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SOCIAL MEDIA AND SMART PHONE USAGE AMONG STUDENTS IN NIGERIA: THE IMPLICATIONS TO THEIR ACADEMIC ACTIVITIES

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Abstract

Purpose: *The paper examines Social Media (SM) and Smart Phone (SP) usage among undergraduates in Nigeria universities in relation to their academic activities.*

Design: *Four research questions guided the study and the research design adopted was a descriptive research design. Cluster sampling technique was used to draw respective samples of 300 which include second year students and above from the selected universities. Questionnaire was the instrument used to collect data which was analyzed using frequencies and percentages in pie charts and bar chart in addition to mean scores.*

Findings: *The findings of the study revealed that SM and SP affect the academic activities of undergraduates as they utilize them mainly for receiving and sending text messages, updating their profiles and performing team projects. However, they cause distractions to the addicted users and inappropriate contents can be posted by undergraduates. The strategies to enhance use of SM and SP for academic activities include: provision of adequate power supply, acquisition of computers and internet skills by students, increasing internet bandwidth among others.*

Practical Implication: *SM and SP enhance learning even outside the classroom and they change students' concepts about studying with modern technology.*

Originality: *The originality of this work lies on the clear identification of how the use of SM and SP impacted on the academic activities of undergraduates in Nigeria. Social Media and Smart Phone give quicker access to information and promotes information sharing among undergraduates.*

Key Words: *Smart Phones, Social Media, Undergraduates, South East Nigeria, Information Technology, Academic Activities.*

Introduction

It is very difficult for those of us that work in academic libraries to deny the fact that Smart Phone (SP) and Social Media (SM) use have not spread tremendously among university students in recent years (see Mojaye, 2015; Ezeah, Asogwa, Edogor & Obiorah 2013). It is important to note that SP is a type of mobile phone produced with great features which can hold important information through personal computers and note books; it is also regarded as a Personal Digital Assistant and needs to access internet, e-mails and corporate database server (Chang, Chen & Zhou, 2009). Social Media is also a wide interactive platform that employs mobile and web based technology in order to enable people or users to create, share, and co-create contents as well as discussing and modifying generated contents (Kietzmanm, Silverstre, McCarthy & Leyland, 2012 cited in Lawson et. al. 2016: 261). On the other hand, these are regarded as SM platforms: Facebook, Twitter and Linkedin, these three are social networking sites; YouTube and Flickr are media sharing sites; wikis and blogs are publishing and creating tools (Greenhow cited by Gikas and Grants, 2013:19). These show that SM can simply be defined as the online interactive platforms using web based technologies to collect and share diverse online information for unlimited purposes. These days the number of users that access Social Media with SPs is increasing on daily bases (Ha, Kim, Libaque-Saenz, Chang & Park 2015).

Despite the economic situations in the country, most students now owe Smart Phones who through the internet were able to access Social Media networks. Smart Phones are multimedia phones which have such features as sound recordings, or podcasting, camera, and video. They are mobile phones which have computer functions such as address book, mini keyboards, calendar, e-mail, office programs for reading and editing (Kibona and Mgaya (2015). Thanks to the Chinese manufactures who through the years have reduced the cost of SP drastically. The increasing use of the latest communication technologies such as internet,

and Smart Phones no doubt is prominence in the lives of youths especially those of them in higher schools. Students these days sleep with their SP very close to them while at lecture halls and social places such as restaurants; they concentrate more on their phones.

SP and SM are changing in no small measure the ways students are sharing, distributing, creating and retrieving information. What they use the tools for is another food for thought. Cavus, Bicen and Akcil (2008) had this in mind when they argued that mobile devices such as SPs allows learners to share and access contents and also communicate with classmates and instructors globally. This view is espoused also by Chang, Chen and Zhou (2009) when they noted that SP is now a normal way to attend to issues in life in terms of communication, business and lots more.

The Smart Phones and Social Media networks are changing the ways we access information. Chen (2013) studied the educational versus non-educational app usage among college students. Results of the study indicate that the greater number of students use their SP's for academic activities. Peterson (2011) reported that 97% of SP users utilize apps as a medium of connecting to social media and for other social networking purposes. People utilize Smart Phones social media apps for checking their social media sites wherever they are staying.

Recent research findings have indicated that young adults who are mostly undergraduates are heaviest users of Social Media networks. This shows that there is a fundamental shift on how people see Social Media. Lau (2017) argued that presently, Social Media is recognised as an important aspect of human daily life especially for university students who constitute the major users. This is in line with the Pew Research Center findings (2015) reported in Perrin (2015) which indicates that 90% of the young adults use SM, which is a 78% increase from the 12% it was in 2005. It further noted that 82% of these young adults are online users.

In Nigeria, according to Internet Usage Statistics (2017), there are 98, 39 million estimated internet users as at December 2017 and 81% of the web traffic was generated through SP's while only I6% was generated through personal computers. It further stated that Nigeria is one of the biggest countries of the world that have high number of internet users. The Stat Counter Global Stats (gs.statcounter.com/social media-statistic) reported that in November 2017, the percentages of Nigerians that use different types of Social Media are as follows: facebook 91.04%, Twitter 3.98%, Pinterest 2.52%, Youtube 1.08%, instagram 0.53% and Linkedln 0.46%. This implies that in Nigeria, many people actively utilize SM platforms and in so doing has become one among the world's largest consumers of Social Media. Considering these data SP ownership influences the attitude, behaviour and academic activities of students and also impact on every angles of life (Mojaye, 2015).

This research aims at investigating how Social Media such as Facebook and mobile devices like Smart Phone usages affect the educational developments of university students in South East, Nigeria. Also, the wider aim of this research is to present an in-depth study on the use of SP and SM by undergraduates in South East, Nigeria for educational activities. In a nut shell however, the present study will only focus on students perceptions on the use of SP and SM.

The study was guided by these research questions:

1. What are the effects of SM and SP usage to academic activities of undergraduates in South East, Nigeria?

2. What are the impacts of SM and SP usage to the undergraduates?

3. What challenges do undergraduates encounter from using SM and SP's?

4. What are the strategies for enhancing SM and SP usage to undergraduates?

Effects of SM and SP Usage to Academic Activities of Undergraduates

At present, academic activities are highly influenced by Social Media platforms and

use of Smart Phones by undergraduates. Different studies conducted at various times as reported by Jesse (2015) show that Social Media platforms can be gainfully utilized by undergraduates for different academic activities such as writing home work, sending and receiving text messages, quicker access to information, class room presentations etc. Tindell and Bohlander (2012) express that undergraduates can receive text messages with their SP's especially in times of emergencies. Moreover, updating students profile can be done using SM sites for instance, blogs outside classroom interactions and environment (Al-Rahimi and Othman, 2013).

The types of Social Media platforms are vast and they include facebook, linkedln, Google+, WordPress, Social News, Wikipedia, wikia, Wikis, vimeo, Twitter, Digg, Flickr, Pinterest, Video sharing, YouTube, Live-Streaming, Periscope, Blab, Micro blogging, blogger, tumbr, Live Journal, Photo sharing, Content Curation, Paper-Li, and Reddit (Cohen, 2015; Mangold & Faulda, 2014; Al-Rahimi and Othman, 2013). In addition, Mangold and Faulda (2014) further classified them according to functions and sites: music sharing, social networking, photo sharing, creativity works sharing, video sharing, content sharing with assistance and more importantly, educational material sharing sites such as MIT open course ware, MERLOT among others. These Social Media communication platforms provide new methods of teaching, learning and communicating with the aid of Smart Phones.

Smart Phones being new generation of mobile phones can be customized using new software for Social Media communication platforms (Kietzmanm, Silverstre, McCarthy and Leyland, 2012 cited in Lawson et. al. 2016: 261. Milrad, (2003); Roussos et.al., (2005). Thronton and Houser (2004) cited in Milrad and Spikol, (2007) argued that information can be accessed at all times and anywhere with Smart Phones. Moreover, both Social Media platforms and Smart Phones provide innovatory methods required for both learning and communication. Lankshear and Knoble, (2006) cited in Milrad and spikol, (2007) maintained

that Smart Phones and Social Media can enhance education activities, transform and define new literacy's needed in teaching and learning especially when integrated in educational activities in schools. Jesse (2015) brought to limelight that Smart Phones increase the academic productivity of undergraduates by allowing them to perform these functions: accessing information as fast as possible, creating flash cards, preparing presentations, recording films and voice, taking pictures of their notes for further review and getting answers to different questions. Other academic activities performed with Smart Phones include sharing files such as soft copies of lecture notes and handouts in the classroom using some Smart Phones applications such as Dropbox app and Evernote.

The Impacts of Social Media and Smart Phones Usage to Undergraduates

SM and SP usage can have positive or negative impact on students' academic performance. However, they have become routines for most people like university students. Dublin (2015) revealed that SM platforms using SP's are beneficial for students as well as their teachers in school for effective information delivery and necessary assistance. These Social Media sites include Facebook, Twitter, LinkedIn and Instagram. Al-Rahimi and Othman (2013) pointed out the benefits of SM as positive on the learning outcomes of undergraduates. This is by the reason of promoting the students learning capacities, stimulating learning and enhancing understanding of students. Other scholars such as Kaplan and Haenlein, (2010) and Redecker et. al., (2010) as cited in Al-Rahmi, Othman and Yusuf, (2015) noted the benefits of using SM in schools such as universities as: promoting the rate of students' collaboration, increase in schools, departments and faculties' activities, offers opportunities for team work, provides richer and gainful experience for resources, building of online communities, information dissemination and tool for the education of students, streamlining academic activities by providing new opportunities for students, provides users

modifications, improves the skills students posses in research and promotes understanding among students.

Smart Phones provide features which can be interactive for users all over the globe and have become an integral part of student's lives every day (Alson and Misagal, 2016). Recent Pew Internet and American Life Survey as cited in Lenhart, Purcell and Zickuhr (2011) showed the percentages of Smart Phones usage; for accessing local news and checking weather conditions. Maguth (2013) further opined that SP can serve as computers in terms of storing information such as text messages and interacting to others about power point presentations. Hanson et. al. (2011) and Dean, (2010) noted that Smart Phones are beneficial for social, recreational, and educational activities such as chatting and watching videos.

Undergraduates can use their SP's for accessing advertisements, television channels, and university posts on their websites, reading newspapers and for other safety reasons (Balakrishnan and Raj, 2012 and Oksman, 2010). These devices help undergraduates to get information and as well communicate effectively with others.

Challenges Undergraduates Encounter from Use of SM and SP's

The usage of SM and SP's by undergraduates is not without some challenge despite its usefulness. For instance, an undergraduate who is not computer literate and who does not possess the necessary skills for using the Social Media and Smart Phones will find it very difficult to enjoy its potential benefits. Irregular power supply can also be a challenge especially in the developing countries that contend with power failures and low power supply that can reduce the effectiveness of batteries in Smart Phones. Many undergraduates use Social Media and Smart Phones for many hours every day. This however can cause addiction if not subjected to absolute control. Individuals and organizations have been conducting seminars and workshop to educate young adults such as undergraduates on the dangers of

internet additions. Al-Badi et. al. (2012) as cited in Gladden (2018) noted that Smart Phones and Social Media can cause distraction to those addicted to them thereby making them less productive. On the other hand, Bruce (2016) states the following as challenges of Social Media and Smart Phones usages: distractions from educational content, posting of inappropriate contents that jeopardize students' ability to communicate to others face to face. All these can be the adverse effects of Social Media and Smart Phone usage by undergraduates.

Strategies for Enhancing Social Media and Smart Phone Usage by Undergraduates

Some of the strategies for enhancing SM and SP's usage as Ani (2012) and Barczyk and Duncan (2011) identified are as follows: adding social networks in the curriculums of higher institutions such as universities, sensitization of the students in order to promote discipline among them so that they can avoid distractions caused by SM and SP; proper time management by the students in order to minimize addictions; creation of account for classroom communications strictly while students can also create their own personal account for other social media interactive platforms with different passwords. The use of strong privacy and security settings and regular updates of same is vital strategy and avoidance of suspicious third-party applications and also installation of applications only from trusted vendors. Creation of awareness for students to understand the fact that network sites are public and as a result of that share information only with people they know and trust. Alternative power supply should be provided to enable students to recharge their batteries especially when there are power outages. Upgrading of equipment to improve internet connection can help students to utilize their Smart Phones and Social Media sites maximally. Sensitising students on the need to make due considerations about personal posts and posts revealing information about others such as family, friends and even foes is necessary. In

addition, provision of access to group contacts for authorised persons can help to enhance SP and SM usage by students. Some members of staff in the universities are to be appointed to be in charge of planning, implementation, operation and monitoring of services of the social network sites of the department/faculty/institution. Provision of alternative power supply and increase the internet bandwidth will also improve the use of Social Media and Smartphone by undergraduates.

Methodology

A descriptive survey study was conducted by the researchers during the first semester of 2016/2017 academic session. The cluster sampling technique was used to draw respective samples of 300 which include second year students and above from the selected universities. Use of SP and SM are not restricted by the authorities in the selected universities. The justification for using second years students and above is because the first years are still in the preliminary stages of their studies and may not likely to understand what the study is all about.

A specially designed questionnaire was used to collect information from the respondents and it was the main instrument used for data collection. The questionnaire has five sections with 53 items that addressed the subject of study with close ended questions. It was distributed and collected at the four chosen universities in the South-East Nigeria by two research assistants. The 300 copies were distributed at the federal universities chosen and located in the South-East Nigeria. The study covered universities such as University of Nigeria, Nsukka; Micheal Okpara University of Agriculture, Umudike; Federal University of Technology, Owerri and Federal University Ndufu Alike, Ikwo;

Results

The institutions that participated in the study is shown in fig. 1, with 38.0% of the surveyed students from University of Nigeria, Nsukka; 21% of the respondents were from Micheal Okpara Federal University of Agriculture Umudike; 21% were from Federal University of Technology, Owerri and 20% from Federal University Ndufe Alike Ikwo. Of the 229 respondents 66% were males while 34% were females (fig.2). With regards to their year of study, 28.4% were in their second year,31.9 were in third year, 27.5% were in their fourth year, while 12.2% were in fifth year of study (See fig. 3.)
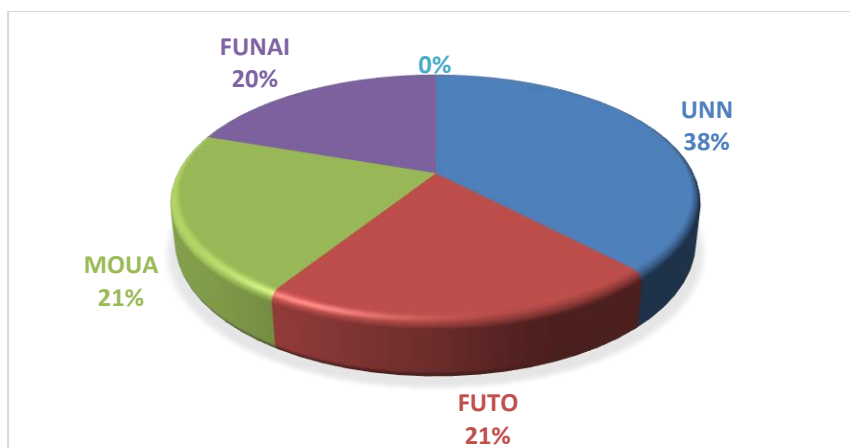

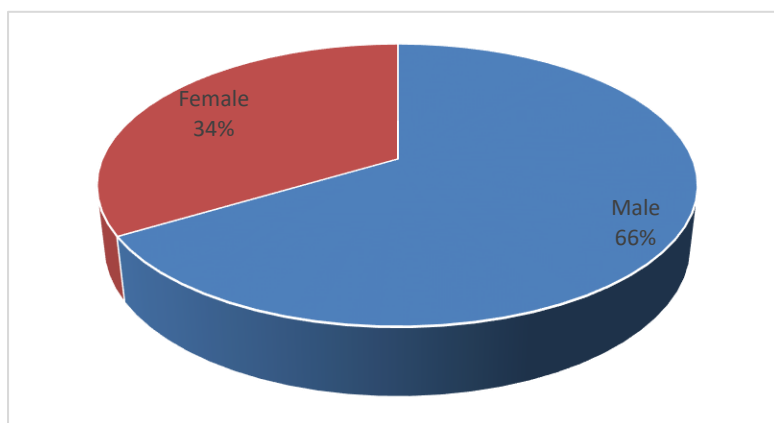
Fig. 1. Distribution of students according to institutions

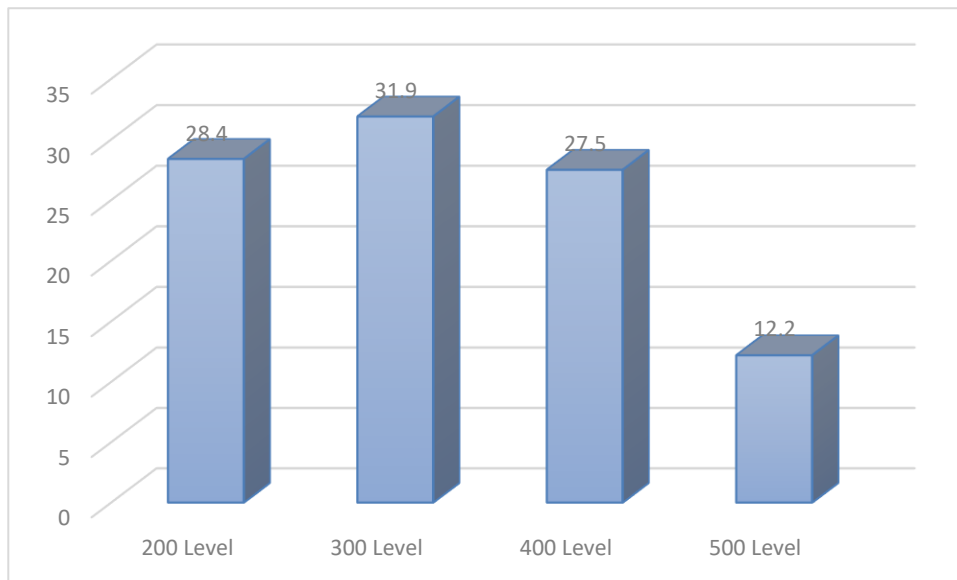**Fig. 2. Distribution of participants according to gender**

Fig. 3. Year of study of the participants

Table 1: the Effects of Social Media and Smart Phones Usage by Undergraduates

S/No	Items	VLL	LL	HL	VHL	Mean	SD	Dec
1.	SM & SP usage help students to interact with lecturers and others effectively	19 (8.3)	49 (21.4)	95 (41.5)	66 (28.8)	2.91	0.91	A
2.	They can be useful for taking and posting pictures online.	6 (2.6)	14 (6.1)	51 (22.3)	158 (69.0)	3.58	0.73	A
3.	Useful for accessing news	0 (0.0)	6 (2.6)	55 (24.0)	168 (73.4)	3.71	0.51	A
4.	Useful for receiving text messages.	2 (0.9)	8 (3.5)	44 (19.2)	175 (76.4)	3.71	0.57	A
5.	SM & SP are useful for sending text messages.	3 (1.3)	9 (3.9)	51 (22.3)	166 (72.5)	3.66	0.62	A
6.	Updating of students profile	7 (3.1)	20 (8.7)	70 (30.6)	132 (57.6)	3.43	0.78	A
7.	They help undergraduates to do home works.	6 (2.6)	14 (6.1)	70 (30.6)	139 (60.7)	3.49	0.73	A
8.	They can be utilized for power point presentations	11 (4.8)	33 (14.4)	92 (40.2)	93 (40.6)	3.17	0.85	A
9.	They can be useful for team projects	10 (4.4)	13 (5.7)	75 (32.8)	131 (57.2)	3.43	0.79	A
10.	Can use them to access university library materials	33 (14.4)	41 (17.9)	79 (34.5)	76 (33.2)	2.86	1.04	A
11	SM and SP can be used as bulletin boards for announcements.	14 (6.1)	29 (12.7)	88 (38.4)	98 (42.8)	3.18	0.88	A
12	They can be used as security device to contact others in dangerous conditions.	12 (5.2)	20 (8.7)	70 (30.6)	127 (55.5)	3.36	0.85	A

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13	They can be utilized in reading online books.	4 (1.7)	16 (7.0)	58 (25.3)	151 (65.9)	3.55	0.70	A
14	They can be utilized in watching and posting videos.	7 (3.1)	17 (7.4)	51 (22.3)	154 (67.2)	3.54	0.76	A
15	Useful for video conferences	19 (8.3)	32 (14.0)	69 (30.1)	109 (47.6)	3.17	0.96	A
16	Can be used for accessing weather updates	16 (7.0)	29 (12.7)	83 (36.2)	101 (44.1)	3.17	0.91	A

Table 1 presents the result of the effects of SM and SP usage by students for academic activity. It is very clear from the above table that they are useful for accessing news and useful for receiving text messages both attracted the highest mean score of 3.71. This was followed by SM and SP is useful for sending text messages, while for talking and posting pictures scored 3.58. They can be utilized in reading online book scored 3.55; they can be utilized in watching and posting videos have mean scores of 3.54, updating of students profile and they can be useful for team project both scored 3.43. This was followed by they can be used as security device to contact others in dangerous conditions with a mean score of 3.36, useful for video conferences and can be used for accessing weather updates both scored 3.17 respectively. The table also shows that of the 16 items for the extent of SM and SP for usage by undergraduates educational activities, 2 items have the mean scores that are below 3 mean scores. The standard deviation of each item from the mean range from 0.51 to 1.04 indicating that the respondents were not too far from the mean and from another in their responses. This also gives stronger credence to the validity of the mean. The above data analysis indicated that all the questionnaire items had positive respondents as the benefits they derived in SM and SP usage.

Table 2: the Impacts of Social Media and Smart Phones Usage to Undergraduates.

S/No	Item	VLL	LL	HL	VHL	Mean	SD	Dec.
1.	SM & SP help undergraduates to share files such as lecture notes	7 (3.1)	6 (2.6)	58 (25.3)	158 (69.0)	3.60	0.69	A
2.	They assist them in preparing classroom presentations.	6 (2.6)	26 (11.4)	86 (37.6)	111 (48.5)	3.32	0.78	A

3.	They also promote collaborations among undergraduates	5 (2.2)	17 (7.4)	73 (31.9)	134 (58.5)	3.47	0.73	A
4.	They promote information sharing among undergraduates.	4 (1.7)	3 (1.3)	49 (21.4)	173 (75.5)	3.71	0.58	A
5.	Give quicker access to information	1 (0.4)	2 (0.9)	44 (19.2)	182 (79.5)	3.78	0.47	A
6.	They streamline educational activities	15 (6.6)	39 (17.0)	106 (46.3)	69 (30.1)	3.00	0.86	A
7.	They improve teaching and learning methods	17 (7.4)	28 (12.2)	90 (39.3)	94 (41.0)	3.14	0.90	A
8.	They promote students learning capacities	14 (6.1)	41 (17.9)	88 (38.4)	86 (37.6)	3.07	0.89	A
9	They stimulate learning	14 (6.1)	40 (17.5)	99 (43.2)	76 (33.2)	3.03	0.87	A
10.	They enhance students understanding	18 (7.9)	50 (21.8)	87 (38.0)	74 (32.3)	2.95	0.93	A
11	They create opportunities for critical thinking among undergraduates.	33 (14.4)	52 (22.7)	76 (33.2)	68 (29.7)	2.78	1.03	A
12	They encourage active participation in activities	24 (10.5)	52 (22.7)	89 (38.9)	64 (27.9)	2.84	0.95	A
13	SM can provide a richer experience for resources	16 (7.0)	35 (15.3)	91 (39.7)	87 (38.0)	3.09	0.90	A

Data in table 2 above show the benefits of SM and SP. A consideration of the data in table 2 above shows that given quicker access to information has the higher mean score of 3.78, this is followed by promoting information sharing among undergraduates with a mean score of 3.7. Others are: SM and SP help undergraduates to share files such as lecture notes (3.60) they also promote collaborations among undergraduates (3.47), they assist them in preparing classroom presentations (3.32), they improve teaching and learning method (3.14), they promote students learning capacities (3.07), finally they streamline educational activities. Social media can provide a rich experience for resources; they stimulate learning (3.03), they enhance students understanding (2.95), they encourage active participation in activities (2.78) and finally they create opportunities for critical thinking among undergraduates with a mean score of (2.78). The Standard Deviation (SD) of each item ranged from 0.47 to 1.03 indicating that the respondents were not too far from the mean and from one another in their responses. This adds further validity to the mean.

Table 3: the Challenges of Social Media and Smartphone Usage to Undergraduates

S/N	Item	SD	D	A	SA	Mean	SD	Decision
1.	SM & SP present difficulty in typing as a result of the mini keyboards.	23 (10.0)	69 (30.1)	84 (36.7)	53 (23.1)	2.73	0.93	A
2.	The battery of smart phones goes down easily	5 (2.2)	38 (16.6)	105 (45.9)	81 (35.4)	3.14	0.77	A
3.	It can be costly for students to buy	5 (2.2)	22 (9.6)	102 (44.5)	100 (43.7)	3.30	0.73	A
4.	Insufficient data for browsing	10 (4.4)	25 (10.9)	84 (36.7)	110 (48.0)	3.28	0.83	A
5.	Social Media causes distraction for addicted undergraduate users	5 (2.2)	9 (3.9)	55 (24.0)	160 (69.9)	3.62	0.67	A
6.	Posting inappropriate contents can damage the reputation of the institution	5 (2.2)	24 (10.5)	61 (26.6)	139 (60.7)	3.46	0.77	A
7.	Communication and personal interaction difficulties for addicted users	7 (3.1)	36 (15.7)	82 (35.8)	104 (45.4)	3.24	0.83	A
8.	Lack of computer and internet skills can be a challenge	6 (2.6)	31 (13.5)	81 (35.4)	111 (48.5)	3.30	0.80	A
9.	Epileptic power supply	6 (2.6)	16 (7.0)	87 (38.0)	120 (52.4)	3.40	0.74	A
10.	Low internet bandwidth	4 (1.7)	25 (10.9)	97 (42.4)	103 (45.0)	3.31	0.73	A
11	Lack of internet etiquette and self discipline	2 (0.9)	30 (13.1)	112 (48.9)	85 (37.1)	3.22	0.70	A

The study sought to find out the challenge responses students have in their use of SM and SP for academic activities. The mean scores revealed that Social Media causes distraction for addicted undergraduate users and posting inappropriate contents can damage the reputation of the institution with mean score 3.62 and 3.46 respectively. Epileptic power supply (3.40), low internet bandwidth with mean of 3.31, it can be costly for students to buy with mean score of 3.30, insufficient data for browsing with mean score of 3.28, Communication and personal interaction difficulties for addicted users with mean of 3.24, lack of internet etiquette and self discipline with mean score of 3.22, the battery of smart phones goes down easily with mean of 3.14 and SM and SP present difficulty in typing as a result of the mini keyboards with mean of 2.73. The standard deviation of each item from the

mean range from 0.67-0.93 indicating that the respondents were not too far from the mean of another in their responses. This also gives stronger credence to the validity of the mean. The above data analysis in table 3 indicated that all questionnaire items had their respective means above the critical mean bench mark of 2.5. Thus all the suggestions were accepted by the respondents as possible challenges they faced while using SM and SP for their academic activities.

Table 4: Strategies for Enhancing SM and SP by Undergraduates Usage by Undergraduates

S/No	Item	SD	D	A	SA	Mean	SD	Dec
1.	Inclusion of social media as a part of the school curriculum	27 (11.8)	45 (19.7)	76 (33.2)	81 (35.4)	2.92	1.01	A
2.	Student's acquisition of computer and internet skills	1 (0.4)	3 (1.3)	71 (31.0)	154 (67.2)	3.65	0.53	A
3.	Provision of adequate or alternative power supply	1 (0.4)	3 (1.3)	54 (23.6)	171 (74.7)	3.72	0.50	A
4.	Increase on the internet bandwidth	3 (1.3)	8 (3.5)	76 (33.2)	142 (62.0)	3.56	0.63	A
5.	Adopting a strictly followed time management schedule will weaken addictions,	6 (2.6)	27 (11.8)	95 (41.5)	101 (44.1)	3.27	0.77	A
6.	The use of a separate account for classroom communications should be strictly observed.	7 (3.1)	31 (13.5)	104 (45.4)	87 (38.0)	3.18	0.78	A
7.	There should be due considerations about personal posts and posts revealing information about others.	6 (2.6)	20 (8.7)	91 (39.7)	112 (48.9)	3.35	0.75	A
8.	Students must be disciplined toward all distractions	1 (0.4)	12 (5.2)	75 (32.8)	141 (61.6)	3.55	0.62	A
9.	Upgrading of equipment to improve internet connection	1 (0.4)	11 (4.8)	58 (25.3)	159 (69.4)	3.64	0.60	A
10.	There should proper censorship	9 (3.9)	12 (5.2)	85 (37.1)	123 (53.7)	3.41	0.76	A

In table 4 above, respondents with mean score of 3.72 agreed that provision of adequate or alternative power supply can be a possible strategy for enhancing SM and SP usage by undergraduates. Student's acquisition of computers and internet skills have the mean score of 3.65, upgrading of equipment to improve internet connection has the mean score of 3.64,

increase on the internet bandwidth (3.56), students must be disciplined toward all distractions (3.55), there should be proper censorship (3.14), others are adopting a strictly followed time management schedule to weaken addictions (3.27), use of a separate account for classroom communications should be strictly observed (3.18) and inclusion of social media as a part the curriculum came last mean score of 2.92. The standard deviation of each item from the mean range from 0, 50-1.01 indicating that the respondents were not too far from the mean and from another in their responses. This also gives stronger credence to the validity of the mean The above analysis in the above table 4 indicated that all the respondents accepted the suggestions on the table above as possible strategies that can be adopted to drastically enhanced the challenges faced by the respondents in their ability to use SM and SP for academic activities.

DISCUSSION OF FINDINGS

The results in table 1 show that Social Media and Smart Phone's are used by undergraduates for receiving and sending text messages; updating of students profiles and performing team projects. Many undergraduates use SM and SP as they found them as attractive ways for discussions and information sharing. These findings are echoed by Alfawareh (2017), Gikas and Grant (2013). They noted that mobile computing devices such as Smart Phones enable students to check and get information such as course contents very fast.

On the impacts of SM and SP's as the study revealed among others were (a) getting quicker access to information (b) sharing files such as lecture notes (c) promoting information sharing among undergraduates and (d) creating opportunities for critical thinking among undergraduates. These are in line with the findings Weber and Mitchell (2008), Liadi (2016), Ahmed (2017), Woolley (2013) and Lau (2017) all talked about the rationale of

Social Media use.

This study also provides evidence of the challenges faced by the undergraduates in terms of the usage of Social Media and Smart Phone, table 4 revealed that there are several problems associated with the use of Social Media and Smart Phone. For example, in the study, respondents with mean score 3.62 indicated that Social Media causes distraction for undergraduates users. Many researchers have listed the addictive nature of students' use of Social Media (Kuss and Giftiths (2011), Chakraborty (2016), Griftiths (2013). All these writers acknowledged that students addictive to Social Media are real and growing problem that constitutes a mental disorder. Similarly posting inappropriate contents can damage the reputation of their institutions. This is in agreement with the comment that although Social Media is a good platform for reaching out people, building up relationships yet it can be detrimental for addicted users. Social Media gives and takes away. Epileptic power supply is another challenge with high mean score as found out by the study. This agrees with the study by Ezike (2015) which observed that some of the top most militating factors against the adoption of social network in Nigeria include epileptic power supply. On the issue of low bandwidth, findings of this study is aligned with the findings of Ogunmakin (2018) where he argued that in the academic and research institutions in Africa, limited bandwidth and its cost are the major problems that inhibit communication and collaboration. He further noted that the absence of connectivity to fibre backbone makes many of the countries to depend mostly on low bandwidth and expensive satellite links.

Table 4 above shows the result of the strategies for improving the use of SM and SP for academic activities by undergraduates of universities in South East, Nigeria. It is evident that all the strategies identify were relevant measures for improving the use of SM and SP by the respondents. Among the four items with high mean scores is (a) provision of adequate or alternative power supply (b) student's acquisition of computer and internet skills (c)

upgrading of equipment to improve internet connection (d) increase on the internet bandwidth. These findings are in agreement with view of Nwanze (2014), Mltra and Dangwal (2017), Zhuang, Cappos, Rappaport, McGeer (2013) and Pierce (2017). They outlined the above factors as strategies for improving the use of SM and SP for academic activities.

Conclusion

The conclusion to be drawn from the findings of the study suggest that SM and SP is changing the way students think about studying with modern technology. Research technology has been ascertained to improve learning outcomes. University students have adopted various SM and SP's widely such as Facebook and Twitter to enhanced learning both within and outside the classroom. In terms of the benefits associated with the use of SM and SP, the findings indicate among others that they are useful for receiving text messages, students found themselves communicating more because of SM and SP. Respondents from the studied institutions have positive attitude towards the use of SM and SP in university.

In other to help the respondents make effective use of these devices it is pertinent to address the range of external and internal influences such as provision of adequate or alternative power source. The student participants also noted the technical challenges such as small keyboards making typing difficult. The most important strategy that will enhance the use of SM and SP for academic activity of the respondents is the issue of accessibility from anywhere thus the increase in bandwidth.

Limitation and suggestions for future study.

There are many limitations which is likely to influence the result of this study. Participants of the study were from selected Universities in South-East, Nigeria which limit the generalization of the results on other universities outside the region. Funding was a major

challenge of the study. Due to lack of it, the researchers only covered few universities in the zone. Based on the result of the findings of the study we offer recommendations to install solar energy technology in universities in Nigeria to supplement electricity supply. The researchers encourage the investigation of relationship between social media use and academic excellence. It would also be advantageous to study the impact of Social Media and Smart Phone on young Nigeria. It is pertinent that the concealed long-term impact that both SM and SP have on the student's academic environment is yet to be determined.

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