

Negative Impact of Social Media on the Performance of Secondary School Students in Nsukka Local Government Area of Enugu State.

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ABSTRACT

This study aimed to find out the amount of time students spend on social media and the resultant effect on their academic performance and on their health. Survey design was used to collect data from 602 senior secondary school students of Nsukka Local Government Area of Enugu State, Nigeria. Statistical Package for Social Sciences (SPSS) was used to analyze the data. Our results show that:1) there is significant contribution of social media on the poor performance of students.2) The amount of time students spend on social media is 4-8 hours daily. 3) Students use social media for “getting educational aids/study material”. And finally there is significant effect of social media on the health of the students.

Keywords: social media, student performance, academic achievement

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1. INTRODUCTION

Academic achievement or (academic) performance according to wikipedia is the extent to which a student, teacher or institution has achieved their short or long-term educational goals. Cumulative Grade Point Aggregate (GPA) and completion of educational benchmarks such as secondary school diplomas and bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important—procedural knowledge such as skills or declarative knowledge such as facts (www.google.com). Measuring academic performance can occur at multiple levels and serves multiple purposes. For example, classroom teachers often conduct formative and summative tests to evaluate student mastery of course content and provide grades for students and parents.

State tests are designed primarily to measure progress at the school or school district level. In particular, graduation tests are used to determine whether a student has mastered the minimum content and competencies required to receive a high school diploma. Each of these kinds of assessments engenders significant questions related to test design, types of decisions supported by the results, alternative assessments, and accommodations (Heubert & Hauser, 1999; Minnema, Thurlow, Bielinski, & Scott, 2001). In Nigeria at the end of secondary education students take terminal examinations such as West Africa Examination Certificate (WAEC) and National Examination Council (NECO).

Social media according to Ogunjinmi Bolaji (2017) are online technology platforms that help to connect people together far and near. They are used to build relationship among people. They are equally used for educational purposes. Social media platforms available to students includes Facebook, Whatsapp, Google Plus, Blogs, Twitter, Instagram, YouTube and much more.

The use of social media by students helps them to have access to basic information as quickly as possible. It has been observed that social media has a wider and faster means of circulating information not only to the students of an institution but also to the generality of the public. Some advantages of using social media are: facilitate online learning, access to information, it helps to gain wider knowledge and it also helps to build relationships. As everything that has positive impact also has negative impact, social media is not an exception. In this research we want to investigate the negative impact of social media on the academic performance of Secondary School Students in Nsukka Local Government Area of Enugu State. This paper is divided into objectives of the research, research questions and hypotheses, review of literature, method of data collection, results and discussions, conclusion, recommendation, limitation of the study and suggestions for future works.

1.1 Objectives of the Research

- 1) To investigate on how social media contributes to the poor performance of students.
- 2) To know the amount of time students spend on social media.
- 3) To find out what students actually do on social media.
- 4) To find out how social media affects the health of the students.

1.2 Research Questions and Hypotheses

Research question 1: Do the social media contribute to the poor performance of secondary school students?

H₀; there is no significant contribution of social media on the poor performance of students.

H₁; there is significant contribution of social media on the poor performance of students.

Research Question 2/Hypothesis 2: How much time do students spend in social media?

Research Question 3/Hypothesis 3: What actually do students use the social media for?

Research Question 4/Hypothesis 4: How do social media affect the health of the students?

H₀; there is no significant effect of social media on the health of the students.

H₁; there is significant effect of social media on the health of the students.

2. REVIEW OF LITERATURE

2.1 Theoretical Framework

This research is based on the theoretical framework of social control theory as proposed by Ivan Nye (1958), he formulated the theory after interviewing 780 young people in Washington State. Like Reiss (1951:196) he focused on the family as a source of control. Reiss defined delinquency as, "...behavior consequent to the failure of personal and social controls." Personal control was defined as, "...the ability of the individual to refrain from meeting needs in ways which conflict with the norms and rules of the community" while social control was, "...the ability of social groups or institutions to make norms or rules effective." It is also based on self-control (Gottfredson and Hirschi, 1990) and on the pickle jar theory (www.google.com) which is a time management solution that is simple and actually works. If secondary school students balance the time they spend on the social media and the time they spend on their books they will perform better academically. The problem they have is that they spend more time on the social media than on their books.

2.2 Empirical Study

Study et al (2016) in their research investigated the use of social media by students. They did this by the use of qualitative research methodology, where three (3) teachers of Gambool Public Secondary School (GPSS) were interviewed and group discussions were held amongst 12 students of the same school. At the end of the research, it was observed that Facebook and WhatsApp were the most commonly used social media applications.

Also the research revealed that most students use the social media as a communication tool, while few students (25% to be précised) used them for educational purposes. Both teachers and students confirmed that the social media has both negative and positive impacts on students, though the negative impacts surpass the positive. Due to the fact that parents and teachers noticed an unruly affection between social media and secondary school students, (Ndege et al., 2015) dimmed it necessary to carry out a research in order to find out if there is a connection between the academic performance of secondary school students and the social media. This study which adopted an analytical approach revealed that 72% of students perform below average while just 28% got above average because of the fact that most students spend longer time on social media at the expense of their studies.

Considering the fact that internet usage has increased rapidly worldwide, a study was conducted on internet and social media usage by teenagers in secondary schools of the rural area. This study covered three (3) secondary schools in Konya of Turkey, where questionnaires were shared amongst teachers to be distributed to the students. The result of the study showed that there is a relationship between the gender of the student and the purpose of the internet usage. The statistical relationships showed that girls use the internet for home works and surfing while, the boys use it for playing games, chatting and reading news (Relations, 2017).

A SmartUnitn project that shows how students' academic performance can be affected by their time allocation on social media applications was proposed by Giunchiglia et al (2018). These social media applications include Social Network Sites (SNS such as Facebook, Instagram), Instant Messaging applications (IM such as What Sapp), and browsers such as Firefox and Internet Explorer. The project was achieved by installing an i-Log mobile application on the smart phones of 72 participants. The purpose of this i-Log application is to store some stream of data (which can be the application running on the device) and also provides time diaries (which are logs that come as questions to be answered by participants in order to provide information regarding time in terms of activities performed. The result of the research showed that spending so much time on SNS or getting instant messages while in class has a negative impact on students' performance.

Sequel to the fact that social network contribute negatively in our educational sector, (Almu & Buhari, 2014), conducted a research aimed to establish a link between social network trend and students in Sokoto metropolis. The result of the research which entailed questionnaire analysis amongst 120 secondary schools showed that majority of the students (90%) has mobile social network accounts. Communication (37%) and entertainment (33%) are mainly what these students use the social network for, just as also deduced by (Study et al., 2016). Also this research brought to the open the fact that many of the students cannot spend a day without visiting Mobile Social Networks (MSN) while 45% of the students disagreed that the Mobile Social Network (MSN) improved their performance in school.

Since it is fondly said that too much of everything is bad, a study was conducted to help educate students on the benefits and limitations of using social media networks for both leisure and academic work. This was done by conducting a descriptive survey on 100 science students from senior secondary school in Lagos State Education District VI, Nigeria. The three(3) hypothesis set by the researchers were all rejected showing that the social network do more harm than good in terms of students' performance, since the habit of learning decreases on a daily basis (Oginni et al 2016).

Scott et al (2017) in their research measured the frequency of use and actual engagement of social media users. 249 adults between the ages of 18-26 participated in the research all residing in the United States. Analysis of the Social Media Use (SMU) frequency showed that a wide range of minutes are logged onto the social media per day. In addition to this, it was discovered by the researchers that emerging adults are most likely to own smart phones or electronic devices that facilitate visiting the internet frequently. With regards to social media engagement, most social media users just message friends, circulate post as well as react to peoples post.

In another study by Ali et al (2016) interviewed a total of 47 students in order to be abreast with social media use, social media as a form of distraction for students as well as aid in academics. The data collected was analyzed with ATLAS-Ti-7 and MS Excel. The result highlighted that different social media applications are used for information sharing, socialization and so on. But the attitude of students towards this social media has made it a source of distraction in their academics, though few still use it as academic aid. Sabanci A. (2014). Whillans & Chen (2017) conducted a research to examine if the social media application affects students sense of social belonging, as well as their view regarding their peer's social status. This survey involved first year students and those in other years, by making them view high and low social status profiles. It was discovered that the first years and students in other years felt differently. While the first years expressed reduced feeling of belonging after viewing high profile status, students in other years still maintained their self-esteem. With this it came to the researchers' conclusion that people new to the social media are prone to negative impacts of social media. Students thought on university social media policy, as well as options about the university management monitoring and disciplining students based on the social media posts were gotten by (Connor, Schmidt, & Drouin, 2016). Findings revealed that most students (78%) objected to the idea of their social media posts being monitored. Also they opposed to the idea of disciplinary actions taken on them if found working against the school social media policy (if there should be any though).

In a research conducted by (Calheiros & Stauder, 2018) and (Barry, Sidoti, Briggs, Reiter, & Lindsey, 2017), mental health is categorized into two: the internalizing dimension (depression, anxiety and low self-esteem) and externalizing dimension (hyperactivity, peer problem and behavioral issues like fighting and stealing). (Calheiros & Stauder, 2018) went ahead to carry out a study that entailed 72 active respondents by distributing an online questionnaire to the parents of some teenagers in their various emails. This survey which included two (2) sections, one for the parents and the other for the teenagers was constructed in such a way that the parents section will contain questions regarding the mental health of their child, since it is believed that the parent will be more direct, truthful and objective. At the end of the data collection, it was discovered that different social media activities are differently related to mental health.

A similar approach was adopted by (Barry et al., 2017), to find out the result of adolescence social media activity, by taking into cognizance the response of both adolescents and their parents. The finding of the research showed that activities carried out by these adolescents on the social media, such as the number of accounts owned by them is as a result of loneliness. Most parents also reported cases of hyperactivity, anxiety and depression on their children. H. Scott & Woods, 2018 carried out a research to study the link between teenagers' social media habits and poor sleeping outcomes. Questionnaire was distributed at a UK secondary school with some measures such as fear of missing out (FMO), night time social media use, pre-sleep cognitive arousal and sleep habits used. After careful analysis of the data collected from 101 participants, it was brought to the lime light those adolescents who have the fear of missing out on conversations or happenings online, tend to be online at midnight. Furthermore, since they do this, it results to inability to fall asleep on time, which results to shorter sleep duration.

Owing to the fact that the social media is now part and parcel of students, a study was undertaken by (Yoo, Yang, & Cho, 2016) to investigate if students are affected by posts related to smoking on the internet. A total of 366 students at three Midwestern Universities participated in the survey and they were in turn given extra credit or \$15 for their participation. An IPI (Influence of Presumed Influence) model was used to test the effects of smoking related messages. Firstly it was noticed that pro-smoking messages (like adverts on cigarette, showcasing of smoking habits in movies and so on), help promote the increased smoking habit amongst students. Secondly, anti-smoking post online tends to minimize their smoking habits. The relationship between the addictive use of social media, depression and suicide attempt was measured among students in the university. A total of 374 university students participated, and it was observed that what Sapp is the most commonly used social media application followed by Facebook. Secondly, that the main use of social media by students are to contact friends (35.6%), entertainment (17.6%), academic issues (10.7%), as also observed by (Study et al., 2016).

Finally, it was concluded that if a student is addicted to the social media, then there is a tendency of spending much time there and might result to depression (Jasso-medrano et al., 2018). Two studies were conducted by (Smith, Morgan, & Monks, 2017), to prove that social media rejection affects the psychology of students, which might result to mental ill health. In the first study, participants were selected randomly to read a brief description of either inclusion and exclusion of social media, to see how it will affect them. Result showed that social media rejection threatened their sense of belonging and self-esteem. The second study was just to replicate the findings of the first, by comparing how students (in their late 20's) and university students (in their late teens) react to social media rejection. Furthermore, the study also predicted that students' educational environment affect their reaction to rejection on social media.

Finally it is quite interesting and at the same time disturbing to know that the social media affects students in all ramifications. This was why (Sharifah et al., 2016) conducted a research by adopting both the qualitative and quantitative survey approached like (Mao, 2014), to find out how this social media affects students attitude generally. The result of their analysis showed that teenagers find it difficult to use the word "SORRY" when they offend someone, instead they feel more comfortable expressing themselves on social media. The researchers observed that most undergraduate students even find it difficult to greet their tutors and never think twice before using offensive words...thanks to social media. In this project we equally want to find out whether social media impacts negatively on student's performance. We employed the use of questionnaire to collect data from four urban secondary schools in Nsukka Local Government Area of Enugu Nigeria. Nsukka Local Government Area has 31 public secondary schools. We collected data from 602 senior secondary students in the Nsukka Local Government Area of Enugu State.

3. METHOD OF DATA COLLECTION

The instrument used for data collection in this research work is the structured questionnaire. It is made up of two (2) parts: Part1 (Bio-data) and Part2(Effects of social media on students). The part2 of the questionnaire has four (4) sections, which were constructed based on the research questions, and are as follows:

Section1: 13 items, Section2: 2 items, Section3: 22 items, Section4: 9 items, Total = 50 items. The questionnaire was structured in different likert fashions based on their relevance which include: Strongly Agree (SA) Agree (A) Disagree (D) Strongly Disagree (SD)
I contribute, I use it, I know it but don't use it, I don't know it, Always, Rarely and Never.

The researcher visited the sampled schools and administered the questionnaire to the respondents. All the student respondents completed their questionnaire on the spot.602 questionnaires were administered by the researcher. The researcher collected the 602 filled questionnaires from the students. Each school she visited she administered the questionnaire to them and waited for the students to fill and return to her.

4. RESULT AND DISCUSSIONS

4.1 Research Questions

Research Question 1/ Hypothesis 1:

Do the social media contribute to the poor performance of secondary school students?

H₀: there is no significant contribution of social media on the poor performance of students.

H₁: there is significant contribution of social media on the poor performance of students.

The result of the analysis as gotten from SPSS version 21 for the model summary is given on table 1 below.

Table 1: Model Summary for research question 1
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. Change
1	.896 ^a	.802	.772	207.780	.802	26.342	2	13	.000

a. Predictors: (Constant), Time, APerformance

Test Statistics: p-value = 0.0001

Adjusted R square = 0.772

Decision Rule: reject H_0 if p-value < α -value, otherwise accept.

Conclusion: since p-value (0.0001) is less than the significance value ($\alpha = 0.05$), we do not accept H_0 and we conclude that there is significant contribution of social media on the poor performance of students. That is the null hypothesis was rejected. We accept the alternate hypothesis (H_1). There is significant contribution of social media on the poor performance of students. The adjusted R square = 77.2% also shows a good measure of fit to the regression model.

Research Question 2

How much time do students spend in social media?

From the result of our analysis using SPSS package, the mean value is 1.57 which is approximately two (2) on the weighed scale, it implies that on the average, the amount of time students spend on social media is 4-8 hours daily. These are presented on tables 2 and 3 below.

Table 2: Mean Statistics
Statistics

ts18

N	Valid	602
	Missing	3
Mean		1.57
Minimum		1
Maximum		4

Table 3: The frequency table
ts18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-3hrs	399	66.0	66.3	66.3
	4-8hrs	104	17.2	17.3	83.6
	9-12hrs	59	9.8	9.8	93.4
	13hrs and above	40	6.6	6.6	100.0
	Total	602	99.5	100.0	
Missing	System	3	.5		
Total		605	100.0		

Research Question 3

What actually do students use the social media for?

The result of the frequency test using SPSS package shows that what students actually use social media for is “getting educational aids/study material” since the percentages of “always” is highest that is 46.3%.

Research Question 4/Hypothesis 4:

How do social media affect the health of the students?

H₀: there is no significant effect of social media on the health of the students.

H₁: there is significant effect of social media on the health of the students.

The result of the analysis as gotten from SPSS version 21 is given in table 4 below.

Table 4: Model Summary for research question 4

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.844 ^a	.713	.668	260.414	.713	16.112	2	13	.000

a. Predictors: (Constant), Shealth, Mtime

Test Statistics: p-value = 0.0001

Adjusted R square = 0.668

Decision Rule: reject H₀ if p-value < α-value, otherwise accept.

Conclusion: since p-value (0.0001) is less than the significance value (α = 0.05), we do not accept H₀ and we conclude there is significant effect of social media on the health of the students. Here the null hypothesis is also rejected. We accept the alternate hypothesis (H₁).

The adjusted R square = 66.8% also shows a good measure of fit to the regression model.

5. SUMMARY OF FINDINGS

From the findings above, it is seen that:

1. There is significant contribution of social media on the poor performance of students.
2. The amount of time students spend on social media is 4-8 hours daily.
3. Students actual use social media for “getting educational aids/study material” since the percentages of “always” is highest there i.e 46.3%.
4. There is significant effect of social media on the health of the students.

6. CONCLUSION

The use of Information and Communication Technologies (ICT) is gradually being integrated into Nigerian secondary schools. Mobile devices such as mobile phones, laptops, tablets and lots more have become a learning tool with unlimited prospects in both classrooms and outdoor learning. Most of the time, the students are seen on social media platforms instead of studying their books. Frequent visit of students on certain activities of social media are distractions to their studies and this will eventually lead to poor performance in their academics and also affect their health negatively.

7. RECOMMENDATIONS

From the result of this study we observed that social media affects students negatively both in their academic performance and in their health. We recommend that students should:

- i. Be taught how to manage their time.
- ii. Exercise discipline while using social media.
- iii. Be focused and finally should not be distracted from their studies.

Secondly that parents and guardians should:

- a. Desist from buying mobile phones for their children to take to school.
- b. Monitor their children and ward's online behaviors and how often they are online.

Thirdly that government and educational authorities should:

- i. Ban secondary school students from having and bringing mobile phones to schools.
- ii. Schools should enforce what government has banned.

8. LIMITATION OF THE STUDY

This study is limited to urban public secondary schools in Nsukka Local Government Area of Enugu State.

9. SUGGESTIONS FOR FURTHER STUDIES

Based on the findings, the following suggestions are made for further research studies.

1. Further research should be carried out on this topic to cover more local governments in Enugu State especially rural schools.
2. The gender of students should be considered.

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