbrenner, and Elwyn (2014) found similar results showing the presence of peer support through adolescents' use of social media and social networking sites. They specifically looked at how uploading personal videos on YouTube led to naturally occurring peer support for individuals with schizophrenia, schizoaffective disorder and bipolar disorder. The uploaded videos covered topics such as challenges of seeking treatment, treatment benefits, day-to-day coping strategies, personal stories as well as how to manage symptoms and future aspirations. After analyzing video comments for signs of peer support through positive feedback, encouragement and questions, Naslund et al., (2014) found that for adolescents living with mental illnesses, social media sites such as YouTube act as an important way to receive and share information and peer support. Therefore, the use of YouTube as an outlet shows a correlation with increased wellbeing through the presence of this peer support. Long-term benefits were unable to be identified. It was found that the greater number of friends an adolescent male had online was tied to a higher score of mental wellbeing although it was also tied to negative factors such as greater exposure to strangers and embarrassing comments and posts. Having a higher number of friends online creates the perception of social support, social status and a feeling of belonging. These perceptions result in a sense of positive wellbeing overall. When faced with negative experiences such as cyberbullying, adolescents with a more

supportive social network were less likely to view those experiences as harmful. Therefore, although the number of online friends relates to a higher sense of peer support and wellbeing in some cases, it was found that the quality over the quantity of relationships is what makes a greater impact on adolescent wellbeing in males (Havener, 2016).

1.9.3 Social Media and Social Networking Site Addiction and Prolonged Periods of Use

Several studies used in this systematic review focused on the relationship between adolescent mental health and wellbeing and social media and social networking site addiction. Research has shown that preexisting anxiety, insomnia and depression were predictors of adolescent Facebook addiction (Koc & Gulyagci, 2013). That study also found that those who used Facebook frequently reported higher levels of addiction to Facebook. Similarly, Blanchino et al. (2015) also found that in addition to preexisting depression, adolescent males who spent an extensive amount of time online would predictably develop a Facebook addiction. Prolonged use of Facebook may also result in the development of depressive symptoms due to low self-esteem (Blanchino et al., 2015). This low self-esteem may arise from constantly witnessing the success and accomplishment of their peers, which can cause them to negatively reflect on their own lives in comparison (Pantic et al., 2012). Hanprathet et al. (2015) defines Facebook addiction as scoring at least 12 out of 24 points on the Thai Bergen Facebook Addiction Scale. It was found that those who were addicted to Facebook were at a significant risk of developing abnormal mental health as well as negative somatic symptoms. Sampasa-Kanyinga et al. (2015) found similar results showing that adolescents who reported using social networking sites for over two hours per day also reported more psychological distress, suicidal ideation, poor self-rated mental health or an unmet need for mental health support. The excessive use of Facebook can also pose and increased risk of potentially harmful effects on adolescents' wellbeing by conflicting with academic performance, hours of sleep, and productivity possibly leading to depression (Koc & Gulyagci, 2013). Research by Tsitsika et al. (2014) also showed that excessive use (two hours a day) of social networking sites was associated with lower academic performance and less offline activities. These effects were more pronounced among younger adolescents. Research by Pantic et al. (2012) found similar results where participants' reported depression increased with the time they spent on social networking sites. Results also showed that the time spent on social networks

increased based on higher levels of depression. Therefore, it was found that there is a relationship between depression and time spent using social networking sites but without longitudinal and intervention research, the directionality of this correlation is unclear. Another way excessive social media and social networking site use might negatively affect adolescents is with respect to physical health. Use of computers is associated with lower physical wellbeing such as backaches and headaches (Torsheim, Eriksson, Schnohr, Hansen, Bjarnason, & Vålmaa, 2010) whose severity may be minimized with moderate usage for those adolescents accessing social networks through computers. Tsitsika et al. (2014) confirmed this by finding a positive correlation between greater use of social networking sites and somatic complaints specifically back pain. The use of social networking sites can lead to negative effects on adolescents' wellbeing depending on the amount of time one spends per day on these sites (Havener, 2016).

CHAPTER 2
LITERATURE REVIEW

2.1 Social Media Use, Engagement and Addiction as Predictors of Academic Performance

This study investigated the effect of social media usage, engagement, and addiction on academic performance. First, the results had showed that the amount of time one spends using social media affects academic performance in a negative way. The amount of time one spends using social media was negatively correlated with their academic performance. Second, the study examined the effect of social media engagement on academic performance. Results showed the SMEQ had no significant impact on academic performance. This outcome indicated that, unlike social media usage, being engaged alone does not affect academic performance. Finally, the study looked at social media addiction and its effect on academic performance. Social Media Addiction Scale (SMAS) was used for this purpose. Factor analysis was again used to determine the dimensions of SMAS. The analysis yielded three factors. Two of these factors were negative predictors of academic performance. This is not surprising since addiction implies heavy usage that previously showed the same negative effect on academic performance (Menayes, 2015).

2.2 A Quantitative Research on the Level of Social Media Addiction among Young People in Turkey

Internet technology today shows a quick progress, and social networks increase their number of users on each day. Social networking, which is one of the main indicators of the technology era, attracts people of all ages while the virtual world goes beyond the real life via the applications it offers. Especially young people show an intense interest in social media which is an extension of the Internet technology. Social media addiction is increasing both in Turkey and all around the world. This study was aimed to determine the level of social media addiction in young people in Turkey, and to make suggestions on the prevention of the addiction while stating the current work carried out on the subject in Turkey. Survey type research model was used in the study, and social media addiction is examined in depth to determine causes of the addiction among young people. In this study, the addiction factor of the Social Networking Status Scale was used as a data collection tool to measure social media addiction among young people. The scale had three factors including addiction, ethics and convergence, and it was a reliable and valid scale, as the reliability and validity of the

scale had been tested. The study was conducted on 271 students between the ages of 13-19. It had been found that gender ($t=0.406$; $P>0.05$) made no significant difference in social media addiction while the factors of age ($F=6.256$; $P<0.05$), daily time spent on the Internet ($F=44.036$; $P<0.05$) and daily frequency of visiting social media profiles ($F=53.56$; $P<0.05$) made significant differences in addiction level. The results had showed that low addiction level of 14-year group increases with age up to 17 years, and the level decreases in 18-year group. Social media addiction level showed a dramatic increase also in the case of daily time spent on the Internet increases. More frequent daily visits to social media profiles increased the addiction as well. The study also provided suggestions on possible actions to prevent addiction (Kirik et al, 2015).

2.3 Is Generation Y Addicted to Social Media

This study examined Generation Y's psychological addiction to social media with specific regard to Facebook, MySpace, Twitter and LinkedIn. The addiction was interpreted using Griffiths' six components that determine behavioral addiction: salience, mood modification, tolerance, withdrawal, conflict and relapse. The purpose of this study was to determine if Generation Y was in fact addicted to social media because of their need to maintain relationships with their peers. The results indicated that this sample of Generation Y suffers from three components, tolerance, salience and relapse. They also suffers from intrapsychic conflict, but not interpersonal conflict (Cabral, 2011).

2.4 Use of Social Media and its Impact on Academic Performance of Tertiary Institution Students: A Study of Students of Koforidua Polytechnic, Ghana

The study sought to assess students use of social media and its effect on academic performance of tertiary institutions students in Ghana with a focus on Koforidua Polytechnic students. Questionnaire was used for collecting data. Out of one thousand five hundred and seventy-eight copies of the questionnaire distributed, one thousand five hundred and eight were retrieved which represented a response rate of 95.5 %. The study revealed that majority of the respondents had mobile phones which also had Internet facility on them and had knowledge of the existence of many media sites. The study further confirmed that most of the

respondents visit their social media sites using their phones and spend between thirty minutes to three hours per day. In addition the study revealed that the use of social media sites had affected academic performance of the respondents negatively and that there was direct relationship between the use of social media sites and academic performance. The study recommends among others that, students with mobile phones having internet facility should be encouraged to use it to supplement their research in the library rather than the usual chatting with friends all the time. Students should be encouraged to limit the time they spend on their social media sites per day and advise them to rather substitute those hours to read novels to improve their knowledge. Since the use of social media sites had affected the academic work of students negatively there is the urgent need for the introduction of students to the availability of novels and other information resources or materials that can help them academically (Acheaw & Larson, 2004).

2.5 Social Media Network Participation and Academic Performance In Senior High Schools in Ghana

This study looks at social media network participation and academic performance in senior high schools. The study was aimed at identifying social media network sites and their usage among students, how students networked and participated on social media networks, time invested by students on social networks, the effects of social media on students' grammar and spelling as well as the effects of social network participation on the student's academic performance within the context of the social learning and the use and gratification theories. To achieve the objectives of the research, the study used a mixed method approach which involved the survey of students in four senior high schools and interviews of heads of the senior high schools. The study revealed that majority of respondents used Whatsapp and Facebook for making friends and chatting. In addition, majority of respondents experienced negative effects such as poor grammar and spelling, late submission of assignment, less study time and poor academic performance due to the heavy participation on social media networks. Furthermore, there was a high addiction rate among students in the usage of social media networks. Nevertheless, there were cases where others experienced improvement in their readings skills as a result of participation on social media networks. Also, respondents shared ideas, discussed and shared examination questions among themselves on social media

networks. The study recommended the strict enforcement of Ghana Education Service rule on electronic devices usage in schools, promotion of social media usage for academic purpose, counselling for addicted students and the use of the right grammar and spelling when participating on social networks (Mingle & Adams, 2015).

Significance of the study

When the symptoms of social media addiction are examined in young people, degradation of functionality becomes to be the most defining characteristic. Namely, decrease in academic success, reduced work performance, inability to fulfill responsibilities towards family, and disruption in psychosocial functions are the most important symptoms of addiction. Also, thinking of and desire for the Internet, virtual environments, and social media platforms throughout the day, unable to be free of them, and the feeling of loneliness and restlessness evoked by lack of social media are among other symptoms. Some indicators of addiction in young people include considering social media as a way of escape from personal problems, being unable to adapt to social life and withdrawal into themselves when away from social media, insomnia, weight gain due to decreased activity level, disorders like irregular eating habits, and being unable to prevent themselves from entering social media sites although they know all these undesirable effects (Young et al., 2000).

The rapid advancement of media technology has had a great impact on the way people communicate on a daily basis. The growing dimension of the use of the social media among the youth of today cannot be over emphasized. Over the years, social networking among students has become more and more popular. It is a way to make connections, not only on campus but with friends outside of school. Social networking is a way that helps people feel they belong to a community. Due to the increased popularity of it, economists and professors are questioning whether grades of students will not be affected by how much time is spent on these sites. It is believed that the use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely. Many parents and guardians are worried that students are spending too much time on facebook and other social media sites and have not enough time to study. Though parents are worried about students' constant use of the social media sites, many students continue to utilize these sites on a daily basis. This research is being conducted to ascertain the impact of students' use of social media sites on their academic work.

Objective of the study

The general objective of the study was to find out the impact of social media on academic performance among students. The specific objectives of the study were as follows:

1. To examine the impact of social media on academic performance among the students.
2. To identify the impacts of social media on social life of the students.
3. To ascertain the reasons behind using social media.
4. To determine the addiction level of the students.

CHAPTER 3
METHODOLOGY

3.1 Type of The Study

It was a survey based study.

3.2 Study Population

The targeted group was students of east west university. The survey was conducted among 300 people including male and female of pharmacy department.

3.3 Inclusion Criteria

- Both male and female
- Anyone studying pharmacy in EWU

3.4 Exclusion Criteria

- First semester
- Graduate
- Students of other department

3.5 Data Collection Method

The data was collected through questionnaire that is formed in English language. It consists of multiple choice type questions to find out the use, engagement and addiction of social media of students.

3.6 Development of The Questionnaire

The questionnaire was developed based on different findings in available journal and research paper. Also from the observation of different behavior of the students.

3.7 Sampling Technique

In this study convenience sampling was followed to obtain a more scientific result that could be used to represent the entirety of the population.

3.8 Data Collecting Period

The duration of data collection was about four months that started from June 2017 to September 2017.

3.9 Data Analysis

After collecting, all the data were checked and analyzed with the help of Microsoft Office Excel 2010.

CHAPTER 4
RESULT

4.1 Year of studies

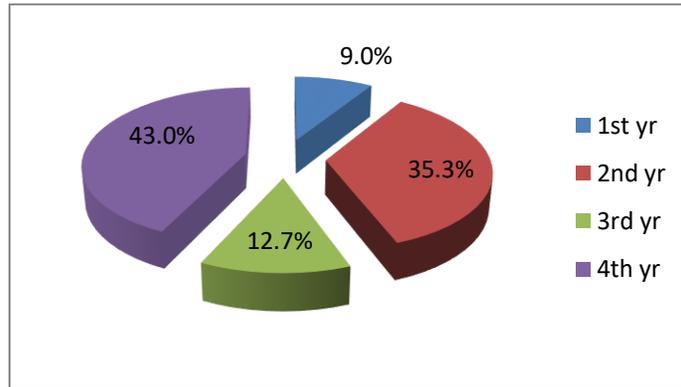


Fig: 4.1: Year of studies

In this survey 43% were of the students were of 4th year and 35.3% were of 2nd year. Rest of them were 2nd year (12.7%) and 1st year (9%). .

4.2 Gender

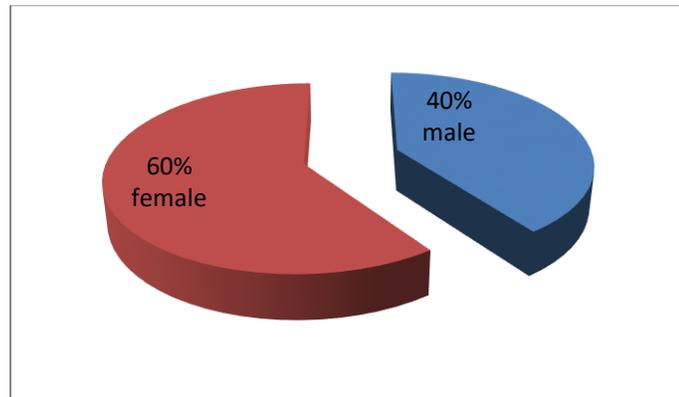


Fig 4.2: Gender

In this study about 40% of the students were male and 60% of the students were female.

4.3 Marital status

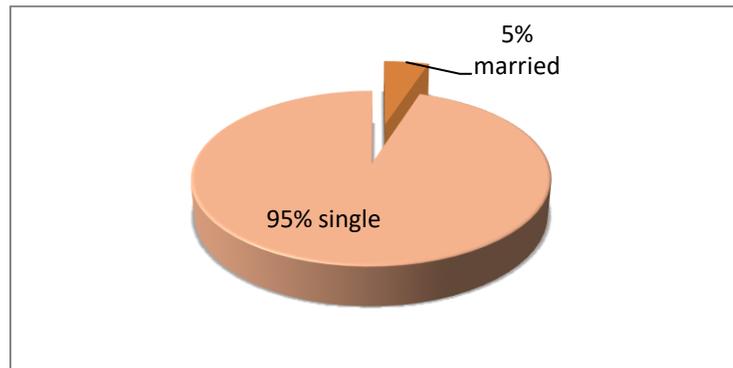


Fig 4.3: Marital status

About 5% of the students were married and 95% of the students were single.

4.4 Type of social media

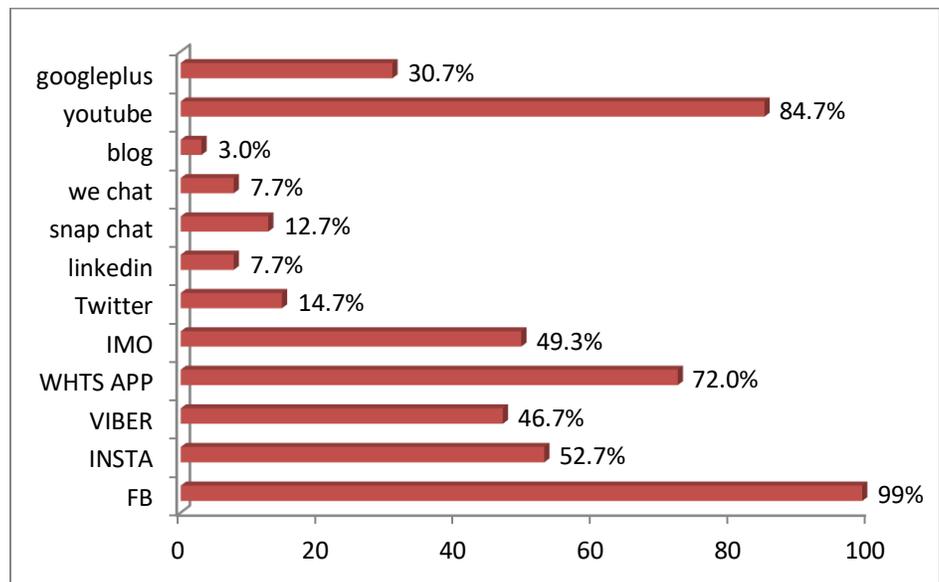


Fig 4.4: Type of social media

Most (99%) of the students were facebook user, 84.7% used you tube , 72% used what's app, 52.7% used instagram, 49.3% used imo, 46.7% used viber and 30.7% used google plus.

4.5 Age of starting social media

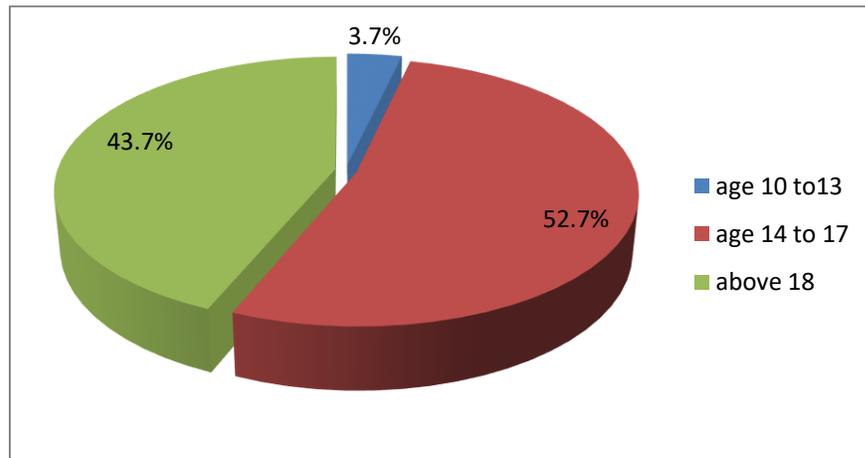


Fig 4.5: Age of starting social media

In this survey 52.67% students started using social media from 14 to 17 years age, 43.67% started using social media from 18 years and above and 3.67% started using social media at 10 to 13 years.

4.6 Residence of starting social media

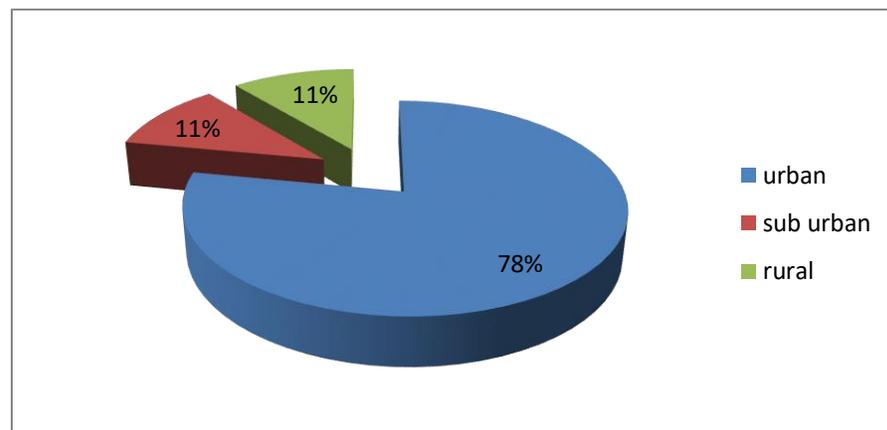


Fig 4.6: Residence of starting social media

Most (78%) of the students lived in urban area during the time of starting using social media, 11% lived in sub urban and 11% lived in rural area.

4.7 Numbers of hours spent on social media

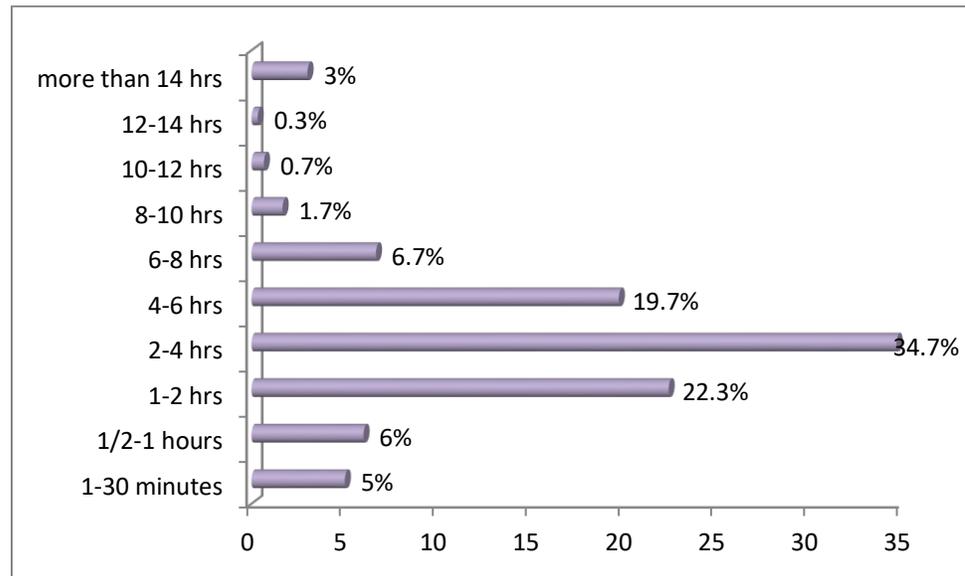


Fig 4.7: Numbers of hours spent on social media

Among the students about 34.67% used social media from 2 to 4 hours, 22.33% used from 1 to 2 hours, 19.67% used from 4 to 6 hours and 3% used more than 14 hours.

4.8 Reasons for using social media

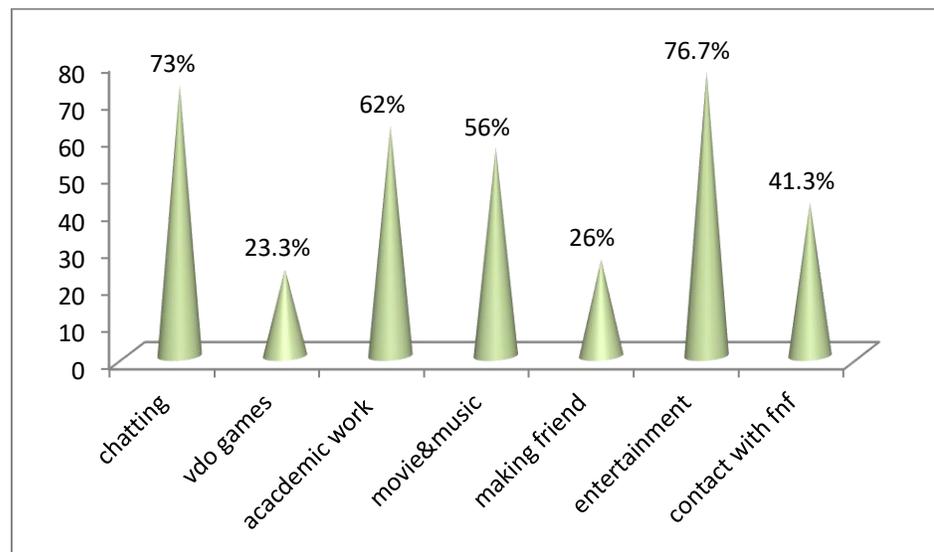


Fig 4.8: Reasons for using social media

Most of the students (76.7%) used social media for entertainment. Others used for chatting (73%), academic work (62%), downloading movie and music (56%) and to keep contact with friends and family (41.3%).

4.9 Daily frequency of visiting social media

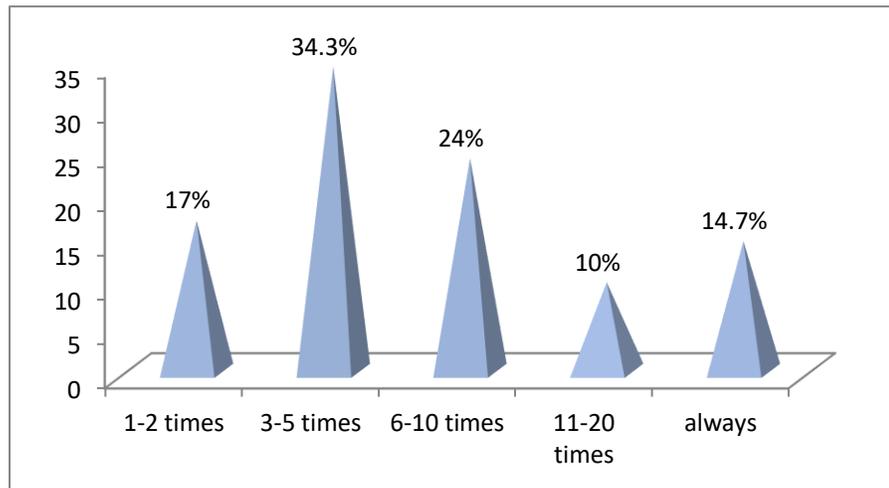


Fig 4.9: Daily frequency of visiting social media

About 34.33% visited for 3 to 5 times, 24% visited 6 to 10 times and 14.67% were always online on a daily basis.

4.10 Reasons for frequent use of social media

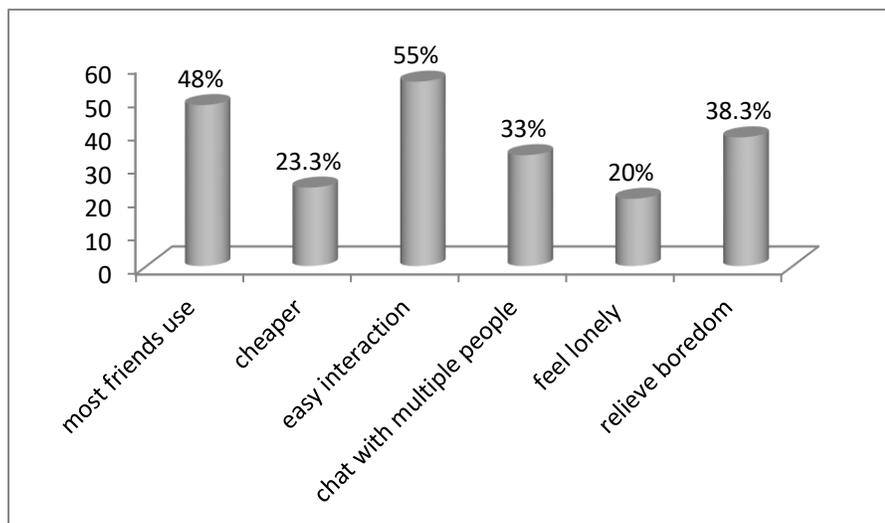


Fig 4.10: Reasons for frequent use of social media

Among the students about 55% frequently visited social media because it has easy interaction, 48% did almost of their friends used, 38.3% and 20% used SM to relieve boredom and for feeling lonely respectively.

4.11 Negative impact on academic performance

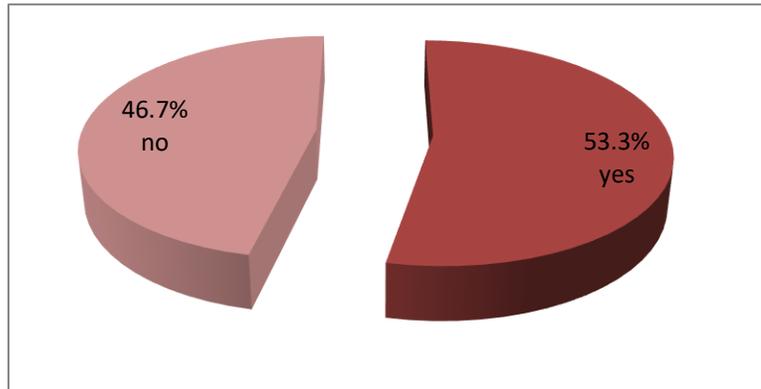


Fig 4.11: Negative impact on academic performance

About 53.3% of the students agreed that social media has negative impact on their academic performance and 46.7% disagreed.

4.12 Negative impact on relation with their family

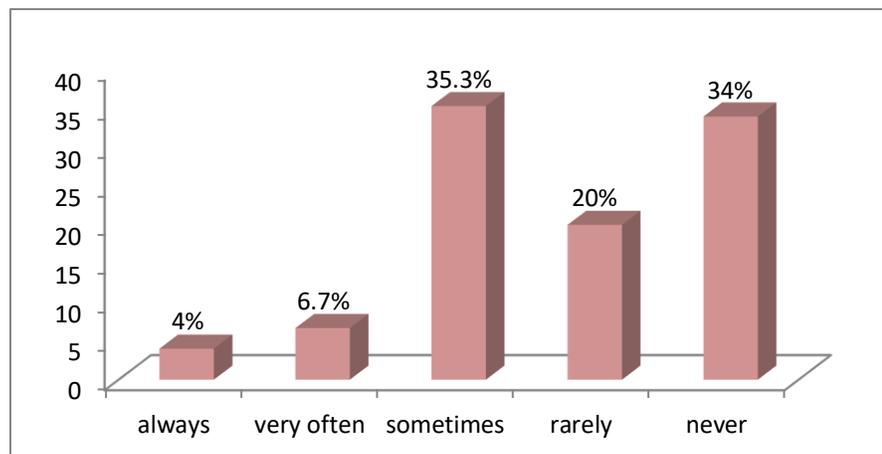


Fig 4.12: Negative impact on relation with family

About 35.3% students said social media had sometimes negative impacts on relation with their family, 34% said it never had any impact and 20% said it had impact rarely.

4.13 Attitude towards social media

Table 4.13: Attitude toward social media

Category	Agree	Neutral	Disagree
Using SM while walking on road	22%	14%	64%
Study neglecting for the usage of SM	47%	22%	30%
Days could pass without the need of SM	46%	27%	27%
Time passes without feeling it when using SM	55%	27%	27%
Thinking about SM when away	42%	19%	3%

Among the students 64% students didn't use social media while walking on road. About 55% said time passes without feeling it when using SM and 27% had no comments about the same category and passing days without the need of SM.

4.14 Impact of social media

Table 4.14: Impact of social media

Category	Agree	Neutral	Disagree
Family complains about it	50%	18%	32%
Grades are affected for it	35%	19%	46%
Meeting friends is cancelled for SM	10%	10%	80%
Usage has increased since I began	49%	28%	23%

Approximately 50% students parents complained about using SM, 80% said they didn't cancel meeting friends for using SM and 28% had no comments about increasing usage since they had began using it.

4.15 Dependence on social media

Table 4.15: Dependence on social media

Category	Agree	Neutral	Disagree
Use of social media longer than intended	70%	15%	15%
Finding life boring without SM	59%	23%	18%
Getting irritated if SM usage interrupted	43%	23%	34%
Finding difficult to sleep after using SM	49%	19%	33%
Being upset if using time is cut down	34%	23%	43%

About 70% of the students used SM longer than they had intended, 43% wasn't upset if using time was cut down and 23% had no comment about finding life boring without SM, getting irritated if SM usage was interrupted and being upset if using time was cut down.

4.16 Using social media before going to bed

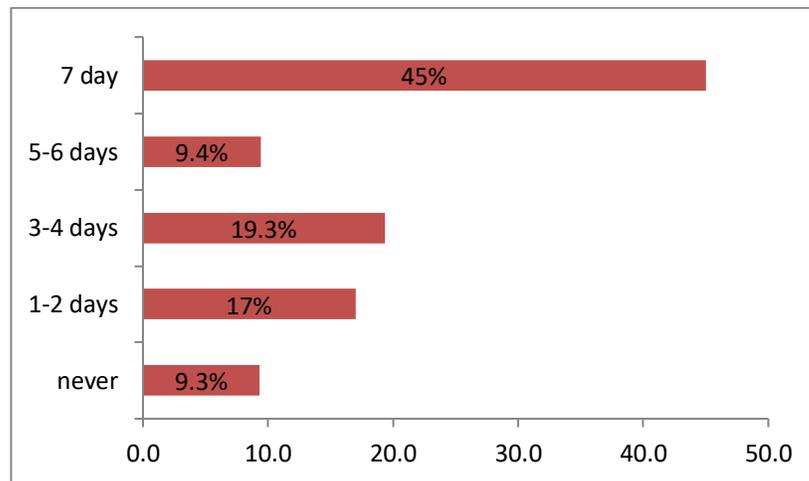


Fig 4.16: Using social media before going to bed

In the survey about 45% students used social media 7 days in a week before going to bed, 19.3% used 3 to 4 days and 9.3% never used on that time.

4.17 Using social media during breakfast

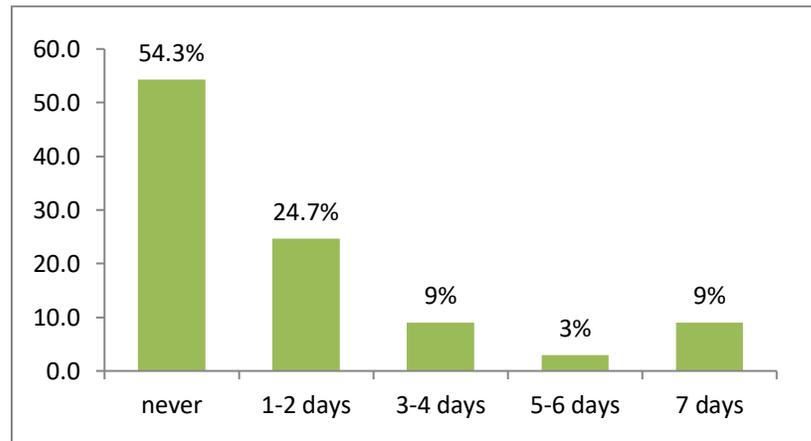
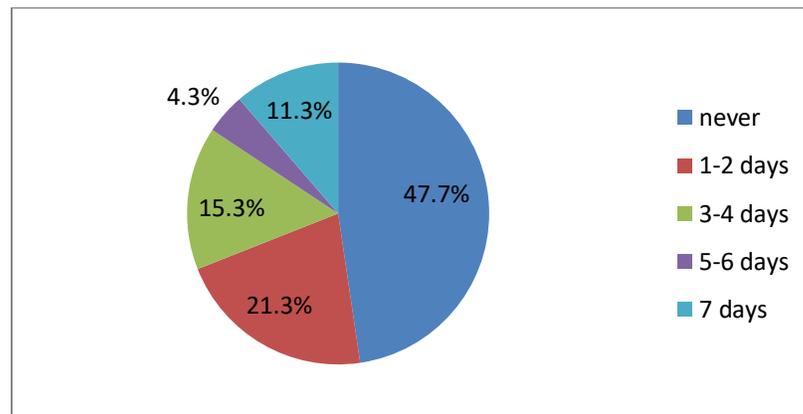


Fig 4.17: Using social media during breakfast

Among the Participants 54.3% never used SM during breakfast in a week, 24.7% used 1 to 2 days and 9% used everyday.

4.18 Using social media while eating dinner



4.18: Using social media while eating dinner

About 47.7% students never used social media while eating dinner in a week, 21.3% used 1 to 2 days and 11.3% used everyday.

4.19 Using social media after waking up in the morning

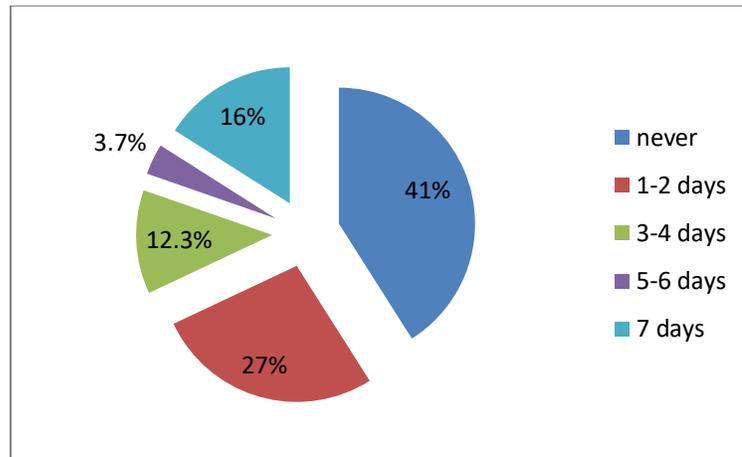


Fig 4.19: Using SM after waking up in the morning

About 41% students never used SM after waking up in the morning in a week, 27% used 1 to 2 days and 16% used everyday.

4.20 Using social media while eating lunch

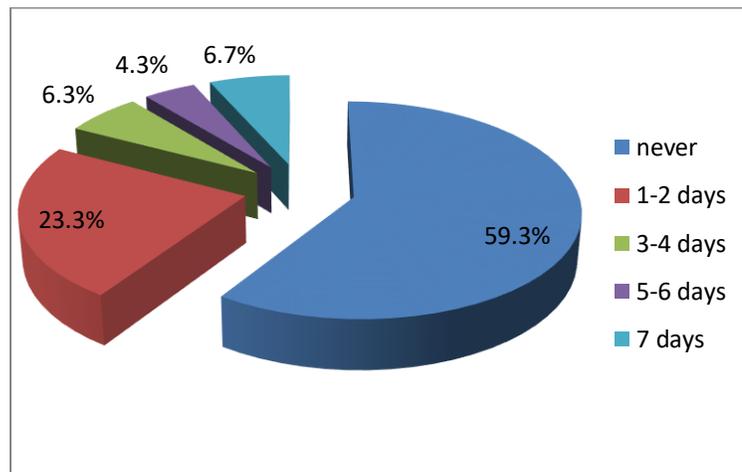


Fig 4.20: Using SM while eating lunch

Most (59.3%) of the students never used SM while eating lunch in a week, 23.3% used 1 to 2 days and 6.7% used everyday.

CHAPTER 5
DISCUSSION & CONCLUSION

5.1 Discussion

This survey was based on social media use and addiction as predictors of academic performance. It was conducted on the students of Department pharmacy of East West University. Among the participants 40% were male and 60% were female. Similarly in a survey by Kirik et al., (2015) was done on 59.8% female and 40.2% male.

In this survey 43% were of the students were 4th year and 35.3% were of 2nd year. Rest of them were 2nd year (12.7%) and 1st year (9%). Among the students 95% were single and 5% were married.

During the study we came to know most (99%) of the students were facebook user, 84.7% used you tube , 72% used what's app, 52.7% used instagram, 49.3% used imo, 46.7% used viber and 30.7% used google plus. Similarly Cabral (2010) also found 98.4% facebook user. It means facebook is the most popular social media as almost every participant of the studies were user of it.

From the study we have noticed In this survey 52.67% of students started using social media from age of 18 and above, 43.67% started using social media from age of 14 to 17 and 3.67% started using social media at age of 10 to 13. But Kirik et al., (2015) found 82.3% of the participants started using social media from age of 14 to 17 and 17% started from age of 18 and above.

Among the population most (78%) of the students lived in urban area during the time starting using social media, 11% lived in sub urban and 11% lived in rural area. As in urban area internet facilities are better than sub urban and rural area, most of the respondents started using social media in urban area.

We have come to know that among the students about 34.67% used SM from 2 to 4 hours, 22.33% used from 1 to 2 hours, 19.67% used from 4 to 6 hours and 3% used more than 14 hours. On the contrary Mingle and Adams (2015) reported 57.8% of the participants were online 1 to 2 hours, 21.8% used 2 to 4 hours and 28.3% used more than 14 hours.

It has been shown from our study that most of the students (76.7%) used social media for entertainment. Others used for chatting (73%), academic work (62%), downloading movie

and music (56%) and to keep contact with friends and family (41.3%). But Achew and Larson (2015) found 86.8% of the participants used social media for chatting, 6.8% for academic work and 6.8% for downloading movie and music.

We have found that about 35% visited social media for 3 to 5 times, 24% visited 6 to 10 times and 14.67% were always online on a daily basis. Kirik et al., (2015) reported that 44.6% visited social media for 3 to 5 times, 17.7% visited for 6 to 10 times, 14.4% were always online on a daily basis.

We have come to know that among the students about 55% frequently visited social media because it has easy interaction, 48% did as most of their friends used, 38.3% and 20% used respectively .to relieve boredom and for feeling lonely. Mingle and Adams (2015) found 2.1% participants visited social media because it has easy interaction and 45.7% did as most of their friends used.

In the study about 53.3% of the students agreed that social media had negative impact on their academic performance and 46.7% disagreed. Achew and Larson (2015) reported 80.1% agreed that social media had negative impact on their academic performance 18.6% disagreed.

Among the participants about 35% students said social media had sometimes negative impacts on relation with their family, 34% said it never had any impact and 20% said it had impact rarely. So it means sometimes social media had negative impact on relation with their family.

Among the students 64% students didn't use social media while walking on road. 55% said time passes without feeling it when using SM. 27% had no comments about the same category and passing days without the need of SM. The participants attitude towards social media proves that most of them are not that much addicted to social media.

50% student's parents complained about using SM. 80% said they didn't cancel meeting friends for using SM. 28% had no comments about increasing usage since they had began using it. Impact of social media on the students regular activities indicated that very few of them are addicted to social media.

About 70% of the students used SM longer than they had intended. 43% wasn't upset if using time was cut down. 23% had no comment about finding life boring without SM, getting irritated if SM usage was interrupted and being upset if using time was cut down. Dependence on social media proves most of the participants are addicted to social media.

In the survey about 45% students used social media 7 days in a week before going to bed, 19.3% used 3 to 4 days and 9.3% never used on that time. It meant almost half of the population used SM 7 days in a week before going to bed and a few people never used it on that time.

Among the Participants 54.3% never used SM during breakfast in a week, 24.7% used 1 to 2 days and 9% used it everyday. It proved approximately half of the students never use SM.

About 47.7% students never used social media while eating dinner in a week, 21.3% used 1 to 2 days and 11.3% used it everyday. It indicated about half of the population never used SM while eating dinner and a few people used it everyday.

About 41% students never used SM after waking up in the morning in a week, 27% used 1 to 2 days and 16% used it everyday. It showed approximately half of the population never used SM after waking up in the morning and a few students used it everyday.

Most (59.3%) of the students never used SM while eating lunch in a week, 23.3% used 1 to 2 days and 6.7% used it everyday. So more than half of the participants never used SM while eating lunch and very few people used it everyday.

5.2 Conclusion

Based on all the facts it can be concluded that there is a relation between social media usage and academic performance. This study investigated the effect of social media usage, engagement, and addiction on academic performance. Results show that the amount of time one spends using social media affects academic performance in a negative way. The amount of time one spends using social media is negatively correlated with their academic performance. So students should be aware of this fact that excessive engagement with social media can harm their academic carrier as they can become addicted to it. They should spend their leisure hours doing productive works other than keeping themselves busy with social media. After the discussion it can also be said that a few students of the participants were addicted to social media and a large number of them had not shown any addiction towards social media. Combined approach is needed to create knowledge and awareness among young generation about the negative impacts of social media addiction. It is however needed to mention that this research was conducted on a single department of a university and in a very small scale. So it doesn't reflect the whole idea. Therefore it is suggested that if a conclusive result about the social media use, engagement and addiction as predictors of academic performance is desired, further large scale researches should be conducted.

CHAPTER 6
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