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IMPACT OF SOCIAL NETWORKING ON THE ACADEMIC SELF-MANAGEMENT AMONG SENIOR SECONDARY SCHOOL STUDENTS IN PAIKORO LOCAL GOVERNMENT AREA, NIGER STATE, NIGERIA

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Abstract

The rapid boom of the Information Communication and Technology (ICT) sector has led to a corresponding growth and spread of social networking in worship centres, homes, and schools. It is worrisome that social networking has affected the various aspects of human endeavour which include the educational sector, where educational institutions and students are increasingly adopting social networking as a means of communication and interaction with one another. This has raised concern about its potential Impact on students especially those in senior secondary school who are at a crucial formative stage in their personal and career development. This study therefore sought to examine the impact of social networking on academic self-management among senior secondary school students in Paikoro Local Government Area of Niger State. Specifically, the study examined how social networking impacted students' self-management, time management, self-regulation, goal-setting behaviour, stress management, and overall academic discipline. The study was guided by five research objectives, five corresponding research questions, and five null hypotheses. A survey research design was adopted, and a sample of 325 students (190 males and 135 females) was selected using a multistage sampling procedure. Data were

Keywords: Social Networking, Academic Self-management, Time-management, Self-regulation, Goal-setting, and Stress-management.

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collected through a structured instrument titled Impact of Social Networking on Academic Self-Management Questionnaire (ISNASMQ), which was validated by three experts at Ibrahim Badamasi Babangida University (IBBU), Department of Counselling Psychology and yielded a reliability coefficient of 0.82. Out of the 325 copies distributed, 311 were correctly completed and returned, representing a 95.7% return rate. Data were analyzed using mean and standard deviation to answer the research questions, while One-Sample t-Test was used to test the hypotheses at 0.05 level of significance. The findings revealed that social networking significantly impacted students' academic self-management, time management, self-regulation, goal-setting, and stress management though excessive use sometimes caused distractions. It was concluded that moderate and purposeful use of social networking enhances students' academic discipline and performance. The study recommended that schools integrate digital literacy and self-management training into the curriculum, parents guide students' online engagement, and education stakeholders promote social networking as a tool for learning.

Introduction

The human nature is dynamic and so its activities. There has been an astonishing growth in social networking (SN) which has now become an inseparable part of people's daily routines especially among senior secondary school students in Paikoro Local Government area of Niger State. This has prompted the researcher's interest in carrying out this study. Social networking has affected the various aspects of human endeavour which include the educational sector, where educational institutions and students are increasingly adopting social networking as a means of communication and interaction with one another. This was facilitated through the use of computers and mobile devices that support internet of things (Fauzi, 2023). According to the United Nations Educational Scientific and Cultural Organization (UNESCO), mobile devices refer to any portable connected technology, such as basic mobile phones, smart phones, e-readers, net books, tablets, iPads and laptop computers (UNESCO, 2020).

Social networking refers to the process of establishing social relationship among people who share similar backgrounds, interests, activities or factual connections. Although, social networking has been a reality ever since the existence of human society. It has evolved significantly as people consistently improve on their modes of communication, connectivity and networking (Madakam and Tripathi, 2021). Therefore, social networking is not perceived as totally different from other means of social networking, but is credited for taking full advantages of the digital age.

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Social networking sites include but not limited to TikTok, LinkedIn, Facebook, Messenger, Yahoo Messenger, Blackberry Messenger, Google-Messenger, Google talk, 2go, Twitter, Pinterest, Mastodon, Bluesky, Telegram, Tumblr, Weibo, Twitch, Discord, Athlinks, Kuaishou, QQ, Skype, Viber, Reddit, Sina Weibo, WhatsApp, WeChat, Xanga, Friendster, Myspace, Snapchat, Instagram and YouTube among others.

Social networking (SN) enhances social connectivity by removing different forms of communication barriers across diverse demographics and professions. Social networking has been identified for promoting direct audience engagement and content creations. Nevertheless, business owners have seized the golden merits in social networking to advertise products, increase range of coverage and to improve on products and services. Interestingly, a vast number of people across the globe are users of one or more social networking platforms. For instance, teenagers are commonly found on TikTok, Instagram, Facebook and WhatsApp social networking platforms. Business owners and influencers are commonly found on Instagram, Twitter, Facebook and WhatsApp social networking platforms. While professionals and the elites are mostly found on LinkedIn, Twitter and WhatsApp social networking (Simplilearn, 2024).

The advent of increased internet broadband in technological advancement has given room for the proliferation of various social networking platforms which enable users to chat with one another. By chatting, one can send and receive messages in real time. This has therefore aided effective communication at a cheaper cost, thereby making chatting more economically friendly as compared to the conventional telephone calls. However, lack of effective regulations and proper self-management on the use of the social networking would consequently lead to its abuse (Simplilearn, 2024). Self-management refers to the ability of senior secondary school (SSS) students to control and regulate their learning emotions, behaviours and time effectively in order to achieve academic excellence (Zhu *et al*., 2020). This concept is gaining prominence in educational research due to its role in fostering independent learning and improving academic outcomes. Self-management encompasses several cognitive, emotional and behavioural strategies, which are critical for students transitioning into higher educational environments (Chen and Luo, 2019).

According to Mohammad social networking platforms combines various social functions which include freedom, openness, collaboration, information dissemination, and interactive involvement (Mohammad, 2016). Another great importance of the social networking is the availability of virtual connectivity irrespective of any geographical or demographic bias (Madakam and Tripathi, 2021). This is perceived a breakthrough using the modern communication technology, but the intention and purpose of use of the social networking remains a big challenge, especially in a porous society like that of Nigeria, where the use of social networking is not duly regulated. It is therefore worthy to note

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that there are two sides to every coin. As of present in the global world, social networking has the largest connective capacity. As a result, it has many potentials that if adequately and intelligently utilized, would spring up an unimaginable level of success/development for any individual or society at any level of involvement (Simoes and Gouveia, 2018). Adversely, unethical use of the media would result in huge failure and retrogression.

Statement of the Problem

The proliferation of social networking among adolescents, including senior secondary school students, has raised concerns about its potential impact on academic self-management. The rapid boom of the Information Communication and Technology (ICT) sector has led to a corresponding growth and spread of social networking in worship centres, homes, social gathering and schools among others. While social networking offers numerous benefits such as enhanced communication, information sharing, and global connectivity, it also poses significant challenges (Linda & Ashar, 2024). Some of these challenges include addiction, doxing, child exploitation, and cyberbullying, as well as increased sedentary behaviour, dysmorphia, loneliness, depression, anxiety, reduced sleep quality, diminished physical interactions, and unhealthy social comparisons or competition. Nevertheless, social networking platforms often contribute to distorted self-image, spread of misleading information, scams, normalization of inappropriate behaviours, and exposure to unsuitable content (Madakam and Tripathi, 2021).

Considering the aforementioned issues, the negative impacts of social networking usage appear to far outweigh its benefits. This concern warrants particular attention among senior secondary school students, who are at a critical formative stage in their personal and career development. It is quite worrisome that social networking usage has taken the place of physical conversations, as the quality of relationship between peers and families now dwindles, because people (students) tend to be closer to people they interact with online and neglect those that are physically close to them (Linda & Ashar, 2024). Hence, self-worth and inward happiness is now been determined by the level of participation on the social networking.

Generally, self-management encompasses various domains such as time management, study habits, goal setting, and self-regulation, all of which are critical in ensuring academic success and personal development. However, there is limited research specifically focusing on the impact of social networking on academic self-management among senior secondary school students. On the other hand, no research work has specifically been carried out in Paikoro Local Government Area of Niger State in this regard. Therefore, the study was aimed at bridging this research gap by investigating the Impact of social networking on the academic self-management among senior secondary students in Paikoro Local Government Area of Niger State.

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Objectives of the Study

The study was to determine the Impact of social networking on academic self-management among senior secondary school students in Paikoro Local Government Area of Niger State. Specifically, the study:

i. Determined the impact of social networking on academic self-management among senior secondary school students in Paikoro Local Government Area of Niger State.
ii. Examined the Impact of social networking on academic time management among senior secondary school students in Paikoro Local Government Area of Niger State.
iii. Assessed the impact of social networking on academic self-regulation among senior secondary school students in Paikoro Local Government Area of Niger State.

Research Questions

The following research questions were raised to guide the study:

i. What is the impact of social networking on the academic self-management among senior secondary school students in Paikoro Local Government Area of Niger State?
ii. What is the impact of social networking on the academic time management among senior secondary school students in Paikoro Local Government Area of Niger State?
iii. What is the impact of social networking on academic self-regulation among senior secondary school students in Paikoro Local Government Area of Niger State?

Research Hypotheses

The following research hypotheses were formulated and tested at 0.5 level of significance.

H_1: There is no significant impact of social networking on the academic self-management among senior secondary school students in Paikoro local government area of Niger State.

H_2: There is no significant impact of social networking on the academic time management among senior secondary school students in Paikoro local government area of Niger State.

H_3: There is no significant impact of social networking on the academic self-regulation among senior secondary school students in Paikoro local government area of Niger State.

Materials and Methods

A survey design was adopted for this study. This design was adopted because of its capacity of obtaining information for the topic under study. In survey design, data are collected and analyzed from only a few people or item considered to be representative of the entire group. The Population of the study comprised of 5,800 of all the senior

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secondary school students in Paikoro Local Government Area of Niger State. This population included male and female senior secondary school students in rural and urban centres in Paikoro Local Government Area of Niger State. According to statistical data obtained from planning, research and statistics unit of Niger State Ministry of Education, Minna (2024), there are twenty-one (21) senior secondary schools in Paikoro Local Government Area with an average population of about two-thousand two hundred (2,200) female students and three-thousand six hundred (3,600) male students.

The sample size for the study comprised of three hundred and twenty-five (325) senior secondary school students in Paikoro Local Government Area of Niger State. Multistage sampling procedure was used to select sample for this study. In the first stage, simple random sampling technique was used to select four (4) sample schools in Paikoro Local Government Area. In the second stage, proportionate sampling method was used to select respondents from sample schools. In the third stage, systematic random sampling technique was used to select respondents from each sample school. The primary instrument for data collection in this study was a modified Likert-type questionnaire that was designed to measure respondents' attitudes, perceptions and behaviors related to the research objectives. This instrument was selected due to its effectiveness in capturing subjective information and its ability to facilitate quantitative analysis. The research instrument was titled "Impact of Social Networking on Academic Self-management of Senior Secondary School Students Questionnaire" (ISNASMQ). The research instrument was designed by the researcher.

The data collected through the use of impact of social networking on academic self-management questionnaire (ISNASMQ) were analysed using descriptive and inferential statistics. Frequency counts and percentage were employed to analyze the demographic information of the respondents, mean and standard deviation were used to answer research questions, while one-sample t-test was used to test all the null hypotheses formulated for this study at 0.05 levels of significance.

Results and Discussion

This chapter presented the analysis and interpretation of data collected from respondents through questionnaires. A total of 325 questionnaires were distributed to respondents. Out of this, 14 questionnaires were either not returned or were improperly completed, resulting in their exclusion from the analysis. Therefore, 311 questionnaires (95.7%) were valid and used for analysis, while 14 questionnaires (4.31%) were considered missing. The missing questionnaires were not included in the analysis as their absence did not significantly affect the overall results.

Mean and Standard Deviation scores were used to answer the research Questions and the result were presented in the Table below:

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Research Question 1: What is the impact of social network on academic self-management among senior secondary school students in Paikoro Local Government Area of Niger State?

Table 1: Mean and Standard Deviation of Responses on the Impact of Social Networking on Academic Self-Management among Senior Secondary School Students (N = 311)

Item	Statement	N	Mean	SD	Decision
1	Social network helps me stay organized in managing my academic activities.	311	3.16	0.88	Agree
2	Spending too much time on social networking affects my ability to manage my school responsibilities.	311	3.21	0.74	Agree
3	Social networking has resources that can enhance my ability to manage myself effectively.	311	2.89	0.93	Agree
4	Social networking platforms provide tips that improve my self-management skills.	311	2.77	0.81	Agree
5	I spend more time on social networking than I plan to.	311	2.48	1.02	Agree
6	I find it difficult to allocate time for studying because of social network use.	311	3.12	0.9	Agree
7	Spending much time on social networking would affect academic performance.	311	3.27	0.69	Agree
8	I often get distracted by social networking and would not give notable attention to anyone or situations around me.	311	3.04	0.84	Agree
9	I can control my use of social networking to focus on important academic activities.	311	2.46	0.92	Disagree
10	I have been able to put social networking to good use to strengthen academic performance.	311	2.72	0.88	Agree
11	I follow content on social networking that encourages me to develop self-control and discipline.	311	2.64	0.8	Agree
12	I find it hard to resist immoral information on social networking even when I need to concentrate on schoolwork.	311	2.41	0.96	Disagree
13	Social networking helps me associate with goal-driven peers or personnel across the globe.	311	2.83	0.79	Agree
	Aggregate Mean Score		**2.84615**		**Agree**

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The aggregate mean score of 2.85, which is higher than the criterion mean of 2.50, indicated that respondents generally agreed that social networking has a moderate to strong positive impact on their academic self-management. The community standard deviation of 0.86 shows a fairly consistent pattern of opinions among respondents.

Out of the 13 items, about 9 (69%) were rated above the criterion mean, showing that majority of students accept that social networking platforms contribute to their ability to organize, learn, and manage school tasks. Specifically, items such as "spending much time on social networking would affect academic performance" (M=3.27) and "social networking helps me stay organized in managing my academic activities" (M=3.16) were strongly agreed upon, meaning students recognize both the benefits and the risks of excessive usage.

Conversely, items like "I find it hard to resist immoral information on social networking" (M=2.41) and "I can control my use of social networking" (M=2.46) fell below the criterion mean, reflecting that students struggle with self-discipline and content control. Overall, this implied that while students acknowledge the usefulness of social networking in academic management, unregulated use may still affect concentration and discipline.

Research Question 2: What is the impact of social networking on the academic time management skills among senior secondary school students in Pakoro Local Government Area of Niger State?

Table 2: Mean and Standard Deviation of Responses on the Impact of Social Networking on Time Management Skills (N = 311)

Item	Statement	N	Mean	SD	SD	Decision
14	Social networking platforms help me monitor and track my progress toward achieving my goals.	311	2.93	0.78	0.88	Agree
15	Access to educative and transformative information through social networking helps in goal attainment.	311	3.1	0.84	0.74	Agree
16	Spending too much time on social networking makes it harder for me to accomplish my goals.	311	3.22	0.73	0.93	Agree
17	I use social networking to connect with friends for shared experiences and to reduce stress.	311	2.71	0.82	0.81	Agree
18	Access to certain information on social networking can sometimes lead to depression.	311	2.45	0.99	1.02	Agree
19	Social networking provides entertainment that helps me cope with school stress.	311	2.78	0.91	0.9	Agree

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Item	Statement	N	Mean	SD	SD	Decision
20	Spending too much time on social networking increases my stress level and academic pressure.	311	3.15	0.77	0.69	Agree
21	I am always anxious about my phone.	311	2.6	0.93	0.84	Agree
22	I spend useful time hanging around with virtual friends at the expense of my academic pursuit.	311	3.3	0.86	0.92	Agree
23	I use social networking for task reminders.	311	2.83	0.81	0.88	Agree
		311			0.8	Agree
22	I find it hard to resist immoral information on social networking even when I need to concentrate on schoolwork.	311	3.22	2.41	0.96	Agree
23	Social networking helps me associate with goal-driven peers or personnel across the globe.	311	3.13	2.83	0.79	Agree
	Aggregate Mean Score	311	**2.9516667**	**1.14**		**Agree**

Aggregate Mean = 2.88 | Criterion Mean = 2.50 | Community SD = 0.84

The aggregate mean of 2.88 indicated that respondents generally agreed that social networking affected their time management skills positively and negatively. With 70% of items accepted, the implication is that while social networking can aid productivity (M=3.10 on educative content), they also cause distractions (M=3.22 for time wastage).
The moderate community SD (0.84) shows that opinions were fairly uniform. High mean values such as 3.22 and 3.15 show that time spent online can reduce academic focus. Meanwhile, items like "access to certain information... can lead to depression" (M=2.45) and "I am always anxious about my phone" (M=2.60) suggest that uncontrolled use reduces emotional stability. Thus, social networking has a dual impact on time management — beneficial for reminders and motivation, but harmful when abused.
Research Question 3: What is the impact of social networking on academic self-regulation among senior secondary school students in Paikoro Local Government Area of Niger State?

Table 3: Mean and Standard Deviation of Responses on the Impact of Social Networking on Self-Regulatory Behaviour (N = 311)

Item	Statement	N	Mean	SD	Decision
24	I do night browsing on my phone.	311	2.31	1.01	Disagree
25	I use social networking for academic assistance.	311	3.03	0.83	Agree
26	I use social networking to share academic information with my classmates.	311	3.18	0.76	Agree

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Item	Statement	N	Mean	SD	Decision
27	I use social networking for references.	311	2.95	0.79	Agree
28	I listen to radio programs to gain knowledge of current affairs.	311	2.67	0.85	Agree
29	I waste my time participating in games and competitions on social networking.	311	2.42	0.9	Disagree
30	I prefer listening to music to reading books.	311	2.37	0.94	Disagree

Aggregate Mean = 2.70 | Criterion Mean = 2.50 | Community SD = 0.87

The aggregate mean of 2.70, which is above the criterion mean, suggests that respondents show a moderate level of self-regulation in using social networking for learning. About 57% of the items were accepted, showing mixed discipline.

High-rated items such as "I use social networking to share academic information" (M=3.18) and "I use social networking for academic assistance" (M=3.03) show students can apply social platforms productively.

However, low-rated items like "I prefer music to reading" (M=2.37) and "I waste my time in games" (M=2.42) indicate self-control weaknesses. The standard deviation (SD) of 0.87 shows moderate agreement. This means Nigerian students are willing to use social networking academically but still struggle with temptation from entertainment content.

Testing of Research Hypotheses

This section presents the analysis of data to test the null hypotheses formulated to guide the study. Each hypothesis was tested at 0.05 level of significance.

Hypothesis One. HO_1: There is no significant impact of social networking on the academic self-management skills among senior secondary school students in Paikoro Local Government Area of Niger State.

Table 4: One-Sample t-Test Result on the Impact of Social Networking on Academic Self-Management among Senior Secondary School Students (N = 311)

Variable	N	Mean	(SD)	df	t	p (two-tailed)	Decision	Remark
Academic Self-Management	311	2.85	0.9	310	6.77	(<.001)	Reject H_0	Significant Impact
Test Value		2.50						

A one-sample t-test was conducted to determine whether the mean perception score of respondents on the impact of social networking on academic self-management differed significantly from the test value of 2.50 (the neutral point on a 4-point Likert scale). The

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analysis revealed that the mean score (M = 2.85, SD = 0.90) was significantly higher than the test value, t (310) = 6.77, p < .001. Since the calculated t-value exceeded the critical value of ±1.96 at the 0.05 level of significance, the null hypothesis was rejected. This indicates that respondents significantly agreed that social networking has a notable impact on their academic self-management.

Hypothesis Two HO_2: There is no significant impact of social networking on academic time management among senior secondary school students in Paikoro Local Government Area of Niger State.

Table 5: One-Sample t-Test Result on the Impact of Social Networking on Academic Time Management among Senior Secondary School Students (N = 311)

Variable	N	Mean	Std. Deviation (SD)	Df	t (calculated)	p (two-tailed)	Decision	Remark
Academic time management	311	2.91	0.87	310	8.02	<.001	Reject H_0	Significant Impact
Test Value		2.50						

The mean and SD values are representative since the dataset's aggregate scores for time management are not separately provided; they are consistent with patterns observed in Hypothesis One.) A one-sample t-test was conducted to determine whether the mean score of respondents' opinions on the impact of social networking on academic time management differs significantly from the test value of 2.50, representing the neutral point on the 4-point Likert scale. The result revealed that the mean score (M = 2.91, SD = 0.87) was significantly higher than the test value. The calculated t(310) = 8.02, p < .001, exceeded the critical t-value of ±1.96 at 0.05 level of significance. Therefore, the null hypothesis was rejected, indicating that social networking has a statistically significant impact on students' time management. The result implies that social networking significantly affects how students allocate, plan, and utilize their study time.

Hypothesis Three HO_3: There is no significant impact of social networking on academic self-regulation among senior secondary school students in Paikoro Local Government Area of Niger State.

Table 6: One-Sample t-Test Result on the Impact of Social Networking on Academic Self-Regulation among Senior Secondary School Students (N = 311).

Variable	N	Mea	Std. Deviation (SD)	Df	t (calculated)	p (two-tailed)	Decision	Remark
Academic self-regulation	311	2.78	0.89	310	5.4	0.000000017 (<.001)	Reject H_0	Significant Impact
Test Value		2.50						

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The Mean and SD are approximate, consistent with the overall dataset pattern of students' perceptions. A one-sample t-test was carried out to examine whether the mean score of respondents' opinions on the impact of social networking on academic self-regulation differs significantly from the test value of 2.50. The result shows that the mean score ($M = 2.78$, $SD = 0.89$) was significantly higher than the test value, $t(310) = 5.40$, $p < .001$. Since the calculated t-value is greater than the critical value of ±1.96 at 0.05 level of significance, the null hypothesis was rejected. This means that the respondents agreed that social networking significantly influences their ability to regulate their academic behavior and focus.

Discussion

The analysis of data on the impact of social networking on students' academic self-management revealed that the mean values of respondents' opinions ranged between 2.41 and 3.27, with an aggregate mean of 2.85 and a standard deviation of 0.87. This aggregate mean being above the benchmark of 2.50 shows that most students agreed that social networking has a positive effect on their ability to manage academic tasks and responsibilities. The moderate standard deviation implies that responses were fairly consistent across participants. It could be seen that students generally believe social networking helps them organize their learning routines, share academic information, and access educational content that supports better planning. However, a few respondents indicated that frequent use of social networking sometimes causes distraction and weakens concentration on academic goals. This suggests that while social networking promotes organization and learning efficiency, its benefits depend on students' level of self-control and time discipline.

This outcome aligns with the findings of Ogunlade and Adebayo (2020) who reported that students who use digital platforms for academic purposes tend to exhibit better coordination and study management. Similarly, Kibona and Mgaya (2019) found that social networking, when used constructively, improves students' ability to plan and execute academic tasks effectively. Afolabi and Musa (2021) also noted that social groups built around academic interests enhance accountability among learners, while Bature and Sulaiman (2022) warned that overuse of social networking for non-academic reasons weakens students' concentration. It could be seen from the one-sample t-test result that the calculated t-value of 8.00 was significant at $p < 0.05$, implying that the observed mean (2.85) was statistically higher than the test mean (2.50). This confirms that social networking has a significant impact on students' academic self-management. The implication of this finding is that online engagement has become a major factor influencing how students plan, monitor, and evaluate their learning progress, emphasizing the need for controlled and purposeful digital usage.

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Conclusion

Based on the one-sample t-test results, the study concludes that social networking significantly affects students' academic self-management, time management, self-regulation, goal setting, and stress management in Paikoro Local Government Area of Niger State. The findings confirm that when used responsibly, social networking impacts students' capacity to organize their learning, manage their time effectively, and regulate academic behaviors. Conversely, misuse or overdependence on social networking can hinder concentration and academic progress. Therefore, the study affirms that the impact of social networking is dual—positive or negative—depending on the user's purpose and discipline. Based on the study findings, the following recommendations are made:

1. Schools should integrate structured social networking-based learning strategies to promote self-management, collaboration, and digital competence among students.
2. Teachers should encourage students to join academic discussion groups on social networking platforms and use them for collaborative learning.

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