Benefits and Challenges of Social Media Usage among Youth in Higher Learning Institutions: A Case of the Mwalimu Nyerere Memorial Academy

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ABSTRACT

This paper looks into the benefits and drawbacks of social media usage among students in higher education. The study intends to learn about the advantages and disadvantages the youth face when using social media. Students were chosen at random from the Mwalimu Nyerere Memorial Academy (MNMA) Karume Campus, Zanzibar for the study. Administrative and academic staffs, as well as student leaders, were key informants. A questionnaire and an interview guide were used to collect data. The Chi-square test was used to analyse the quantitative data (P 0.05). Communication, business, and academic themes emerged from qualitative data on social media use. The findings showed that the majority of students owned mobile phones with internet connectivity and were familiar with social media sites. Students at the Karume Campus use mobile phones to access social media sites for one to five hours per day, resulting in lost time. Social media use among students in higher education institutions has both positive and negative consequences, which include moral decay, wastage of time, unplanned financial expenditure and addiction. Searching for academic resources, health-related information, communication, and business transactions are all benefits of using social media among the youth. The study recommends that students who use mobile phones should spend time searching for academic materials or engaging in social communication with discipline. The MNMA administration, through the Dean of Students Office, should counsel students on the importance of using social media responsibly.

Keywords: *Social Media, Youth, Higher Learning Institution, Benefits and Challenges of social media usage.*

1. INTRODUCTION

The generic understanding of the concept of social media is still controversial among academicians and practitioners (Olaniran, 2009). However, in this paper, the concept of social media entails all forms of software applications, web and blogs that have been used to connect and enable people to interact, share context, video calls and interconnection via the internet (Oberst, 2010).

Social media plays a vital role as days go on, in that, the world becomes a global village as people can be easily connected through various ways such as video conferencing

(Oberst, 2010). In that, for a person to become a member of any social media requires him/her to sign up and sign in to access content and be able to keep on chatting with other users of the respective platform. Social media platforms include Twitter, WhatsApp, Facebook, Bebo and snap chat to mention a few (Boyd & Ellison, 2008).

Recently, there is an increased need for internet social media usage, particularly by youth (Christley,2017).Among those platforms which are accessed by mobile phones include social networks such as WhatsAppp, Facebook, Linkedln2, global digital snapshots, social platforms and Twitter to mention a few (Christley,2017).

These social media networks are becoming an integral part of most people in contemporary society, the youth included as they use those networks to market and sell various products and services, promote business brands and increase business visibility and foster business ventures through building a relationship and continuous communication (Todaa, 2019).

On the other hand, social media is valuable to students at the university level as it can be used to access learning resources online (Choney,2010). Additionally, social media is also used by researchers for dissemination of research findings and discoveries or to learn about new inventions in the world of science. Conventionally, higher learning institutions are highly dependent on the attendance of learners in planned physical venues, whereby they met their mentors for lectures of self-studies.

In the due course, the learning environment required adequate physical facilities, the presence of mentors and learners in the venue (Staines, 2013). Recently, the introduction of information and communication technology (ICT) addresses many challenges of the conventional learning environment.

In Tanzania, about 78 per cent of citizens owned a mobile phone, of which youth are included (Tanzania Communication Regulatory Authority, 2016). The recent development of technology has improved the accessibility of information as it allows the use of mobile phones and computers in accessing the internet. In addition, social media are proven to engage many students in higher learning institutions (Olson et al., 2011).

Globally, the use of social media in higher learning institutions facilitates students to be more dynamic, creative and research-oriented. The use of social media has both advantages and challenges, mostly its benefits in terms of accessing course content, searching for relevant information and sharing resources material with colleagues (Gikas & Grant, 2013).

Despite the benefits of using them, social media are not properly used and can result in deleterious effects on users who are mainly youth (Rouse, 2005). Among them include depression and anxiety, cyberbullying, cultural deterioration, moral decay, negative body image and addiction. Available policies have also informed on the effects of social media usage among youth such as the National Information and Communication Technologies Policy (2003), the National Telecommunication Policy (1997) and the National Postal Policy (2003).

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For instance, it has been stated in the National Telecommunication Policy (1997) that the policy will provide guidelines to all stakeholders in line with national macroeconomic, legal and regulatory regimes. Therefore, there is a need of comprehending how youth involvement in social media networking affects students in higher learning institutions psychologically, socially and economically. The result of this study will inform policy intervention regarding social media usage among youth in higher learning institutions (Kramer et al. 2014).

In the present era, the majority of college students in higher learning institutions are frequent users of sophisticated devices to keep them informed and enhance collaborative learning and sharing of content (Wankel, 2009). This is highly connected with the rapid advancement of technology with an impact on the way people communicate daily. Of recent, social networking among students has become more popular as it is a way of making connections not only on campus but also with friends outside the campus.

Due to intensive use, this study intends to understand its benefits and challenges among the youth in higher learning institutions. It is believed that the use of technology such as the internet has multiplier effects on youth in higher learning institutions. It has been justified by Blaschke (2014) in his study that the use of social media in higher learning institutions has enhanced learning, increase participation and engagement, and improved content dissemination, pedagogy and information sharing.

Scholars are involved in research works on how people are being so attached to social media on a day to day activities as there are significant differences between online and offline relationships. On the other hand college students are the largest users of social media which influences them to change their daily life, behaviour, community approaches, public life and bodily events. It has become an immense challenge for society to address social media usage among the youth. According to the Tanzania Zanzibar socio-economic profile (2014) asset ownership, including mobile phones are mostly owned by locals in Zanzibar Thus each member of society ought to pay more attention to the matter (Ali et al. 2016).

Guardians and parents are worried that students spend too much time on various forms of social media with less time on studying (Choney, 2010, MehMood& Taswir (2013). This paper focuses on the benefits and negative implications of using social media among youth at MNMA Karume Campus in Zanzibar. The study findings are envisaged to provide useful inputs to policy makers on strategies of minimizing the negative consequences of social media usage among the youth in higher learning institutions.

2. METHODOLOGY

The study was conducted at the Mwalimu Nyerere Memorial Academy, specifically the Karume Campus Zanzibar and involved all levels students from NTA (National Technical Award) Level 4 up to Level 8. The campus is located on plot no.75 at Bububu area near Military Hospital in West Unguja District. The Campus is about 08-kilometres away from the Stone Town Centre. The Karume Campus has been selected because electronic gadgets in Zanzibar mobile phones included are easily available and sold

at reasonable prices. Second, the campus has a representative sample of students of the entire Academy, thus reflects the sampling balance as it would be difficult to study the three Campuses of the Academy. Furthermore, it has been stated in the basic demographic and socio-economic profile of Tanzania Zanzibar (2014) that, in asset ownership mobile phones were the most commonly owned asset by households (80%), followed by houses (75%), Radio (70%) and hand hoe (54%).

Both primary and secondary data were collected. The main data collection instruments for this study were questionnaires from 162 students and in-depth interviews with 10 academic staff, 5 supporting staff and 5 students representatives.

The questionnaire was used in this study because was fast and efficient in gathering a large amounts of information from the respective sample size. Further, the questionnaire was effective for measuring subject behaviour and preference which in this study focused on understanding the benefits and challenges of social media usage among the youth in higher learning institutions. While in-depth interview guide was used because it was useful in providing detailed information about a persons thoughts and exploring new issues in-depth, which in this study was employed to key informants such as academic and supporting staff and prevailing students leaders. The two methods were used in data collection to complement each other as per collected information.

Data obtained through questionnaires were coded, summarised and fed into the computer using the SPSS software. Before the chi-square test, the following statistical methods of analysis were used in this study before testing the relationship that including frequency distribution, sample size determination and statistical hypothesis testing. The process was followed by a chi-squire test to establish the level of significance in differences based on the sample in the data collection process. Data from the in-depth interview were processed and transcribed according to the resulting responses while data from in-depth interviews were coded into themes in accordance with the specific objectives of the study. The themes developed included benefits of social media usage among youth such as communication among students and relatives, business purposes, searching for academic material and searching for health information while challenges of social media usage among youth at the Karume Campus included moral decay, addiction, and wastage of time and financial resources. Findings were further presented using frequency tables, pie charts and narrative.

3. RESULTS AND DISCUSSION

3.1 *Socio – demographic characteristics of students*

The socio-demographic characteristics of students at the Campus involve a description of their gender, age and NTA (National Technical Award) Level. The findings in Table 1show that 90.4 per cent (50.9% F & 39.5% M) of all respondents were aged between 18 — 28 years old. The rest were below or above this age group. The findings align with the study by Lenhart et al. (2010) who found that 57 per cent of social network users are 18 — 28 years old and have a personal profile on multiple social media websites. In terms of education, which is called National Technical Award (NTA Level) at the campus showed that 19 per cent of the respondents were in NTA level 4 while

17.2 per cent were in NTA Level 5. Benefits and Challenges of Social Media Usage among Youth in Higher Learning Institutions: A Case of the Mwalimu Nyerere Memorial Academy

Table 1: Socio-Demographic Characteristics of Respondents

Respondents	Gender		Total
	Female (n)	Male (n)	
Age of Respondents			
Below 18 years	4 (2.4%)	4 (2.4%)	8 (4.8%)
18 — 28 years	82 (50.9%)	64 (39.5%)	146(90.4%)
Above 28years	6 (3.7%)	2 (1.2%)	8(4.9%)
	92(57%)	70 (43%)	162(100%)
Students NTA Level			
NTA Level 4	21(12.9%)	10(6.1%)	31(19%)
NTA Level 5	15(9.2%)	13((8.0%)	28(17.2%)
NTA Level 6	15(9.2%)	21(12.9%)	36(22.2%)
NTA Level 7	26(16%)	10(6.1%)	36(22.2%)
NTA Level 8	15(9.2%)	16(9.8%)	31(19%)
Total	92 (56.7%)	70 (43.3%)	162 (100%)

It was further revealed that 22.2 per cent of the respondents consist of NTA Level 5 and 6 respectively. NTA Level 8 were 19 per cent. Students in all levels of education at the Campus were interviewed and represented by the shown percentage. In terms of gender, there were more female respondents interviewed rather than males by 56.7 and 43.3 per cent respectively.

Table 1 shows the demographic characteristics of the respondents interviewed. It was crucial to establish the usage of social media usage on the Campus to address the first objective which sought to determine the benefits of using social media among the youth in higher learning institutions.

3.2 Usage of social media among the youth

The findings in Table 2 indicate that 130 (80.2% of) students at the Campus use social media in various ways followed by 32 (19.8%) who do not use social media. It was further revealed that more female students use social media than male students by 77 (47.5%) and 53 (32.7%) respectively.

Table 2: Usage of Social Media Usage among Youth at the Karume Campus Zanzibar

	Gender		
Variable	Female	Male	Total
Use social media	77(47.5%)	53(32.7%)	130(80.2%)
Do not use social media	15(9.2%)	17 (10.6%)	32(19.8%)
Total	92	70	162 (100%)

In addressing the first objective it was important to establish the type of social media mostly used by the respondents at the Karume Campus. The findings from Table 3 revealed that 57.4 and 42.6 per cent of female and male students respectively at the Campus use various social media sites. Of that, the majority (80.8%) were using WhatsApp, followed by Instagram (7.3%), Facebook (4.9%), Twitter (2.4%) and other social media available in the society (4.2%).

In that, WhatsApp was the favourite social media site among the youth at Karume Campus. In the same vein, Quan-Haase and Young (2010), in their study reported that 82 per cent of college students log into Facebook several times a day. Additionally, internet use is associated with weak family relationships and intra-family relations which lead to having a smaller social circle (Monkediek & Bras, 2014). Table 3, provides details on the preference of social media usage among the Youth at the Campus.

In addition Figure 1, revealed that female students at the Campus prefer WhatsApp sites as compared to male students as shown in Figure 2. This was foolwoed by theuse of Instagram sites by both female and male students.

3.3 Preference and reasons for using a particular social media

In general, both female and male students at the Campus prefer WhatsApp social media site as shown in Figure 3. Similarly, Ahmed and Qazi, (2011) noted that college students use social media in various ways, some of them use false identities online which include fake photos, meaning a person on the profile is not the actual person but a fictitious photo and information, including. Fictitious identities deviate from real- life social situations. Figure 1 presents details of social media preference among the youth at the Campus. In the in-depth interview with one of the students representatives revealed the following,

> *Mob psychology among the youth at Karume Campus sometimes forced us to buy smart phones so that we match with our colleagues as many of us own smart phones. Through smartphones, some of us tend to display pictures in our profile including fake ones. The interest is mainly drawing attention among youth at the Karume Campus and get satisfied, to most us we used meals and accommodation package from loans board money to get connected in special students bundle via various mobile network available at the Karume Campus (In-depth interview with Students Representative, Dec 2020).*

To address the first objective, it was important to understand the reasons which made youth at the Campus use social media. The findings from Table 4 revealed that 54.2 per cent of students at the Campus use social media for academic work, 28.3 per cent use social media for communication with their relatives and 16.6 per cent use social media for entertainment. This entails students use social media mainly for academic work.

Table 3: Preference for Social Media Usage among Youth at the Karume Campus Zanzibar

Social Media Sites	Gender		
	Female	Male	Total
WhatsApp	77(47.5%)	54(33.3%)	131(80.8%)
Facebook	2(1.2%)	6(3.7%)	8(4.9%)
Instagram	8(4.9%)	4(2.4%)	12(7.3%)
Twitter	2(1.2%)	2(1.2%)	4(2.4%)
Others	4(2.4%)	3(1.8%)	7(4.2%)
Total	93 (57.4%)	69 (42.6%)	162 (100%)

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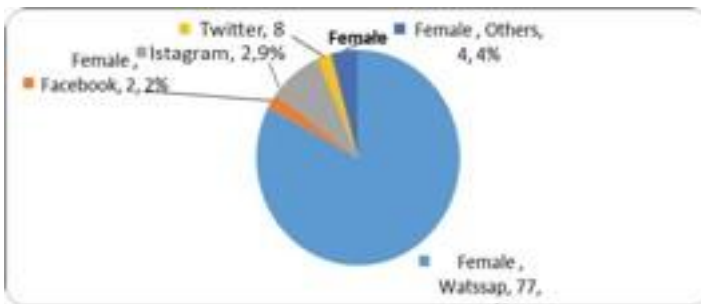

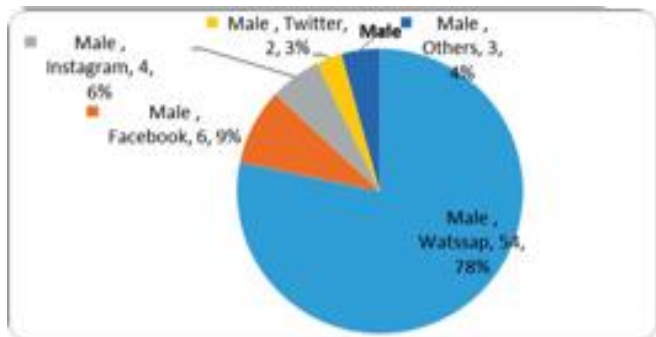**Figure 1:** *Preference of Social Media Usage among Female Students at the Karume Campus Zanzibar*

Figure 2: *Preference of Social Media Usage among Male Students at the Karume Campus Zanzibar*
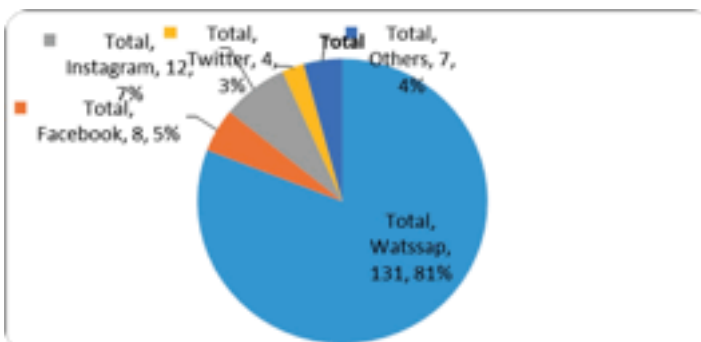

Figure 3: *Total Preference of Social Media Usage among Youth at the Karume Campus Zanzibar*

As observed by Bouvier and Chiluwa (2019), social media has changed the way societal members interact in all avenues and ages. This implies that people have started to communicate and interact through sites instead of face to face. Hence, people have become more dependent on these social network sites. Table 4 provides more details on the reasons for using social media among youth at the Campus.

In the first objective, respondents were further asked about issues of affordability. The findings from Table 5 revealed that many students at the Campus cannot afford to use social media every day.

Table 4: Reasons for Social Media Usage among Youth at the Karume Campus.

	Gender		Total
Reasons for Using Social Media	Female	Male	
Academic Work	52 (32.08%)	36 (22.2%)	88 (54.2%)
Refreshment	19 (11.7%)	9 (5.5%)	28 (16.6%)
Communication	21 (12.9%)	25 (15.4%)	46 (28.3%)
Total	92	70	162

It has been further observed that 16.6 per cent of female students can afford to use social media while 11.7 per cent of male students can afford to use social media every day. In general, 71.6 per cent of all students cannot afford to use social media every day. This means that using social media involves the use of resources in terms of money and time as well. The difference in terms of gender is based on the fact that female student get more support from family members rather than male students to sustain themselves and set them free from being lured by men. Table 5 provides more explanation on the affordability of using social media among the youth at the Campus.

Table 5: Affordability of Using Social Media among Youth at the Karume Campus

	Gender		
Response	Female	Male	Total
Youth who Can Afford daily	27 (16.6%)	19 (11.7%)	46 (28.3%)
Youth who cannot Afford daily	65 (40.1%)	51(31.4%)	116 (71.6%)
Total	92	70	162

In the first objective, respondents were further asked about the cost of social media among them. The findings from Table 6, revealed that 72.1 per cent of students at Campus spend less than Tsh 5000/=in a week on their mobile phones while 27.7 per cent spend more than Tsh 5000/= in a week. This means using a mobile phone with the internet is expensive for the majority of students because only 27.2 per cent can afford to spend more than Tsh 5000/= in a week. This is despite the availability of different rates of bundle connection from the predominant telephone companies. During in-depth interview with one of the academic staff, it was reported that

using social media was more expensive as they use the facility in a different manner. Some students can at least get support from either parents or close relatives. This is because smartphones are expensive even to us who are employed, and for students it become more expensive. I suggest that students have to be guided in the use of social media, as they have to use it with discipline (Key Informant, Dec 2020).

Table 6: Cost of Social Media Used by Youth at the Campus

	Gender		
Cost of Using Social Media	Female	Male	Total
Below Tsh 5000/= per week	57 (35.1%)	60 (37.03%)	117(72.1%)
More than Tsh 5000/= per week	35 (21.6%)	10 (6.1%)	45 (27.7%)
Total	92	70	162

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The study seeks to examine further the challenges of using social media among youth on Campus. The findings from Table 7 revealed that the challenges related to social media usage among the youth vary from, economic, social, and others. In economic challenges, it has been revealed that 19.6 per cent of youth use social media for savings purposes, as it is more affordable compared to other ways of communication.

While 49.3 per cent used it for leisure eventually they waste time on social media usage and 30.7 per cent use social media for marketing, meaning for purposes of selling some products, as it is an easy way of reaching many people in within a short period. On social challenges, it has been revealed that social media usage contributed to moral decay as 34.5 per cent used it for communication (40.1 %) and others used it for information search (25.2%).

Other challenges mentioned by respondents include academic material search (58.6%) and addiction to social media usage among youth (41.3%). This is in line with the study conducted by MehMood and Taswir (2013) who revealed that the use of technology such as the internet was one of the factors which can influence student performance while Choney (2010) and Paulussen and Harder (2014) were of the view that the use of social media will have a negative effect on academic.

Furthermore, Li and Chung, (2006) were of the view that those who become reliant on the internet usage for reasons of social isolation were more likely to become addicted. While Vergeer and Pelzer (2009) were of the views that, internet usage did not harm the existing social relations but in turn, neither did the internet socialization help to offset the existing feelings of loneliness. Again, Dijck (2013) argued that social media influence human interactions at an individual and community levels, as well as at a larger societal level. While the worlds of online and offline are increasingly interpenetrating.

Lee (2009) formulated four assumptions to elaborate on the consequences of internet usage among adolescents which include displacement as the internet diminishes

other forms of socialization, the internet creating additional opportunities to socialize, others may develop strong social relationships online while those who lack existing social ties build new ones online. Similarly, in an in-depth interview with one of the lecturers at the Campus, the following was reported,

the use of social media among youth at the Campus, made students waste more time in social media instead of concentrating in their study. Some activities at the Academy require them to use social media such as the registration process at the Campus and searching for examination results. Therefore, youth at the Campus, have to be taught self-discipline and time management, especially on social media usage

(Key Informant, Dec 2020). Additionally, it has been further narrated by a student's representative in an in-depth interview,

> *Social media usage is crucial among Campus students, as it has more advantages to students as they can easily transfer information to colleagues. Furthermore, I was of the view that social media assist in searching for academic material and other types of information concerning health issues such as the prevalence of Covid — 19. Despite the advantages, social media usage has some challenges such as time wastage and addiction (Key Informants, Dec 2020).*

3.4 Benefits and challenges of using social media among the youth

In comprehending the second objective, the study further analysed the challenges of social media usage among youth at the Karume campus. The findings revealed that there were both benefits and challenges of social media usage among youth at the Karume Campus Zanzibar.

Female respondents were of the view that social media usage wastes time by 30.8 per cent, facilitates moral decay (25.9%) and leads to addiction (27.7%). While male respondents were of the view that social media usage among youth resulted in time wastage (18.5%), moral decay (8.6%) and addiction (13.5%). Table 7 presents details of the challenges of social media among the youth at the Karume Campus Zanzibar.

In comprehending the second objective, respondents were further asked about the challenges of social media usage among youth. The findings in Table 8 revealed that there are other challenges associated with social media usage among youth at the Karume Campus, such as affordability issues on daily basis, time wastage and addiction.

About 38.8 per cent of them mentioned affordability issues as they can hardly afford to use social media and 37.6 per cent mentioned wastage of their time, 23.4 per cent mentioned addiction and failure to concentrate on other serious matters at the Karume Campus as disadvantages of social media usage on campus. This entails that social media usage among the youth in higher learning institution involve the use of resources in terms of fiscal and time.

Continuous use of resources resulted in addiction among youth. Similarly, findings in a study by Kaitlin (2010) revealed that teenager youth and adults have encompassed social media sites as a way of connecting with their peers, sharing information,

remaking their personalities, and show case their social lives. Table 8 provides details on the challenges of social media among the youth at the Karume Campus. The information from Table 8 was further complemented by the information collected from the in-depth interview with one of the academic staff.

One of the Key Informants had a view that since students at the Academy are from the different backgrounds they have to be trained and equipped with knowledge on the proper use of social media during the orientation week by the dean of students office to minimize the consequences of social media usage among youth at the Academy (Key Informants, Dec 2020).

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	Gender		
Benefits and Challenges of Using Social Media	Female	Male	Total
Economic & Challenges Benefits			
Saving Money	15(9.2%)	17(10.4%)	32(19.6%)
Wasting Time	50(30.8%)	30(18.5%)	80(49.3%)
Marketing	27(16.6%)	23(14.1)	50(30.7%)
	92	70	162
Social Challenges &Benefits			
Lead to Moral Decay	42(25.9%)	14(8.6%)	56(34.5%)
Facilitate Communication Process	29(17.9%)	36(22.2%)	65(40.1%)
Information Search	21(12.9%)	20(12.3%)	41(25.2%)
	92	70	162
Other Challenges & Benefits			
Provide Assistance in Learning	47(29.01%)	48(29.6%)	95(58.6%)
Addiction	45(27.7%)	22(13.5%)	67(41.3%)
Total	92	70	162

Table 8: Challenges of Social Media Usage among Youths at the Campus

	Gender		
Challenges faced by Youth while Using Social Media	Female	Male	Total
Affordability Issues on daily basis	26(16.04%)	37(22.8%)	63(38.8%)
Time Wastage	37(22.8%)	24(14.8%)	61(37.6%)
Addiction of Using Social Media	29(17.9)	9(5.5%)	38(23.4%)
Total	92	70	162

Hypothesis

H0: There is no relationship between the use of social media among youths and the benefits of its usage.

H1: The use of social media among youth relates to the benefits of its usage.

H0: There is no relationship between the use of social media among youths and challenges in its usage.

H1: The use of social media among youth relates to the challenges in its usage.

In Table 9, the second objective probed on the benefits related to the usage of social media usage among youth at the Campus. In that, study findings revealed that there was an association in terms of age of respondents and NTA level respectively, whereby Chi-square was (.000) and (.003) meaning the null hypothesis was rejected.

Thus, there were benefits associated with social media usage among youth at the Campus, such as searching for academic materials, communication purposes, business purposes and general knowledge search. Moral decay, time wastage and addiction. In terms of gender at the Campus, there was no significant difference revealed. Table 9 provides details of the benefits of social media usage among the youth at the Campus.

Table 9: Hypothesis testing on the Benefits of social media usage among youths at the Karume Campus Zanzibar

Gender of Respondents	n	Searching Academic Materials	Communication Purposes	Business purposes	General knowledge search	Pearson Chi- Square
Male	70(43.2%)	50	10	7	3	.435
Female	92(56.6%)	71	6	8	7	
Age of Respondents						
	10(6.1%)	4	2	1	3	000
	134(82.7%)	100	15	13	6	
	18(11.2%)	10	3	2	2	
NTA Level						
Level 4	30(18.5%)	26	1	2	1	.003
Level 5	28(17.2%)	13	5	7	3	
Level 6	36(22.2%)	22	6	4	4	
Level 7	35(21.6%)	21	4	2	8	
Level 8	33(20.3%)	20	5	3	5	

In Table 10, the second objective was meant to solicit further information on the challenges related to the usage of social media usage among youth at the Campus. The study findings revealed that there was an association in terms of gender, whereby Chi-square was (.019) meaning that the null hypothesis was rejected. Thus, there were challenges associated with social media usage among the youth at the Campus and these include affordability issues, moral decay, time wastage and addiction. In terms of age of the respondents and NTA Level at the Campus, there was no significant difference revealed. Table 10 provides details of the challenges of social media usage among the youth at the Campus.

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Table 10: Hypothesis Testing on the Challenges of Social Media Usage among Youth at the Campus

Gender of Respondents	n	Affordability Issues	Moral Decay	Time Wastage	Addiction	Pearson Chi- Square
Male	70 (43.2%)	37	9	8	16	.019
Female	92(56.8%)	27	27	17	21	
Age of Respondents						
Below 18 years	10(6.1%)	2	5	2	1	
18 — 28 years	134(82.7%)	56	33	24	21	.175
Above 28 years	18(11.2%)	3	8	4	3	
NTA Level						
Level 4	30(18.5%)	11	9	4	6	
Level 5	28(17.2%)	10	8	6	4	
Level 6	36(22.2%)	18	6	4	8	.712
Level 7	35(21.6%)	15	5	8	7	
Level 8	33(20.3%)	10	8	5	10	

4. CONCLUSION AND RECOMMENDATIONS

4.1 Conclusion

This study was carried out to ascertain the benefits and challenges of social media usage among youth at higher learning institutions, specifically at the Campus. The study revealed that the majority of students at the Campus owned mobile phones with internet facilities and knowledge of the predominant social media sites.

The study revealed further, that social media usage has both benefits and challenges, which include easy communication between students and other societal members,

academic material search, business purposes, seeking for health issues and other available opportunities in society. While challenges include moral decay, addiction, time wastage and use of financial resources among youth at Campus.

It has been further revealed, that, the usage of social media among youth in higher learning institutions were further associated with affordability issue and addiction to chatting which eventually ended up wasting time. The study findings revealed further that, most of the students in higher learning institutions use social media sites for chatting and other leisure activities instead of using them for academic work which may contribute to the improvement of their performance.

4.2   Recommendations

From the findings, this study recommends the following, students who owned mobile phones with internet facilities and knowledge on social media sites should   be encouraged to use them for academic matters rather than chatting. The study, recommends further that, students must use their time with discipline and not waste it in social media chatting. For example, during orientation week students should be advised on the best sites for academic and research work which are crucial in their careers. Again, social media sites should be used by students for positive purposes mostly such as academic material search to improve performance and aptitudes in their career. The study, recommends further to the government to develop policies to check out unfair reporting of media which compromises society ethical values and cultural traditions.

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