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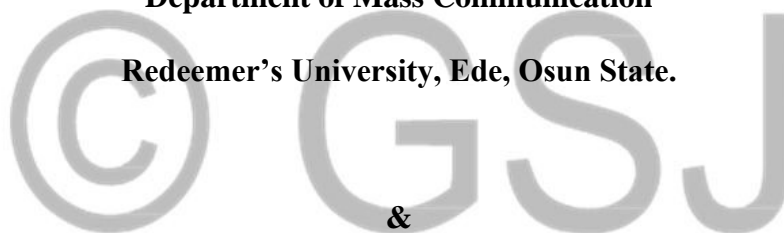
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**INFLUENCE OF SOCIAL MEDIA ON ACADEMICS PERFORMANCE OF
REDEEMER'S UNIVERSITY UNDERGRADUATES**

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ABSTRACT

Social media seems to have impacted every area of human endeavors directly or indirectly. However, opinions differ on the influence of social media on academic performance of students in higher institution of learning. The focus of this study is to unravel the influence of social media on academic performance of undergraduates in Redeemer's University. The study adopted descriptive survey research design with Student Involvement and Uses and Gratification Theories as its theoretical framework. With a sample size of 259, the study found that the students of Redeemer's University visited various social platforms very frequently, spent a maximum of 1-5 hours on social networking activities daily. The study further revealed that the network platforms often visited includes TikTok, Instagram, Twitter and WhatsApp. The study recommends that school administrators should formulate policies that will help in regulating the usage of social media among undergraduates for an improved academic performance given the number of hours spent daily on social media.

Keywords: Academic, Influence, Social Media, Redeemer's University, Undergraduates.

INTRODUCTION

The 1990s saw the introduction of the internet, which had a big impact on the communications industry. The Internet has become an integral part of modern life. It's inconceivable that someone doesn't check their social media accounts and the news at least once a day. The world as it is today requires us to be connected and aware of current events happening across the world. Unquestionably, the development of the internet has greatly aided the uptake of social networking services. Daily interactions were altered by the rise of social networking sites, and today we celebrate how technology has improved everything from entertainment to education.

According to a recent investigation, Social networking sites (SNSS), which serve as tools for connection and communication as a result of the internet's development into the best form of communication, are used by two-thirds (2/3) of internet users. These social networking platforms are known as social media (Boyd and Ellison, 2007).

Virtually every nation on earth has adopted social networking, making it a widely accepted global trend. Social media use has significantly increased, creating a platform where people can generate material, publish it, save it to their favorites, and establish relationships phenomenally. One of the most well-known demographics on social media is students. Social networks have undoubtedly taken over a student's life and eaten up the majority of their free time. Regarding the four primary advantages of using social media in higher education, there are several points of view and areas of agreement. They consist of fortifying relationships, enhancing learning motivation, offering customized course material, and encouraging teamwork (Locke, 2009). Furthermore, Kuppuswamy and Shankar (2010) examined how social networking sites attract students' attention before misdirecting it to unsuitable and non-educational activities like useless chit-chatting. However, Liccardi et al. (2007) argues that students are socially connected to one another and as a result, they engage in conversation on a variety of themes and share their everyday learning experiences on social media. Academics assert that teenagers are particularly at danger from social networks because they teach them to believe that friendship and love are simple to find and just as simple to lose. It's likely that young people accustomed to the fast-paced Internet lifestyle find life boring and wish to "restore" it by behaving dangerously, despite the fact that this is impossible. Some people are in favor of using social media. They assert that social media allow pupils to share information and have access to knowledge. Others believe that students mostly engage in conversation on social media about subjects irrelevant to their academics, which only serves to distract them from their work. As anything interesting has both good and bad consequences, social media is no different. As we all know, nothing worthwhile is

ever fully one-sided. There is a link between university students' use of social media and their academic success. This study will demonstrate how widely students use social media. Wiley and Sisson (2006), for instance, claim that earlier studies have demonstrated that more than 90% of students in higher education institutions use social networks. Additionally, according to research, students regularly spend about thirty (30) minutes every day on social networking sites (Nicole et al., 2007). This shows how extensively students are using these websites, which could have both positive and negative effects on students' academic performance.

STATEMENT OF THE PROBLEM

Billions of users worldwide are served by the interconnected computer networks that make up the internet. It is made up of a huge number of electrical, wireless, and optical networking technologies that connect millions of local to global private, public, academic, business, and government networks. The advancement of media technology has had a significant impact on how people today communicate on a daily basis. The usage of social media among today's young is growing constantly, especially among students. It is a way to be in touch with friends both in and off school environs. People may have a sense of belonging through social networking. Due to how fast social networking platforms have grown, there are increasing worries as regards to how students' use of these websites and the activities they engage in there can harm their academic performance.

The importance of the internet as a source of knowledge today, however, cannot be exaggerated, nor can the extent to which students are using social media. Students have been observed to spend more time and attention on social media than they do on their academics, and if they don't learn, they won't perform well on their exams (Osharie, 2015). Also, the study by Maya (2015) found that social media use is linked to poorer academic achievement, low self-esteem, and a lack of interest in careers that are college-oriented. Educational success is significant in a

person's life, whether it be in the family, at social events, at work, at an institution, or even among peers. Because it plays a significant role in an individual's life in terms of a successful life and respect around the globe, academic achievement is greatly valued. As a result, many people are worried about how to enhance their academic performance (Kyoshiba, 2009). Research have also shown that social media has an impact on how well students utilise English. Students frequently copy the same mistakes during exams because they become accustomed to writing in shorthand when chatting with friends (Obi et al, 2012).

Students today, particularly those in university education, have been using social networking sites (SNSS). Consequently, the purpose of this study is to examine how social media affects students at Redeemer's University's academic performance.

OBJECTIVES OF THE STUDY

The study's main objective is to examine the influence of social media on academic performance of undergraduates of Redeemer's University. However, other specific objectives are to:

1. Find out the various social media the students of Redeemer's University often visit
2. Determine the number of hours the students of Redeemer's University spend in social networking daily
3. Ascertain the influence of social media on the academic performance of Redeemer's University students

THEORETICAL FRAMEWORK

Student Involvement Theory

This theory was originally developed by Alexander W. Astin in 1984, it highlights the influences of mediating factors between the personal and psycho-social amount of commitments that students give to attain desired learning outcomes. Involvement is "the amount of physical and

psychological energy that the student gives to the academic experience," according to Astin (1999). A highly involved student, according to this theoretical model, "devotes substantial energy to studying, spends much time on campus, engages actively in student groups, and communicates regularly with faculty members and other students." The opposite of this description of an involved student is the uninvolved student (Astin, 1999).

This theory is important to the study because it investigates the degree of students' involvement in 21st-century Web 2.0 literacy in relation to their concurrent involvement in academic work and what the relationship between the two might mean in terms of academic performance. Web 2.0 is the broad perspective on the evolution of the World Wide Web from a stage where the Internet was static to a stage where user-generated content, including social media, was prevalent. Compared to Web 1.0, user interaction is higher and more demanding at this stage.

User and Gratification Theory

Katz, Blumler, and Gurevitch created the User and Gratification theory in 1974 (Wimmer & Dominick, 2011).

In essence, the theory emphasizes "what people do with media" more so than "what media do to people" (Katz, 1959, cited in Idakwo, 2011). The theory is based on the advantages or gratifications that draw viewers to different forms of media and keep them there as well as the kinds of material that meet their social and psychological requirements. Due in part to their participatory nature, social networking sites as new media of communication also lend themselves to uses and gratifications approaches (Grant, 2005). According to Rubin (2002), research on uses and gratifications has traditionally concentrated on how media are utilized to gratify personal and entertainment-related cognitive and emotional demands. The Uses and Gratifications point of view proposes that beneficiaries make deliberate decisions about the media messages they open themselves to and at what frequency, taking into account individual

needs and cravings independent of its impact on them—positive or negative—instead of expecting that media messages have quick, similar impacts on the people who consume them.

This theory is important to this study because it shows that students use social networking sites like TikTok, WhatsApp, Instagram, and Twitter solely to meet their needs, whether they be physical or psychological, regardless of the impact these sites may have on their academic performance. An in-depth examination of the Uses and Gratifications theory's hypotheses and the Student Involvement theory's postulates will show where, for a student social media user, the needs for extracurricular (social) gratifications are met and where the needs for being an involved (academically committed) student are met. The application of the theory of Student Involvement suggests that, despite the potential for poorer than anticipated academic achievement due to the usage of social media, students' personal investment in their studies aids in improving their academic performance. The two theoretical justifications are thought to complement one another in helping to accomplish the goals of this study.

REVIEW OF RELATED LITERATURE

Social media and student academic life in higher education

The activities associated with work done in colleges and universities, particularly those that emphasize study and critical thinking above practical or technical abilities, are referred to as academic life in this context. On the other hand, higher education is a level of education that typically refers to learning that occurs after the age of 18 and occurs at universities as well as other colleges and institutions that grant academic degrees and professional qualifications. Aside from the fact that most discussions of social media are thought to be either very simple or very philosophical, a growing number of educationalists who are exploring and aspiring in this field are starting to think about the potential significance and likely implications of social media for education practice and provision, especially in terms of higher education. Social media is playing

a more and bigger role in people's daily academic life. Likewise, some critics describe social media as a self-networked acknowledging gateway that plays a significant role in sociality and identity recognition in the lives of many individuals (Papacharissi, 2010). Social media's feature of reflecting a highly linked, communal, and creative quality application that is more flexible, fluid, and rapid in nature will ultimately be seen as significant in higher education in a practical sense by a student who is attending university. As a result, social media is linked to a rise in young people's propensity to multitask and rely on digital juggling of obligations and everyday activities (Subrahmanyam and Mahel, 2011). Subtly, social media's autonomy gives students more choice over the type of work they do, where they do it, when they do it, and how they do it, which is another reason why young people are drawn to these developing technologies. Young people "are not happy to be passive consumers, and increasingly satisfy their craving for variety, convenience, customisation, and control by developing, manufacturing, and distributing things themselves," according to Tapscott and Williams (2008).

For 261 students with an average age of 22 years, Michikyan, Subrahmanyam, and Dennis (2015) employed a mixed-method approach to study the association between online academic disclosure (specifically status updates about their academic experiences) and academic success. According to a thematic analysis of their posts, 14% of their Facebook comments were of an intellectual nature. The majority of students in Camilia, Sajoh, and Dalhtu's (2013) study, on the other hand, utilized social media for academic objectives.

According to a number of studies, social media use reduces the amount of time students have for studying. Alwagait, Shahzad, and Alim (2015) looked into how 108 Saudi students' use of social media affected their academic achievement. According to survey results, Facebook was the second most popular social network behind Twitter. Students spend 25.3 hours a week on social media, on average. Sixty percent of the respondents recognized that using social media

excessively has a detrimental impact on their work and said that using it for no more than 10 hours per week would prevent this.

In a similar vein, Rabin, Fogel and Nutter-Upham (2011) found that there is a connection between social media use, procrastination, and poor academic performance after distributing a 30-minute questionnaire to 212 university students. Between 30 and 60 percent of college students reported using social media to put off their academic responsibilities and socialize or browse the internet.

Few studies have looked into the factors that can affect students' usage of social media in terms of when, how, and how much. In an exploratory survey study, Krischner and Karpinski (2010) sought to determine whether and how 102 undergraduate and 117 graduate students in a public US university utilized FaceBook, and how this usage connected to study time and grade point average. They also gathered data from the students' own perceptions of FaceBook use through the poll they employed. Users of FaceBook reported poorer GPAs and fewer study hours. However, the quantity of time that users and non-users spent on the Internet did not differ, but their approaches to learning did. No matter the student's level (undergraduate or graduate) or major (humanities, social sciences, medicine, STEM, or business), these findings held true. The study also suggested a connection between FaceBook use and personality as well as working hours.

Boogart (2016) conducted a study in four colleges, examining the replies of 3134 students, to determine the effect of FaceBook on campus life at four higher education institutions. He discovered a strong correlation between the amount of time spent on FaceBook and numerous demographic factors. FaceBook usage was much higher among women. In comparison to students with higher GPAs, individuals with a GPA of 2.99 or below claimed to spend more time on FaceBook. Additionally, undergraduate students in their first and second years of study use

FaceBook more frequently than those in their third year, with the majority of third-year students (almost 70%) using it for fewer than 30 minutes each day.

A few studies indicated social media's potential to be more beneficial, but they also noted the variety of ways students used and viewed these platforms. This link was examined in the Nigerian setting by Camilia, Sajoh, and Dalhtu (2013). 97% of pupils used social media networks, according to survey responses from 536 students. YouTube and "2go" were the next most popular social networking sites after FaceBook. The majority of students (91%) used social media for fewer than four hours each day. 32% of the students said social media had a negative impact on their academic performance, 25% of the students said it had no effect, and 25% of the students thought it had a favorable benefit. Approximately 75% of the students said they utilized it for homework.

According to Wodzicki, Schawmmlein, and Moskluk (2012), social media has the potential to help students improve their self-directed learning abilities because they give them a platform to research topics and gather information by accessing online databases or interacting with other students who share their interests in order to constructively exchange ideas and deepen their knowledge through informal and formal activities. A study into the sharing of academic knowledge using StudiVZ, a platform similar to FaceBook, was done on 774 StudiVZ users. 498 women and 276 men between the ages of 19 and 29 made up the sample, which falls within the normal age range for German students. According to analysis, one fifth of students used this social media platform to increase their knowledge. However, the bulk of people, particularly freshmen, used it for social activities like networking and acclimating to campus life. The researchers came to the conclusion that social functions for using social networks and information exchange should not be seen as mutually exclusive but rather as integrated.

Gender Usage of Social Media

Male and female use of social media is equivalent (Pew Research Center, 2017). However, according to Lim, Heinrichs, and Lim (2017), women and men have different perspectives on social media. Social media businesses have found that interest and curiosities are the main factors influencing female social media usage, whereas diversity of content is the main factor influencing male social media usage. There are gender differences in social media use, according to a number of researches. For instance, one of the research carried out to examine this phenomena revealed that ladies use social media sharing platforms less frequently than males do (Putzke, Fischbach, Schoder & Gloor, 2014). In contrast, a 2007 study by the Pew Research Center found that just 40% of male teens use social media, while 40% of female teenagers do. Of the 70% of female teenagers who use social media, only 54 are active users and upload images on various platforms.

Chan, Cheung, Na Shi, and Lee (2015) found that while most females use social media to engage with family and make friends, while males are more drawn to gaming and activity-focused activities. The psychological qualities influencing how men and women use social media differ, according to Correa, Hinsley, and Zungia (2010). Men who are emotionally stable, for instance, use social media less frequently than men who are not emotionally stable. However, the frequency of women's usage of social media was mostly unaffected by emotional stability. Additionally, it was claimed that open-minded women use social media more frequently than introverted women. However, openness to new experiences has minimal effect on how frequently men use social media. Gender usage differs when it comes to the multitasking phenomenon on social media. Women commonly use many social media platforms at once while working on other projects, according to studies. Studies show that of those who used social media, 50.6% had in-person conversations and 50.5% had phone conversations (Scheider & Offer, 2011). Studies show that women are better at multitasking than men. For instance, as mentioned in (Mantyla, 2013), moms multitask for 10 more hours per week than dads.

METHODOLOGY

The researcher conveniently selected two hundred and sixty-six (266) students out of the overall population of Redeemer’s University students. The researcher also employed the primary source of data collection which was the use of questionnaires. The questionnaires were personally administered to students online.

DATA PRESENTATION

Table 1: Demographic profile of the respondents

Demographic information	Frequency	Percent
Gender		
Male	121	46.8%
Female	138	53.2%
Level of Education		
100 Level	83	32.0%
200 Level	66	25.5%
300 Level	54	20.8%
400 Level	23	8.9%
500 Level	33	12.7

Source: Field Survey

How often do the students of Redeemer’s University visit various social platforms?

Table 2

Options	Frequency	Percentage
Very often	127	49.0

Often	46	17.8
Not often	86	33.2
Total	259	100

Field Survey

From the responses obtained as expressed in the table above, 49.0% said very often, 17.8% said often, while the remaining 33.2% said not often

How many hours do the students of Redeemer’s University spend on social networking activities?

Table 3

Options	Frequency	Percentage
1-5 hours	135	52.1
6-10 hours	104	40.1
11-14 hours	14	5.4
15+ hours	6	2.3
Total	259	100

Field Survey, 2023

From the responses derived from the table above, 52.1% ticked 1-5 hours, 40.1% ticked 6-10 hours, and 5.4% ticked 11-14 hours while the remaining 2.3% ticked 15+ hours. These shows that majority of the respondents spent 1-5 hours on social networking activities.

What social networking platforms do the students of Redeemer’s University visit each day?

Table 4

S/N	ITEM STATEMENT	SA	A	D	SD	X	S.D	DECISION
		4	3	2	1			
1	TikTok	70	132	35	22	3	8.7	Accepted
2	Instagram	79	73	25	5	3.1	9.0	Accepted
3	Twitter	175	150	5	4	3.6	9.6	Accepted
4	WhatsApp	155	70	24	10	3.4	9.3	Accepted

Source: Field Survey

In table above, item 1 with mean response of 3 accepted TikTok, Item 2 with mean score of 3.1 also accepted Instagram, Item 3 with mean score of 3.6 accepted Twitter, finally, Item 4 with the mean score of 3.4 also accepted WhatsApp as social media sites that Redeemer’s University students visit each day. Item 1, 2, 3 and 4 have mean scores of and above 2.50. This indicates that respondents accepted that these are some of the networking platforms do the students of Redeemer’s University visit each day.

How has the use of social media influenced the academic performance of the students of Redeemer’s University?

Table 5

Options	Frequency	Percentage
Positively	139	53.6
Negatively	87	33.5
No effect	33	12.7
Total	259	100

Field Survey

From the responses obtained as expressed in the table above, 53.6% said it affected academic performance positively, 33.5 said negatively, while the remaining 12.7% said it had no effect.

DISCUSSION OF FINDINGS

This study set out to investigate how social media influences the academic performance of students in Redeemer's University. The findings of the study were discussed based on the research questions raised.

RQ 1: Find out the various social media the students of Redeemer's University often visit

The information presented in Table 4 above shows that 132 respondents representing the mean score of 3 used TikTok every day, while 150 respondents representing a mean score of 3.6 used Twitter every day. A mean score of 3.1 representing 73 respondents use Instagram every day, while 70 respondents with a mean score of 3.4 use WhatsApp every day. This finding reveal that 150 respondents with a mean score of 3.6 used Twitter every day. Following closely behind Twitter is TikTok, WhatsApp came third and then Instagram.

Table 2 also shows the frequency at which students visit these platforms. 127 respondents representing 49.0% chose Very Often, while 46 respondents representing 17.8% chose Often. Lastly, 86 respondents representing 33.2% chose Not Often. This revealed that students of Redeemer's University visit social platforms very often. A study carried out by Alwagait et al. (2015) corroborates the high use of Twitter among university students.

RQ 2: Determine the number of hours the students of Redeemer's University spend in social networking daily

From the data presented in Table 3 above, 135 respondents representing 52.1% spend 1-5hours on social media, 104 representing 40.1% respondents spend 6-10 hours on social media

activities. A total number of 14 respondents representing 5.4% spend 11-14 hours on social media, while 6 respondents representing 2.3% spend 15 hours and more on social media activities. This finding reveals that 52.1% of students in Redeemer's University spend 1-5 hours on social media and this asserts a study carried by Alwagai et al (2015) that the average number of hours spent by students on social media was 25.3 hours per week which is about 4 hours every day.

RQ 3: Ascertain the influence of social media on the academic performance of Redeemer's University students

Table 5 shows how social media has influenced the academic performance of the students of Redeemer's University, 139 respondents representing 53.6% agreed that social positively affected their academic performance. While 87 respondents representing 33.5% said that the use of social media negatively affected their academic performance, and 33 respondents representing 12.7% revealed that the use of social media had no effects on their academic performance. This revealed that social media has a positive influence on the academic performance of Redeemer's University students. This finding is in line with some studies carried out by other researchers (Camilia et al., 2013; Wodzicki et al., 2012) who found out that students use social for their school work.

CONCLUSION

It is conclusively shown that the advent of social media has had a significant impact on our daily routines. Students are included in these as social media has had a significant impact on their academics, social lives, religious lives, etc. The study finds from the outcomes it has received and examined that:

- The students of Redeemer's University (RUN) frequent a variety of social media sites often with Twitter being the most visited social media platform.
- They engage in social networking activities for a maximum of 1 to 5 hours every day.

- The social media platforms TikTok, Instagram, Twitter, and WhatsApp are often used.
- The social media platforms visited have a positive impact on the academic performance of Redeemer's University students.

RECOMMENDATION

On the basis of the findings, the researcher suggests that school administrators should develop policies that will help in regulating the usage of social media for an enhanced academic performance because social media usage by students of higher institutions is inevitable but can be efficiently controlled.

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