



EFFECTIVENESS OF SOCIAL MEDIA IN UNIVERSITY EDUCATION: A CASE OF MACHAKOS UNIVERSITY, KENYA

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Abstract

This study examines Machakos University's learner support services' use of social media. This study examines how social media (SM) is used for education through surveys, interviews, and quantitative and narrative data from students and instructors. Students spend three hours a day on WhatsApp, Facebook, and YouTube, according to participant data. The feedback shows that most students use social media. 85% report more involvement, 80% say they have more service options, and 75% say they have made more contacts. Diversions, misinformation, privacy difficulties, and digital resource inequities continue to hinder progress. The findings show that social media encourages academic cooperation and expands interactions beyond campus, classroom, and traditional learning contexts. Recognizing that students use social media for enthusiastic and speedy learning requires effective management by numerous stakeholders. This is crucial to minimize the detrimental effects of social media in academia and promote academic integrity. Infrastructure development, boosting educational standards, supporting collaborative learning, and policies are suggested answers. These ideas can help academic institutions maximize social media to improve learning and results. A study on Machakos University's use of social media (SM) is summarized in this article; It reveals social media exploitation success.

Keywords: Social Media, University Education, Adoption, Integration, Usage



INTRODUCTION

Social Media has revolutionized the interaction, information access and general flow of information and actions. In the educational field, it can have revolutionary opportunities for the processes of knowledge retrieval and collaborative initiatives. The traditional higher education system has relied heavily on lectures, texts, and face-to-face interactions. Nonetheless, the educational environment is rapidly changing due to the pervasive influence of social media. Platforms such as Facebook, WhatsApp, Twitter, and YouTube have become an integral part of students' and teachers' daily routines, allowing for both informal and scheduled educational interactions. The use of social networking is growing in popularity and has been widely adopted in academic-related activities in universities and more so at Machakos University in Kenya. This transition needs an evaluation of its effectiveness as an educational tool, examining both its benefits and drawbacks in boosting the learning process.

The benefits of social media in education can be attributed to the fact that it encourages teamwork, facilitates access to educational content and fosters the creation of engaging learning environments. Students can communicate with their classmates and teachers outside the usual classroom setting. They can freely discuss and share ideas and information on given subjects as well as obtain more educational resources. Nonetheless, despite the benefits, there are concerns about the impact of social media on students' concentration, knowledge level, and overall educational accomplishment. Such concerns call for a comprehensive investigation of the part played by social media in university education generally and specifically in Machakos University.

Significance of the Study

The study is important because it offers essential information concerning the roles of social media in higher learning institutions. Such comparative study of the effects of social media to learning in Machakos University will provide a stock of information to the administrators, lawmakers, and educators as to which of the social media platforms and strategies would be most appropriate in the university learning environment. The implication of the study lies in the proposition of ways by which social media can be utilized to improve the quality of education by supporting the achievement of the positive aspect while overcoming the negative aspect. This research could help in the current scholarly debate on technology in education through a paper which explores the situation in Kenyan institution comparable to similar studies from other parts of the world. The objective of this research study thus involves offering a systematic insight into the pros and cons of integrated social media in developing

nations. Thus, it can help to improve the insight into the characteristics of digital learning tools on the international level.

Research Objectives

The primary objectives of this study are as follows:

1. **Assess the Extent of Social Media Usage:** Determine how frequently and in what ways students and faculty at Machakos University use social media for educational purposes.
2. **Evaluate Perceived Effectiveness:** Explore the perceptions of students and faculty regarding the effectiveness of social media in enhancing the learning experience.
3. **Identify Challenges:** Identify the key challenges associated with the use of social media in educational contexts, including issues related to distraction, information quality, and privacy.
4. **Provide Recommendations:** Develop recommendations for optimizing the use of social media in university education based on the study's findings.

These objectives aim to provide a comprehensive understanding of social media's role in university education, offering practical insights and actionable recommendations for improving its integration into academic practices.

Research Questions

To achieve the research objectives, the study seeks to answer the following questions:

1. **Frequency and Nature of Usage:** How frequent do students and faculty at Machakos University use social media for educational purposes? What specific activities do they engage in on these platforms?
2. **Perceived Benefits:** What are the perceived benefits of using social media in education according to students and faculty at Machakos University? How do these benefits impact learning and engagement?
3. **Challenges and Drawbacks:** What challenges and drawbacks are associated with the use of social media in educational contexts at Machakos University? How do these challenges affect students' academic performance and overall learning experience?
4. **Improvement Strategies:** What strategies can be implemented to improve the effectiveness of social media as an educational tool at Machakos University? How can the university address the identified challenges and enhance the benefits of social media integration?

By answering these questions, the study seeks to analyze social media's impact on university education. This study will inform policies and practices that maximize social media's

benefits and minimize its disadvantages. A more effective and interesting instructional environment at Machakos University will result. Researchers face chances and challenges with university social media integration. A comprehensive study on Machakos University's usage of social media to improve education. This study will help the university use social media better. The study seeks to inform social media tactics that maximize its potential while minimizing its drawbacks. This will be done by systematically examining usage trends, perceived benefits, and obstacles.

LITERATURE REVIEW

Theoretical Framework

Based on this, the study is underpinned by the principles of learning constructivism and Vygotsky's social development theory. According to the constructivist learning theory, people are active in constructing their understanding and knowledge of reality based on experiences or participation, and then reflection (Brau, 2020). As applied to education, this strategy relies heavily on participation, or rather interaction, with the content to be learned and with fellow students. Twitter, in particular, makes it easier for students to collaborate, discuss, and share ideas hence, supporting the constructivism.

This precisely makes Vygotsky's theory of social development an important input into the understanding of cognitive development, while stressing that social interaction is central to the whole process. According to Vygotsky, learning is by its nature a social affair and sociocultural development can only be accomplished through social interaction (Vygotsky & Luria, 1978). From a researcher's perspective, it is important to note social media fits into these concepts because of the notion on being connecte. Applications such as Facebook, What App, You Tube offer collaborative learning and peer mentoring, which are core elements of Vigotsky's theory. Such platforms allow users to form realistic relationships that lead to enhancing the communication between researchers and increases their cognizance.

Previous Studies on Social Media in Education

There have been many studies on the effects of social media on education, and they have found a range of results that highlight both the advantages and disadvantages of these platforms. In a notable study, Giannikas (2020) explored how Facebook affects the learning outcomes and engagement of college students. It was discovered that using Facebook had a positive correlation with student involvement and self-reported learning outcomes. According to students, they felt more connected to their education and more involved in their school when

they used Facebook to help them with academic tasks like joining study groups and participating in class discussions.

Perez, Manca, Fernández-Pascual, and Mc Guckin conducted a complete literature review in 2023. Their study examined various higher education social media studies. They saw greater teamwork, student involvement, and resource accessibility. Social media platforms allow students to interact with peers and access content outside of the classroom, encouraging informal learning. Spending more time on this job may improve your academic achievement and course comprehension.

Adelakun (2023) noted that social media can harm education. The issue of distractions is serious. Social media use can distract students from schoolwork, making it harder for them to succeed. Social media content varies in quality, raising questions about the legitimacy and authenticity of student resources. Ahmad (2024) and Kunka (2020) studied social media education. Ahmad (2024) examines how social media may create an educational environment that emphasizes active learning rather than passive learning. The development of analytical and problem-solving skills requires an engaged culture. Tess also stressed the importance of guidance and planning to ensure that social media use supports educational goals. Kunka's (2020) study advises using Twitter in higher education to promote active learning, improve student-teacher contact, and provide fast feedback. They also noted issues like shallow instruction and the necessity for clear guidelines. Use benefits and drawbacks must be properly considered.

Benefits and Challenges of Social Media in Education

The integration of social media into university education offers several benefits but also presents significant challenges that need to be addressed to ensure effective use.

Benefits

1. **Enhanced Engagement and Participation:** Social media platforms facilitate greater student engagement by providing interactive and informal spaces for discussions. For instance, WhatsApp groups enable students to share ideas and resources quickly, fostering a sense of community and collaboration (Naghdipour & Manca, 2022).
2. **Access to Diverse Resources:** Platforms like YouTube and Twitter provide access to a vast array of educational content, including tutorials, lectures, and scholarly articles, which can supplement traditional learning materials.
3. **Peer Learning and Support:** Social media supports peer-to-peer learning (Goforth, 2022), allowing students to help each other understand complex topics and complete assignments through collaborative efforts.

4. Improved Communication: Tools like Facebook and Instagram enable easier communication between students and faculty, allowing for timely feedback and support outside of classroom hours.

Challenges

1. Distraction and Time Management: One of the primary concerns with social media use is its potential to distract students from their studies. Constant notifications and the temptation to engage in non-academic activities can detract from focused learning.
2. Misinformation and Quality Control: The vast amount of information available on social media can be a double-edged sword. Without proper guidance, students may encounter and use unreliable or inaccurate information in their academic work (D'souza, Shah, Oki, Scrivens, & Guckian, 2021).
3. Privacy and Ethical Concerns: The use of social media in education raises issues related to privacy, data security, and ethical considerations. Ensuring that students' personal information is protected and that they use these platforms responsibly is crucial.
4. Digital Divide: Not all students may have equal access to social media tools and the internet, leading to disparities in educational opportunities and outcomes (Pursel, 2010).

Social Media Usage Trends in Higher Education

Social media usage has become an indispensable aspect of higher education, offering both advantages and disadvantages. Social media platforms are frequently employed by students at Machakos University for a variety of educational purposes. At Machakos University, a survey of 200 students and 50 faculty members yielded significant insights into the usage patterns of social media. Social media is employed by 85% of students to enhance their academic performance, as indicated by the survey. WhatsApp is the most widely used of these platforms, with 90% of respondents utilizing it for academic content sharing and group conversations. Facebook is utilized by 70% of students for broader interactions, including the following of educational pages and the membership of academic groups. YouTube is utilized by 60% of students to access educational videos and lectures. Faculty personnel are also utilizing social media, with 60% of them professing to use platforms like WhatsApp and Facebook to engage with students and distribute resources. Nevertheless, only 40% of faculty members incorporate social media into their teaching practices, citing the necessity of defined norms for its use and concerns about distraction.

The importance of social media in Kenyan universities

Social networking in higher education is growing in Kenya as a way to boost student achievement. Machakos University, like other Kenyan universities, uses social media to overcome resource and geographical constraints. Social media helps bridge urban and rural education by allowing remote students to participate in online debates, obtain course materials, and keep informed about academic announcements. Munyiva (2021) found that public university students in Uasin Gishu county, Kenya, find social media convenient and empowering. Social media allowed individuals to study at their own pace, regardless of their part-time status or other obligations.

The study discovered limitations in Kenya that could hinder social media adoption in education. Unreliable internet and expensive data plans are examples. These characteristics present Kenya-specific obstacles notwithstanding their benefits (Okello, 2024). More strong digital literacy initiatives are needed to ensure educators and students can use social media appropriately in the classroom. Kenyan universities must emphasize the establishment of comprehensive programs that address and overcome these issues to fully benefit from social media. This includes improving internet access infrastructure, training educators on social media integration, and enforcing responsible and safe social media use.

METHODOLOGY

Research Design

Combining quantitative and qualitative research methods, this study gives a full look at how well social media works in higher education at Machakos University. In the quantitative part of the study, surveys are used to collect numerical data about how people use social media and what they think are its pros and cons. In order to fully understand how teachers and students feel about and use social media in the classroom, observations and conversations are used. Through a thorough mixed-methods technique that includes both quantitative results and qualitative data, we are better able to understand the phenomenon. By changing the way the sentences are put together, we can get a fuller picture of how social media affects the learning experience of Machakos University students.

Method of Sampling and Size of Sample

The study employs a stratified random sampling methodology to ensure the inclusion of diverse groups within the university. The population is stratified by faculty members in fields such as humanities, science, business and engineering. Following that, respondents are selected at random for the study. This approach ensures that a wide range of opinions from

various academic disciplines will be included in the sampling. The sample consists of 50 faculty members and 200 students. The selected size enables both statistical analysis and efficient qualitative data collection techniques. Below is table 1, which provides the sample distribution.

Table 1: Sample Distribution

Faculty	Students	Faculty Members
Humanities	50	15
Sciences	70	20
Business	40	10
Engineering	40	5
Total	200	50

Data Collection Methods

Three main methods are used in this study to collect data: surveys, interviews, and observations.

A structured survey is accessible to both faculty and students. The poll inquires about the categories of social media platforms utilized, the manner in which they are utilized, the perceived benefits, and the challenges that are encountered. The survey also collects demographic data to analyze trends among different groups.

In order to gain a more comprehensive understanding of the perspectives and experiences of a subgroup of survey respondents—30 students and 10 faculty members—in-depth, semi-structured interviews are conducted. The interviews are focused on the apparent impact of social media tools on academic outcomes and the integration of these tools into teaching and learning processes.

Classroom observations are conducted to obtain qualitative information regarding the utilization of social media in live learning environments. These observations are focused on the manners in which students and instructors establish connections, the types of social media activities that are employed, and the general levels of engagement and participation.

Methods of Data Analysis

Descriptive statistics are employed to summarize and identify trends in quantitative data obtained from surveys. Metrics such as mean, median, mode, and standard deviation are used to describe the central patterns and variation in social media usage among students and instructors. Cross-tabulations and frequency distributions are employed to analyze and explore the associations among different variables.

Table 2: Descriptive Statistics of Social Media Usage

Variable	Mean	Median	Mode	Standard Deviation
Frequency of Use (times/day)	4.5	4	5	1.2
Number of Platforms Used	3.2	3	3	0.8
Hours Spent on Social Media	2.8	3	3	0.9

Content analysis is employed to analyze qualitative data obtained from interviews and observations. This entails the organization of the data into themes and categories in order to recognize recurring patterns and insights. The data is interpreted using thematic analysis, which emphasizes recurring themes such as the perceived benefits of social media, the challenges encountered, and the recommendations for enhancing its use in education.

Table 3: Common Themes from Interviews

Theme	Frequency
Enhanced Engagement	25
Access to Resources	20
Distraction Issues	15
Privacy Concerns	10
Peer Learning and Support	18

RESULTS

Overview of Social Media Usage among Machakos University Students

Data from the survey indicates that Machakos University students use social media extensively. Ninety percent of the students said they used social media every day, putting in three hours on average. WhatsApp is the most popular platform for academic communication and cooperation among the others, Facebook, and YouTube.

Table 4: Frequency of Social Media Usage

Frequency of Use	Percentage of Students
Several times a day	70%
Once a day	20%
Several times a week	7%
Once a week	3%
Rarely/Never	0%

As shown in table 4, a significant majority of students (70%) engage with social media multiple times a day. This high frequency of use underscores the integral role that social media plays in the daily lives of students at Machakos University.

Perceived Effectiveness of Social Media in Education

The survey results indicate that students perceive social media as an effective tool for enhancing their educational experience. When asked about the benefits of using social media for educational purposes, the majority of students highlighted increased engagement, better access to resources, and improved communication with peers and instructors.

Table 5: Perceived Benefits of Social Media in Education

Benefit	Percentage of Students
Enhanced Engagement	85%
Access to Diverse Resources	80%
Improved Communication	75%
Peer Learning and Support	70%

Students reported that social media platforms facilitate their engagement with course content and participation in discussions. For instance, WhatsApp groups are frequently employed to facilitate the organization of study sessions and the sharing of notes, which aids in the preservation of academic engagement beyond the confines of the classroom.

These conclusions are additionally corroborated by the qualitative interviews. According to one student, "WhatsApp has been phenomenally beneficial for group projects." Collaboration has been significantly simplified as a result of the ability to exchange documents and engage in real-time discussions. Another student stated, "I frequently view educational videos on YouTube to supplement my classroom education." It facilitates my comprehension of complex concepts.

Factors Influencing Social Media Usage for Educational Purposes

Several factors influence how students use social media for educational purposes. The most prominent factors identified in the study include ease of access, the availability of mobile devices, and the influence of peer networks.

Table 6: Factors Influencing Social Media Usage

Factor	Percentage of Students
Ease of Access	90%
Availability of Mobile Devices	85%
Peer Influence	75%
Institutional Support	50%

The data indicates that the convenience of accessing social media is a crucial determinant, as 90% of students see it as a primary cause for their frequent utilization of social media platforms. The ubiquity of mobile devices also plays a significant role, allowing students to access social media sites at any time and in any location. Peer influence is a significant factor. A significant number of students indicated that they began utilizing social media for educational reasons due to the influence of their peers and friends. This adoption led by peers emphasizes the social dimension of learning and the influence of social networks on the development of educational methods. While institutional support may have a lesser impact, it is substantial, as 50% of students report that their instructors actively encourage the use of social media for educational purposes. Several faculty members use social media into their teaching methods by establishing Facebook groups for class discussions or exchanging resources through WhatsApp.

Comparison of Social Media Platforms Used for Education

The study compares the effectiveness of different social media platforms used for educational purposes. WhatsApp, Facebook, and YouTube are the most commonly used platforms, each serving distinct functions in the educational ecosystem.

Table 7: Comparison of Social Media Platforms

Platform	Primary Use	Effectiveness Rating (1-5)
WhatsApp	Communication and Collaboration	4.5
Facebook	Academic Groups and Information Sharing	4.0
YouTube	Access to Educational Videos and Tutorials	4.2

With a score of 4.5, WhatsApp is deemed the most effective platform for communication and teamwork. It is frequently used to plan academic events, share study materials, and have group discussions. Students value its simplicity of use and real-time communication capabilities.

Facebook is 4.0 effective. Its main purposes are joining academic organizations, exchanging knowledge, and participating in intellectual conversations. Facebook helps students track academic activities and connect with others.

YouTube has a 4.2 rating for its lesson and educational film efficiency. Students often watch tutorials, seminars, and other educational videos on YouTube for assignments. Due to its enormous library of videos on many topics, the website is ideal for self-directed study.

The qualitative data from interviews supports these findings. One professor commented, "WhatsApp has become an essential tool for my classes." Students can ask questions and get quick answers, and I can deliver materials and announce." Another professor noted YouTube's benefits: "Many of my students utilize YouTube to enhance class material. Visuals and audio aid comprehension of complex topics." The study shows that social media is crucial to Machakos University students' education. The analysis found that students use Facebook, YouTube, and WhatsApp most. Students feel social media improves engagement, access to materials, and communication with faculty and peers. Accessibility, mobile device availability, peer pressure, and institutional support affect educational social media use. Comparisons highlight how diverse social media platforms are in the educational ecosystem. WhatsApp is better for communication and teamwork, Facebook for academic networking, and YouTube for educational videos.

DISCUSSION

Interpretation of Findings

This study on social media's efficacy in higher education at Machakos University explains how social media is integrated into students' academic experiences. Students utilize social media frequently, indicating that it is useful and essential to their academic agendas. Facebook, WhatsApp, and YouTube have a large impact since they all serve diverse goals that improve learning. Students regard social media as a strong instructional tool that encourages active engagement, accessible resources, and better communication. The qualitative responses show how rapidly these platforms enable cooperation and information exchange, making learning more dynamic and engaging. The study also presents key obstacles, including distraction, misinformation, privacy, and digital resource inequity.

Significance of the Findings

The discoveries have several ramifications. Social media is increasingly used in education, creating more flexible and accessible learning environments. Modern educational theories emphasize learner-centered and participative approaches, which this change supports. Social media platforms enable cooperation, discussion, and peer learning. However, the study's

issues emphasize the need for deliberate social media use in education. Distraction is a major issue since students can quickly become sidetracked. Deceptive or erroneous content threatens education quality, emphasizing the importance of critical evaluation skills. Privacy concerns and digital technological inequality limit fair and secure use of these sites.

Addressing Challenges Identified

A comprehensive plan is needed to address social media concerns in education. Institutions must create social media policies that balance pros and cons. This includes laws to govern responsible and secure technology use, promote digital literacy, and ensure equal and appropriate access to technology. Curriculum integration of digital literacy programs works (Anthonyamy, Koo, & Hew, 2020). Students learn to critically analyze online content and manage their time with this strategy. Additionally, universities must create and implement academic integrity and privacy policies. Ensuring widespread access to needed equipment, internet connectivity, and technological help can lessen the digital divide.

RECOMMENDATIONS

Below are the recommendations for Improving Social Media Integration in University Education.

Faculty Training and Development on Social Media Integration

To fully realize the benefits of social media in education, it is critical to engage in teacher training and development. Educators must be prepared with the necessary skills and knowledge to properly use social media into their teaching practices. Training programs should focus on pedagogical skills for using social media, understanding the technological components of various platforms, and dealing with issues like distraction and misinformation. Faculty development workshops can provide practical insights into using social media for collaborative learning, student engagement, and improving the overall learning experience. Furthermore, establishing a community of practice among educators can allow the exchange of best practices and novel approaches to social media integration.

Development of Guidelines and Policies for Social Media Usage

Institutions ought to create thorough rules and regulations controlling the usage of social media for instructional purposes (Bodo, 2023). Policies should cover matters including academic honesty, privacy, and proper internet conduct. Unambiguous rules can assist reduce the dangers of using social media and guarantee that it enhances the learning environment.

Policies should also contain guidelines for using social media ethically, guaranteeing the protection of students' private data and polite and businesslike interactions on these networks. Universities should launch awareness-raising initiatives to educate staff and students about these rules and the value of following them.

Enhancement of Infrastructure and Technological Support

The effective integration of social media in education is contingent upon the provision of technological support and the enhancement of infrastructure. It is recommended that academic establishments allocate resources towards the acquisition of dependable Wi-Fi access, high-speed internet connectivity, and sufficient computing resources in order to facilitate the utilization of social media platforms (Korkmaz, Erer, & Erer, 2022). It is also critical to guarantee that every student has access to essential technological devices, including smartphones and tablets. Faculty and students should have access to help stations and technical assistance as part of technological support. Offering instructional sessions on the proficient utilization of diverse social media tools can augment the overall user experience and promote a broader acceptance of these platforms for pedagogical objectives.

Promotion of Collaborative Learning and Knowledge Sharing

Social media platforms are intrinsically designed to enable and promote cooperation and the exchange of knowledge. Institutions should encourage the utilization of these platforms to facilitate collaborative learning endeavors (Chepngetich, 2022). For example, the utilization of online discussion forums, study groups, and collaborative projects on social media platforms can augment student involvement and cultivate a feeling of community. Promoting the utilization of social media platforms among students to exchange resources, ideas, and feedback might enhance the educational process. Faculty members have the ability to play a crucial role in directing these interactions, making sure that they are effective and in line with academic objectives. Moreover, utilizing social media for peer-to-peer learning might enable students to assume a proactive stance in their education.

Continuous Evaluation and Feedback Mechanisms

Institutions must adopt continual evaluation and feedback methods to preserve the efficacy of social media in education (Javaeed, Kibria, Khan, & Ghauri, 2020). Consistent reviews of social media and student learning might reveal its strengths and weaknesses. Surveys, focus groups, and interviews can obtain faculty and student social media opinions.

This feedback should help improve plans and policies. Institutions may analyze academic performance, online activity, and engagement to determine how social media affects education. The discussion shows how social media affects Machakos University's academic atmosphere. The results indicate that social media platforms are widely used and effective for improving user interaction, resource accessibility, and communication. Distraction, misinformation, privacy issues, and the digital gap must be overcome to maximize social media's educational potential. Strategic recommendations include faculty development funding, comprehensive policies and procedures, technical infrastructure improvements, collaborative learning, and continuing evaluation. Machakos University can maximise academic success by using social media to create a more efficient and fair educational environment.

CONCLUSION

Summary of Key Findings

Staff and students use social media widely, with WhatsApp, Facebook, and YouTube being the most popular, according to a study done at Machakos University on the effectiveness of social media in higher education. Generally speaking, students view social media as a helpful tool for increasing engagement, simplifying access to educational resources, and enhancing communication. Important roadblocks were the digital gap, incorrect information, privacy concerns, and distraction.

Contributions to Current Literature

This study advances the global discussion on digital education tools by contributing real data on social media use in a Kenyan university environment. Together with quantitative usage trends, the mixed-methods approach of the study offers a comprehensive picture of the qualitative experiences of the faculty and students. It underlines the need of careful management to minimize related problems and highlights the intricate role of social media in education, supporting current views on its capacity to enhance learning.

Study Limitations

This work has a number of drawbacks notwithstanding its contributions. First of all, although being adequate for the objectives of this study, the sample size could not be entirely typical of Machakos University's faculty and student body. Furthermore, the self-reported character of survey answers could lead to bias since respondents could exaggerate their good experiences or downplay their difficulties. The study also concentrates on a single university,

which restricts the applicability of the results to other establishments with various infrastructure and environments.

Suggestions for Future Research

Future study could try to overcome these restrictions by incorporating more varied and bigger samples from several universities. Observing changes in social media use and its effects on education over time would be benefited by longitudinal studies. The usefulness of particular social media platforms in various academic fields and educational levels should potentially be investigated in more research. Moreover, experimental research testing interventions meant to lessen the detrimental effects of social media use in the classroom would be very helpful in creating best practices.

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