

**Utilisation of Social Network Sites and Social Studies Undergraduates'  
Scholarly Performance**

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**Abstract**

The study examines the utilisation of Social Network Sites and the scholarly performance of Social Studies undergraduates. The research design employed was the correlational approach. A sample of 210 Social Studies undergraduates was the unit of analysis. A questionnaire and student records. Results were the instruments used to generate data for the study. The data were analysed using regression statistics at a significance level of 0.05. The results demonstrated a significant association between SNSs, duration, and frequency of engagement on Social Studies undergraduates' scholarly performance; it also demonstrated an association between SNSs usage and self-study of undergraduates majoring in Social Studies. It was recommended that Social Studies undergraduates refrain from using SNSs for non-academic purposes due to their potential negative effects on scholarly performance. Additionally, undergraduates should be counselled about the potential hazards of excessive and prolonged engagement with SNSs. It is imperative, however, that students should be given a comprehensive education on the effective utilisation of SNSs.

**Keywords:** Social Network Sites, Utilisation, Duration, Frequency of Engagement, Social Studies, Social Studies Undergraduates, Scholarly Performance

## **1. Introduction**

The extensive utilisation and incorporation of information technology, usually acknowledged as Information Communication Technology (ICT), has resulted to significant changes in our progressing society. The Internet or the Web is widely employed for disseminating information. Historically, the Internet was solely accessible via personal computers. Nevertheless, wireless software has facilitated the ability to connect to the Internet through mobile devices, including cellular phones (Misan-Ruppee, Obro & Akpochafo, 2023). The ubiquity and utilisation of Social Network Sites (SNSs) are consistently increasing, with their accessibility rising daily. These sites' principal benefits and importance derive from the interactive characteristics they provide to users. The utilisation of SNSs among individuals raised in the digital age has consistently increased and expanded, facilitating global engagement with individuals from various geographical regions.

Over recent decades, a significant change in interpersonal communication strategies has occurred due to information technology advancements (Sharma & Dehalwar, 2023). The broad integration of Internet-based SNSs, like WhatsApp, Facebook, WeChat, Instagram, etc., is largely responsible for this change. The rapid expansion of global SNSs and the widespread accessibility of internet connectivity have given rise to a situation in which individuals have the skills or potential to utilise SNSs excessively, disrupting their involvement with other aspects of their daily lives (Obro, 2022).

Presently, the internet functions as a crucial repository of information or data, and the growing ubiquity of SNSs utilisation among students cannot be overlooked (Iwamoto & Chun, 2020). A substantial body of study/research has investigated the influence of SNSs on scholarly outcomes in different times or periods and geographic locations (Valdez et al., 2020; Frempong-Kore & Bitherman, 2021). However, the results they collected led to differing conclusions.

The utilisation of SNSs, for Abdulkareem, Mishkhal, Saleh, and Alqayyar (2020), offers a multitude of benefits. The significance of SNSs in higher education institutions stems from their capacity to facilitate and improve teaching and learning processes, decrease administrative responsibilities, and promote greater efficacy and productivity within the educational system. (Alajmi, Al-Sharafi, & Abuali, 2020). According to Olawale and Azamabel (2021), SNSs assume a crucial role in the dissemination of information, the facilitation of social interactions, the facilitation of commercial transactions, the provision of entertainment, and the collection of data within society. However, despite the numerous advantages and benefits associated with the accessibility and utilisation of SNSs in educational and social settings, their usage by undergraduates is not without disadvantages.

The utilisation, duration, and frequency of SNSs have become integral components of our daily routines, serving as fundamental channels for accessing information, news, academic materials, networking prospects, professional affiliations, and recreational content (Frempong-Kore & Bitherman, 2021). To meet the escalating demand for educational resources, tertiary institutions are progressively endeavouring to incorporate SNSs-based instruction and integrate diverse technology into their educational practices (Valdez et al., 2020). Prior research conducted in numerous countries has illustrated the influence of SNSs in both beneficial and detrimental ways. It has been observed that the utilisation of SNSs can augment students' scholarly performance by functioning as a medium for studying and obtaining academic resources. Conversely, research conducted by Lemay, Bazelais, and Doleck (2020) indicates that the use, duration, and frequency of SNSs significantly influence students' scholarly outcomes, as they allocate a substantial portion of their time to these platforms rather than concentrating on their scholarly pursuits.

Research shows that undergraduates involved in non-scholarly activities on SNSs may have adverse outcomes, including a deterioration in their self-study, heightened fatigue,

heightened feelings of isolation, and challenges with sleep. It is a common occurrence for students to display indications of instability, restlessness, weariness, and despair when they make an effort to reduce their involvement with SNSs (Kolhar, Kazi, & Alameen, 2021). As stated by Tafesse (2022), an overindulgence in SNSs can result in the neglect of scholarly obligations and a decline in attendance, ultimately leading to unsatisfactory scholarly performance. This study is timely because university undergraduates' heavy utilisation of SNSs has made it an essential area of research to determine whether an association exists between undergraduates' utilisation of these sites and their scholarly performance.

There appears to be no new research from the researcher's location (Nigeria) that examines the utilisation, duration, and frequency of SNSs and their influence on undergraduates' scholarly performance in Social Studies. More so, reviewed literature showed conflicting reports on whether or not the utilisation, duration, and frequency of SNSs influence the scholarly performance, hence the need to carry out further research. This study is to bridge the gap in already available literature and conflicting findings, and add to the literature on the utilisation, duration, and frequency of SNSs' influence on undergraduates' scholarly performance. Consequently, this study aims to examine the utilisation, duration, and frequency of SNSs and their influence on undergraduates' scholarly performance in social studies, as they are crucial in undergraduate social studies instruction.

## **2. Related Literature Review**

### **2.1 Social Network Sites (SNSs)**

The constantly changing nature of SNSs poses a barrier in establishing a comprehensive and distinct definition. Social networking sites are a widespread communication platform distinguished by their swift and broad reach (Uwah & Ogheneakoke, 2022). It refers to collections of established web based and mobile tools, applications, and utilities that empower individuals to create and consume information and content others can access and utilise. According to Pradeepa et al. (2020), they are collections of Internet-based apps founded upon and adhering to the technological and philosophical principles of Web2.0. SNSs encompass, but are not restricted to, Twitter, Instagram, Blackberry, Facebook Messenger, Facebook, WhatsApp, Skype, 2go, Badoo, LinkedIn, YouTube, Flickr, and Tumblr. SNSs have emerged as a digital platform facilitating online conversation, enabling individuals to generate, distribute, bookmark, and establish connections with information material or content at an exceptional pace.

### **2.2 Undergraduates' Deployment of Social Network Sites (SNSs)**

According to Nielsen's (2012) perspective, the impact of SNSs usage is evident when students allocate more time to engaging with SNSs than with any other website. SNSs are becoming recognised as valuable tools or communities that can effectively augment student involvement and scholarly success (Masrom et al., 2021). Ansari and Khan (2020) asserted that SNSs can potentially serve as a platform for facilitating student learning. Furthermore, it can be utilised as an integral component inside a virtual learning environment, where the traditional classroom's physical boundaries and temporal constraints are transcended. The impact of SNSs was investigated by Oladipo and Mamman (2014). The study revealed that Facebook and email were the most popular websites among students, with 99 per cent of participants selecting them as their preferred sites. Instant messaging was also highly favoured, with 85 percent of students indicating their preference for this platform.

In contrast, the remaining thirteen sites were deemed less popular among the student population. In a study by David (2014), the data reported no discernible influence on their academics from their utilisation of these SNSs, while a majority of 42% indicated a negative effect. This suggests that the engagement of students on SNSs influences their scholarly

performance. The studies in question are pertinent to the present investigation, as both seek to determine the influence of SNSs on undergraduates' scholarly performance.

### **2.3 Social Network Sites and Undergraduate Scholarly Performance**

This topic has been the focus of an expanding collection of academic works, with many studies published. While some research (Bitherman & Frempong-Kore, 2021; Kolhar, Kazi, & Alameen, 2021; Masrom et al., 2021; Takieddin et al., 2022; Uwah & Ogheneakoke, 2022) has revealed a favourable association between SNSs utilisation and improved grades, other studies (David, 2014; Odofin & Ofojebe, 2020; Gambo & Musonda, 2022) have found the opposite to be true.

Numerous prior studies have elucidated the potential adverse association between SNSs utilisation and undergraduates' scholarly performance (Chen & Xiao, 2022). Considerable studies have studied the possible influence of excessive social media utilisation on undergraduates' scholarly outcomes (Tafesse, 2020, Masrom et al., 2021, Astatke, Weng & Chen, 2021, Tafesse, 2022).

In a study by Chowdhury (2021), the researcher considered the influence of SNSs on the acquisition of skills in English language among students. The study demonstrated that the utilisation of SNSs, particularly Facebook, has positive bearing on students' scholarly outcome. Frempong-Kore and Bitherman (2021) found that students' scholarly outcomes was positively associated with their utilisation of SNSs for scholarly purposes/motives. In contrast, Odofin and Ofojebe (2020), who investigated the impact of excessive utilisation of SNSs on students' scholarly performance, reported a negative relationship. This outcome was attributed to a substantial allocation of their time towards engaging with SNSs rather than dedicating sufficient effort to completing assignments and engaging in focused study sessions, which are known to impact scholarly performance positively.

When students utilise SNSs for scholarly purposes, Kolhar, Kazi, and Alameen (2021) discovered that their scholarly performance improved. When Uwah and Ogheneakoke (2022) examined students' SNSs utilisation and their social studies grades, they found a positive association. Nwabueze and Doris (2014) reported a negative bearing of SNSs on students' scholarly performance owing to excessive use of SNSs instead of studying. In contrast, findings from Takieddin et al. (2022) showed positive link between students' utilisation of SNSs for scholarly purposes and their scholarly performance. Maya (2015) discovered, on the other hand, that students' unsatisfying scholarly performance was attributed to the utilisation of SNSs.

### **2.4 Social Network Sites (SNSs) on Students' Scholarly Performance and Self-Study**

Adu-Boahen and Mensah (2019) studied the influence of SNSs on students' performance. The findings indicated that students who predominantly utilised SNSs for scholarly-related activities had a notable enhancement in their Grade Point Averages. The study conducted by Emeri (2019) considered the bearing of SNSs utilisation on students' performance. The result designated a strong association between the utilisation of SNSs and students' independent study habits and overall scholarly performance.

Oguguo et al. (2020) study sought after how students' use of SNSs affected their academic achievement. The results showed that students' average scholarly performance was not significantly obstructed by how long they spent using SNSs. A study by Adu-Boahen and Mensah (2019) looked at SNSs influence on students' performance. The findings indicated that SNSs had a beneficial influence on students' self-directed learning. Takieddin. et al. (2022) found no statistically association between duration of SNSs utilisation and students' scholarly achievement. Kolhar, Kazi and Alameen (2021) found that students' SNSs utilisation detracts from their self-study and has a negative influence on their scholarly outcome performance.

### **3. Research Objectives**

3.1 To ascertain the association between SNSs utilisation for scholarly purposes and the scholarly performance of undergraduates.

3.2 To investigate the association between the duration of SNSs utilisation and undergraduates' scholarly performance.

3.3 To ascertain the association between the frequency of SNSs utilisation and self-study among undergraduates.

### **4. Research Question**

4.1 Does a statistical association exist between SNSs utilisation for scholarly purposes and undergraduates' scholarly performance?

4.2 Does a statistical association exist between the duration of SNSs utilisation and undergraduates' scholarly performance?

4.3 Does a statistical association exist between the frequency of SNSs utilisation and self-study among undergraduates?

### **5. Hypotheses**

5.1 There is no significant association between the utilisation of SNSs for scholarly purposes and undergraduate scholarly performance.

5.2 There is no significant association between duration of engagement on SNSs and the undergraduates' scholarly performance.

5.3 There is no significant association between the frequency of SNSs utilisation and self-study among undergraduates.

### **6. Research Methodology**

The research design employed was correlational. The correlational approach was deemed suitable for the present inquiry due to its ability to quantitatively examine and articulate the degree/extent of association between two variables. The results of correlational research can be used to forecast future events based on current knowledge and data and determine the frequency and relationships between variables.

#### **6.1 Sample**

A total of 210 undergraduates majoring in social studies from Delta State tertiary institutions made up the study's population. A total of 210 undergraduates majoring in social studies from four different higher institutions in the State made up the research sample. This figure accounted for the entirety of the population. The study employed the purposive sampling strategy to carefully choose the study sample.

#### **6.2 Instrument**

The study utilised two instruments: the "Utilisation, Duration, and Frequency of SNSs among Social Studies Undergraduates Questionnaire (UDFSSUQ)" and students' academic records. The questionnaire was divided into sections A and B. Section A of the survey encompassed the respondents' personal data/information, while Section B contained an 18-item questionnaire. The eighteen (18) items were organised into three clusters: cluster A focused on SNSs utilisation for scholarly objectives, cluster B examined the duration of SNSs utilisation, and Cluster C explored self-study. Each cluster contained six items. The items within these categories were evaluated using a 4-point scale. The scale was employed to measure participants' agreement levels. The scale consisted of four (4) response choices of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Social Studies scores achieved by the students were utilised as a metric to assess their scholarly proficiency or performance in the subject of Social Studies.



### 6.3 Instrument Validity

Validation of the instrument involved the establishment of both face validity and content validity. The instrument was provided to specialists in measurement and evaluation to determine its accuracy. The experts were tasked with evaluating the challenges, appropriateness, significance, and sufficiency of the language employed in the instrument, in light of the study's objectives. Their comments were considered, resulting in modifications to the instrument.

### 6.4 Instrument Reliability

To establish the instrument's reliability, the test-retest method was used. Two parallel forms of the instrument questionnaire were administered to thirty (30) students at a single sitting. Pearson Product-Moment Correlation was used to correlate the scores from the two tests. This yielded a constant/index value of 0.82. The second instrument, the students' past academic record (results), does not require validation and reliability tests because the results are standard instruments.

### 6.5 Data Analysis

The acquired data underwent analysis and were subsequently presented in tabular format. The research inquiries were addressed through Pearson Product-Moment Correlation, and the hypotheses were examined employing regression statistics at a significance level of 0.05.

## 7. Research Results

**RQ1:** Does a statistical association exist between SNSs utilisation for scholarly purposes and the scholarly performance of undergraduates?

**Table 1** PPMCC analysis of SNSs utilisation for scholarly purposes and undergraduate scholarly performance in Social Studies

| Variables                   | N   | r     |
|-----------------------------|-----|-------|
| SNSs for Scholarly Purposes | 210 | 0.673 |
| Scholarly Performance       | 210 |       |

Table 1 presents the data analysis conducted to examine the association between SNSs utilisation for scholarly purposes and undergraduates' scholarly performance. SNSs utilisation for scholarly purposes was associated with undergraduate academic success ( $r = 0.673$ ). The association coefficient ( $r = 0.673$ ) demonstrated that SNSs utilisation for scholarly purposes positively impacted Social Studies undergraduates' scholarly performance. Hence, conclusively inferred that an association exists between SNSs utilisation for scholarly objectives and undergraduates' scholarly performance.

**RQ2:** Does a Statistical association exist between the duration of SNSs utilisation and the scholarly performance of undergraduates?

**Table 2** PPMCC analysis of the duration of SNSs utilisation and scholarly performance of Social Studies undergraduates

| Variables                    | N   | r     |
|------------------------------|-----|-------|
| Duration of SNSs Utilisation | 210 | 0.724 |
| Scholarly performance        | 210 |       |

Table 2 presents the data on the association between the duration of SNSs utilisation and undergraduates' scholarly performance. Duration/length of SNSs utilisation was associated with undergraduate academic success ( $r = 0.724$ ). The association coefficient ( $r = 0.724$ ) demonstrated that duration/length of SNS utilisation positively affected Social Studies undergraduates' academic performance. Hence, one can conclusively infer that an association exists between the duration of SNSs utilisation and the scholarly performance of undergraduates majoring in Social Studies.

**RQ3:** Does a statistical association exist between the frequency of SNSs utilisation and self-study among undergraduates?

**Table 3** PPMCC analysis of the frequency of SNSs utilisation and self-study among undergraduates

| Variables                     | N   | r     |
|-------------------------------|-----|-------|
| Frequency of SNSs Utilisation | 210 | 0.620 |
| Undergraduates Self-Study     | 210 |       |

Table 3 summarises the analysis of the association between the frequency of SNSs utilisation and Social Studies undergraduates' self-study. The result indicated an association between the frequency of SNSs utilisation and self-study. The association coefficient ( $r = 0.620$ ) demonstrated that the frequency of SNSs utilisation positively affected Social Studies undergraduates' self-study. The obtained association coefficient ( $r = 0.620$ ) indicates that an association exists between the frequency of SNSs utilisation and self-study.

### Hypotheses Testing

**H<sub>01</sub>:** There is no significant association between SNSs utilisation for scholarly purposes and scholarly performance of undergraduates.

**Table 4** Linear Regression of SNSs utilisation for scholarly purposes and scholarly performance of undergraduates

| ANOVA        |   |                |                             |             |                           |                   |      |
|--------------|---|----------------|-----------------------------|-------------|---------------------------|-------------------|------|
| Model        |   | Sum of Squares | df                          | Mean Square | F                         | Sig.              |      |
| 1            | Regression                              | 4.817          | 1                           | 4.817       | 254.632                   | .000 <sup>b</sup> |      |
|              | Residual                                | 4.288          | 208                         | .017        |                           |                   |      |
|              | Total                                   | 9.0905         | 209                         |             |                           |                   |      |
| Coefficients |   |                |                             |             |                           |                   |      |
| Model        |   |                | Unstandardised Coefficients |             | Standardised Coefficients | t                 | Sig. |
|              |   |                | B                           | Std. Error  | Beta                      |                   |      |
| 1            | (Constant)                              |                | .765                        | .065        |                           | 18.742            | .000 |
|              | SNSs Utilisation for Scholarly Purposes |                | .276                        | .017        | .673                      | 15.321            | .000 |

Table 4 presents an examination of SNSs' utilisation for scholarly purposes and its subsequent impact on the scholarly performance of undergraduates majoring in Social Studies. The result reported that a positive/notable association exists between SNSs utilisation for scholarly purposes and undergraduate scholarly performance. The R-value is calculated to be 0.453, indicating a substantial association level. In this instance, the value of 0.453 indicated that SNSs utilisation for scholarly purposes or objectives constituted 45.3% of the overall impact on scholarly performance. The regression analysis yielded an F statistic of 254.632 with degrees of freedom (1, 208) at a significance level of  $p < 0.05$ . Hence, the null hypothesis is

rejected. Thus, an association exists between the utilisation of SNSs for scholarly purposes and scholarly performance.

**H<sub>02</sub>:** There is no significant association between duration of engagement on SNSs and the scholarly performance of undergraduates.

**Table 5: Linear Regression Analysis of Duration of Engagement on SNSs and Undergraduates' Scholarly Performance.**

| ANOVA        |                             |                             |            |                           |         |                   |
|--------------|-----------------------------|-----------------------------|------------|---------------------------|---------|-------------------|
| Model        |                             | Sum of Squares              | df         | Mean Square               | F       | Sig.              |
| 1            | Regression                  | 4.537                       | 1          | 4.537                     | 263.455 | .000 <sup>b</sup> |
|              | Residual                    | 4.558                       | 208        | .019                      |         |                   |
|              | Total                       | 9.095                       | 209        |                           |         |                   |
| Coefficients |                             |                             |            |                           |         |                   |
| Model        |                             | Unstandardised Coefficients |            | Standardised Coefficients | t       | Sig.              |
|              |                             | B                           | Std. Error | Beta                      |         |                   |
| 1            | (Constant)                  | 905                         | .060       |                           | 17.535  | .000              |
|              | Duration of SNSs Engagement | .255                        | .019       | .724                      | 14.727  | .000              |

Table 5 presents an analysis examining the association between the duration of SNSs engagement and undergraduates' scholarly performance. The result showed a statistical association between the duration of SNSs engagement and undergraduates' scholarly performance. The R-value is calculated to be 0.724, indicating a substantial association level. The value of 0.524 indicated that the length of SNSs engagement was responsible for 52.4% of the variance seen in scholarly performance. The F statistic, with degrees of freedom (1, 208), equals 263.455, indicating a significant association at a significance level of  $p < 0.05$ . Consequently, the null hypothesis is not accepted. The study found a substantial influence of the duration of SNSs engagement on scholarly performance, as indicated by a B value of 0.255 and a Beta value of 0.724.

**H<sub>03</sub>:** There is no significant association between the frequency of SNSs utilisation and self-study among undergraduates.

**Table 6: Linear Regression of the frequency of SNSs utilisation and undergraduates' self-study**

| ANOVA        |                                  |                             |            |                           |         |                   |
|--------------|----------------------------------|-----------------------------|------------|---------------------------|---------|-------------------|
| Model        |                                  | Sum of Squares              | df         | Mean Square               | F       | Sig.              |
| 1            | Regression                       | 4.767                       | 1          | 4.767                     | 212.546 | .000 <sup>b</sup> |
|              | Residual                         | 4.338                       | 208        | .016                      |         |                   |
|              | Total                            | 9.095                       | 209        |                           |         |                   |
| Coefficients |                                  |                             |            |                           |         |                   |
| Model        |                                  | Unstandardised Coefficients |            | Standardised Coefficients | T       | Sig.              |
|              |                                  | B                           | Std. Error | Beta                      |         |                   |
| 1            | (Constant)                       | 775                         | .078       |                           | 20.202  | .000              |
|              | Frequency of Utilisation of SNSs | .204                        | .016       | .620                      | 11.333  | .000              |

Table 6 shows that the R-value is 0.620, indicating a significant association level between the frequency of SNSs utilisation and undergraduates' self-study. The coefficient of



determination, denoted as  $R^2$ , quantifies the proportion of the overall variability observed in the dependent variable, specifically undergraduates' self-study, that can be accounted for by the independent variable. In this instance, the value of 0.384, albeit relatively modest, demonstrated that SNSs utilisation constituted 38.4% of the students' self-directed learning. The analysis of variance (ANOVA) presented in the table assesses the goodness of fit of the regression equation to the data, specifically in predicting the dependent variable. The F statistic  $(1, 208) = 212.546$ , with a significance level of  $p < 0.05$ . As a result, the null hypothesis is rejected. The study reports a considerable influence of SNSs utilisation on undergraduate self-study.

## **8. Discussion**

The findings from hypothesis one indicate a statistically significant association between SNSs utilisation for scholarly purposes and scholarly performance of undergraduates majoring in Social Studies. Identifying a potential association between the utilisation of SNSs for scholarly purposes and the scholarly performance of undergraduates is not incongruous. A positive association exists between increased SNSs utilisation and enhanced or improved scholarly performance. This finding concurs with the research conducted by Valdez et al. (2020), Bitherman and Frempong-Kore (2021), Suleh and Chigbu (2021), Takieddin et al. (2022), and Uwah and Ogheneakoke (2022), who previously demonstrated a significant positive association between SNSs utilisation for scholarly purposes and undergraduates' scholarly performance, but contradict Gambo and Musonda (2022), who reported a negative association. The finding of a relationship between the utilisation of SNSs and undergraduates' scholarly performance is not surprising, given that studies have shown that the utilisation of ICT for scholarly purposes enriches scholarly performance. This serves as a demonstration that the incorporation of information and communication technology into academic courses and lessons can enhance the knowledge acquired by students on a personal level. Furthermore, the application of social networking sites within an academic context enhances students' academic performance while facilitating peer feedback on assignments and enabling students to engage in profound reflections on the subject matter. This occurs as students engage in open communication with one another, fostering the development of significant relationships with their peers through the utilisation of information and communication technology. Moreover, ICT enhances users' ability to retain information over longer durations and promotes a deeper understanding of the topics addressed in an educational environment. The level of utilisation would significantly influence the nature of the relationship, be it favourable or unfavourable. The utilisation of SNSs and ICT for academic endeavours is likely to enhance scholarly performance.

The result of hypothesis two indicates a statistical association between the duration of engagement or length of time spent using SNSs and the scholarly performance of undergraduates majoring in Social Studies. This observation aligns with the findings of Adu-Boahen and Mensah (2019) and Oguguo et al. (2020). These studies reported significant positive association between the two variables. This finding contradicts the findings of Apuke and Iyendo (2018), Seyyed, Ali, and Alireza (2019), Valdez et al. (2020), Takieddin et al. (2022), and Uwah and Ogheneakoke (2022), who observed a strong negative association between the duration of SNSs engagement and students' scholarly performance. This observation aligns with the conclusions drawn from prior research investigations. It can be inferred that students who primarily utilise SNSs and ICT for scholarly purposes are likely to exhibit enhanced scholarly performance. In contrast, students who frequently engage in SNSs/ICT for non-academic purposes may decline their scholarly performance. The finding contradicts the study of Kolhar, Kazi and Alameen (2021), who found that students' SNSs utilisation detracts from their self-study and has a negative impact on their scholarly academic performance.

Hypothesis three findings, which examine the association between SNSs usage and self-study of undergraduates majoring in Social Studies, reveal an association between these two variables. The present finding indicates that the utilisation of SNSs influences students' self-study or self-directed learning. This finding is consistent with the research findings of Remedios and Nahida (2017), Emeri (2019), and Adu-Boahen and Mensah (2019), who have previously reported an association between SNSs utilisation and undergraduates' self-study. Specifically, it indicates that increased SNS utilisation for scholarly purposes is associated with an increase in self-study engagement and scholarly performance. In contrast, an increase in ICT/SNSs utilisation for non-scholarly purposes is associated with a decrease in self-study engagement and scholarly performance. In their study, Asemah and Edegoh (2013), Kolhar, Kazi and Alameen (2021) showed that the utilisation of SNSs/ICT for non-scholarly purposes had a detrimental effect on students' self-directed learning. The significant relationship between SNSs and Social Studies undergraduates' self-study observed indicates that the more students utilise SNSs/ICT for non-scholarly purposes, the lower their self-study and scholarly performance. In essence, individuals who allocate more time to engaging with SNSs/ICT for scholarly purposes are found to improve their self-study compared to those engaging with SNSs/ICT for non-scholarly purposes.

## **9. Conclusions**

This study has established an empirical foundation for examining the utilisation of SNSs and their impact on the scholarly performance of undergraduate students majoring in Social Studies. The observation, as mentioned earlier, pertains to an association between the utilisation of SNSs and the scholarly performance of undergraduate students majoring in Social Studies. The study also reported an association between SNSs utilisation and undergraduates' scholarly performance. The research findings have yielded a valuable empirical foundation for optimising SNSs utilisation in a scholarly context, as there was a demonstrated positive association between SNSs utilisation for scholarly purposes and students' scholarly performance. An association was observed between the extent of SNSs utilisation and the level of self-study engagement among students.

Teachers, school administrators, and students all depend on SNSs to influence how schools operate in the future. The results showed that utilising SNSs for Scholarly motives or schoolwork was positively associated with scholarly success. The results of this study would guide efforts by educational institutions and government agencies to better assist students in making scholarly utilisation of SNSs. To ensure students' good intentions and effective use of SNSs, it will draw the attention of school administrators and policymakers/legislators to address their existing engagement with SNSs platforms carefully.

The study also indicated that the degree or duration of SNSs utilisation affects their grades. This finding can help bridge the gap between students' time spent using SNSs for non-academic purposes and the benefits they derive from excessive use for academic purposes.

The study found an association between undergraduates' scholarly performance and the frequency with which they engaged with SNSs. The implications of this finding for school administrators, lecturers, and students are significant and point to the necessity of measures to encourage frequent positive involvement with SNSs. Students will be more aware of the impact of SNSs on their scholarly performance, enabling them to engage with SNSs more frequently without compromising their ability to complete innovative assignments and achieve academic success. Teachers may learn a lot from this study about the need to guide students on the responsible use of SNSs. Students may be informed of the risks to their health and scholarly performance by the study if they use the sites more than necessary.

## **10. Recommendations**

10.1 Social Studies undergraduates should refrain from utilising SNSs for non-academic purposes due to their potential adverse effects on scholarly performance.

10.2 Undergraduates should be counselled regarding the potential hazards of excessive and prolonged engagement with SNSs.

10.3 SNS would allow students to expand their knowledge and engage in independent learning through access to significant global information. It is imperative, however, that students should be given a comprehensive education on the effective utilisation of SNSs.

10.4 Tertiary educational institutions' counselling centres and student representative bodies should collaborate in arranging seminars to foster awareness among teachers and students regarding the consequences of excessive use of prevalent SNSs.

## **11. Limitations**

This study is subject to several limitations. The sample size of 210 students and the use of a single university in Nigeria do not sufficiently represent the overall population. Furthermore, the distinct portrayal of this specific group within the scope of this study may limit the generalizability of the findings. Therefore, it is advisable to conduct an extension study that encompasses a more substantial sample size, similar research to cover a wider scope, and more subjects and universities to facilitate better generalisation.

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