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Influence of the use of Facebook on students' of our lady of schools, Anyigba

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Abstract

Social networking, particularly on platforms like Facebook, has become a global phenomenon, reaching various corners of the world. This research investigates the influence of Facebook usage on the academic performance of students at Our Lady of Schools, Anyigba. This study focused on addressing four crucial research questions: the extent of Facebook usage among students of a specific school, its influence on academic performance, challenges faced by these students in leveraging Facebook for academic enhancement, and the detrimental effects of Facebook use on the students of Our Lady of Schools. Employing a survey research design, the research surveyed 267 students from Our Lady of Schools, Anyigba. The results indicated a noteworthy correlation between Facebook usage and students' academic performances. The nature of Facebook activities affected academic performance of students. The study utilized structured questionnaires for data collection, covering personal details and specific statements related to the research questions. The data analysis was presented in tabular form, utilizing simple frequency percentage tables.

Keywords: Influence, Facebook, students, academic performance

Introduction

Gone are the days when communication was characterized by many limitations. In this contemporary age, social networking sites have significantly reduced the many limitations that once defined communication. They have created new possibilities; bridging the communication gaps that exist between different people across the world. In the last fifteen years, social media became the most used way of communication (Vranesevic, Peric & Marusic, 2019) ^[15], giving people easy, free access to the internet so they can communicate with each other (Glass, Prichard, Lafortune & Schwab, 2013) ^[5]. The emergence and proliferation of social networking sites have confirmed McLuhan's prophecy of the world becoming a Global village (Okpadah, 2018) ^[10]. It has made exchange of information and ideas easier and faster, creating the possibility to send and receive messages almost immediately. The tremendous role these various social networking sites play in human interaction has made them almost indispensable for instant messaging and daily communication. By and large, people worldwide rely on these social networking sites for information, education, communication, entertainment and most importantly, socialization (Okpadah, 2018) ^[10].

Among these various social networking sites, Facebook, a social networking site which started as a social media platform for Harvard students stands out as one of the most popular websites for online social networking. It is one of the largest online social networks in the world that actively connect people from distinct geographical regions and with diverse cultural backgrounds (Xiaomeng Hu, Andrew Kim, Nicholas Siwek & David Wilder, 2017) ^[6]. As a social networking website launched by Harvard University student Mark Zuckerberg on February 4, 2004, Facebook was originally designed to connect students of Harvard University before it was extended to other American universities and later opened up to the world outside the world of education (Brügger, 2015) ^[3]. At the time it was launched, the founder had no idea that this social network would turn from small networking site to giant online social network (Communities.net, 2007). According to statistics released on its official website, Facebook now boasts of monthly active users numbering over 2.32 billion, with daily active users surpassing 1.52 billion as of December 2018 (Facebook, 2018).

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Apparently, the far-reaching use of this social media website extends beyond the American population to encompass numerous countries worldwide, including Nigeria.

In 2018, the total number of Facebook users in Nigeria reached 14.1 million (Statista). This number encompasses both adults and young individuals, with school students falling within the category of these young users. School students constitute one of the primary user groups on Facebook, utilizing the platform for fun. Their primary goals include keeping in touch with friends, exchanging daily activities, making use of photo sharing tools, posting wall postings, and updating their status (Mittal Tyagi & Kashyap, 2016) ^[9]. Due to the widespread adoption of the social media platform by school students – in this case secondary school students - there is considerable interest in understanding the relationship between Facebook usage and academic performance. Thus, this study examines the influence of the use of Facebook on the Academic performance of students of a selected Nigerian secondary school named “Our Lady of Schools,” Ayingba.

Problem Statement

In this 21st century, the demand for seamless communication keeps increasing. As humans, the desire to keep track of events in other places and also interact with people of different languages and cultures continues to grow. Technology continues to explore new possibilities and push forward the boundary of innovations to provide solutions to emerging communication needs. Alongside other needs, the need for wider and efficient communication has resulted in Computer-mediated communication (CMC) which refers to human communication via computers. This development has introduced different kinds of online social media platforms. Social interaction has been transformed by online social media. People, particularly the younger generation, can now engage more effectively and have easier access to the internet thanks to technology. However, since the emergence of social media sites in the 1900s, it is assumed in some quarters that the academic performance of students is facing a sort of neglect and divided attention between social networking activities and their academic work. It is observed that students devote more attention to social media sites than they do to their studies. With respect to this, research efforts geared towards understanding the impact of various social media platforms on academic performance have been made. However, it is observed from literatures reviewed that previous studies carried out on impact of Facebook on students' academic performance have two common bearings. First, many of the findings in this line of study often show varying degree of Facebook's impact on students' academic performance making generalization near impossible. Second, many of these studies were more focused on students in higher institutions, with limited attention given to comprehending the experiences of secondary school students regarding their use of Facebook and its impact on their academic performances. So far, many of the literatures that are available on this topic are either country-based or higher institution-centered. Therefore, this study contributes to ongoing conversation on the influence of Facebook usage on students' academic performance by focusing on secondary school students in Nigeria. It seeks to reveal what the reality of the influence of the use of Facebook is on secondary school students in Nigeria. It is worth noting that while the scope of this study

is limited, filling up this highlighted research gap is essential as it would serve as springboard for broader study particularly one of comparative study on the subject of Facebook use.

Objectives of the study

Primarily, the aim of this study is to examine the influence of the use of Facebook on the academic performance of secondary school students. The objectives of the study are:

1. To find out if students of selected secondary school (Our Lady of Schools) patronize Facebook.
2. To know if Facebook patronage enhances their academic performance.
3. To find out the challenges confronting students of Our Lady of Schools in using Facebook to enhance their academic performances.
4. To know if Facebook patronage has any negative effect on students of Our Lady of Schools.

Research questions

The central research question of this study is: what is the influence of the use of Facebook on the academic performance of students of Our Lady of Schools, Anyigba? However, in investigating this, the following questions will guide this study:

1. Do students of Our Lady of Schools patronize Facebook?
2. Does Facebook patronage enhance the academic performance of students of Our Lady of School?
3. What are the challenges confronting students of Our Lady of Schools in using Facebook to enhance academic performance?
4. Does Facebook patronage have any negative effect on students of Our Lady of Schools?

Literature Review

Concept of social media

Social media, including sites like Facebook, Whatapp, Twitter, and others, has emerged as one of the main avenues for communication. There has been an increase in the mobile social media which has created new opportunity for browsing. Social networking describes the ways in which individuals create, share, converse, and leave comments on one another within various networks. Young (2010) ^[14] defined social networking as the process of using the internet to make and maintain friends. Social networking, according to Stan (2012) ^[16], is the process of interacting with people and exchanging information through websites and other online technologies. Anderson (2013) ^[2] defines social networking as the process of sharing information—personal or public—through a variety of technological platforms, including smartphones, the internet, and other services. It is the process by which a lot of people use the internet to maintain relationships with friends they already have and make new ones (ChristiaNet, 2012) ^[4].

Empirical review

The impact of social networking on students in postsecondary education has been the subject of numerous studies. Although reading books is thought to be a more active form of learning than passive activities like watching television (Shabi and Udofia, 2009 ^[13], as cited in Agwu and Kalu, 2011) ^[1], some researchers have observed that students' reading habits have declined as a result of

technological advancements like social networking. According to Agwu and Kalu (2011) ^[1], students' bad reading habits are a result of their misuse of new technologies. In the era of information and communication technology, young people's reading habits have unintentionally changed to include using these new tools. They underlined that reading has decreased as a result of the widespread use of gadgets like iPods, laptops, iPhones, and social networking sites like Facebook and Twitter, which have been sacrificed on the altar of contemporary technology (Lusk, B., 2010) ^[8].

According to Karpinski 's (2009) ^[7] research, most students who use Facebook on a daily basis underachieve by as much as a whole grade when compared to students who don't use the site. Exam performance is more likely to suffer among Facebook users, even though they feel socially successful in cyberspace. Similar research has been done on this subject by other empirical studies. For example, Pierce and Vaca (2009) ^[11] looked at how teenagers who used different communication technologies and those who did not performed academically differently. A total of 517 high school students, aged between 14 and 20, were surveyed, with 201 males and 316 females. The purpose of the study was to find out how teenagers' use of instant messaging (IM), cell phones, and social networking sites affected their academic performance. The results indicated differences in grade fluctuation between those with My Space accounts, IM accounts, and those using cell phones and text messaging (Ahmed, I. & Qazi, T., 2011) ^[17].

The literature review highlights the ongoing discourse regarding the impact of social media and social networking sites on students' academic performance. While numerous research studies have addressed certain questions, there remain unresolved aspects, particularly concerning Facebook, amidst the evolving landscape of social media.

Theoretical framework

With regard to the specific topic at hand, the theoretical models for this research will be "Uses and Gratification Theory" and "Student Involvement Theory," which were selected for their ability to shed light on the fundamental connections between students' use of Facebook and their academic performance. The two theoretical stances were chosen because they look at the context of using Facebook for learning and social interaction. The two theoretical stances are thought to work in concert to provide the insights required to accomplish the study's objectives.

Uses and gratification theory

The Uses and Gratifications theory, formulated by Elihu Katz and Jay Blumler in the 1970s, is a significant framework in communication research. According to this theory, media serves various needs for people, such as social relationships, emotional attachment, and information acquisition. While there are concerns about the potential risks associated with students' use of Facebook, it's essential to recognize the platform's educational benefits. Many schools utilize Facebook to promote education, share assignments, and provide assistance to students. Students often use Facebook to access information and resources for future planning, and it offers a cost-effective means of communication. While some critiques argue that the theory focuses solely on media consumption, it remains valuable for understanding the dynamics between Facebook use and

personal gratifications. The theory sheds light on the reasons people engage with media, including seeking companionship, excitement, relaxation, social interaction, and information gathering. By considering these factors, researchers can gain a comprehensive understanding of how individuals' needs and motivations relate to their use of Facebook, contributing to a deeper knowledge of this study's objectives.

Student Involvement Theory

Developed by Alexander W. Astin in 1984, the Student Involvement Theory places emphasis on the mediating factors that affect students' levels of commitment to achieving learning outcomes. Based on the claims made by the Uses and Gratifications Theory and the tenets of the Student Involvement Theory, the actions of a student Facebook user can be explained in terms of pursuing academic commitment and non-curricular (social) gratifications. According to the student involvement theory, students who personally invest in their studies can enhance their academic performance even though using Facebook may result in lower academic performance. Combining these two theoretical frameworks can lead to complementary insights and help the study reach its goals.

Research Methodology

Research design

The research design used for this study was survey research design. The survey method of data collection was implemented using a structured questionnaire which implies that the research design is quantitative.

Area of the Study

This study is limited to Our Lady of Schools, Anyigba, a Nigerian secondary school situated in a rural community. As the most populous secondary school in the rural area, it hosts students from various parts of the community, creating a disperse population of students. It's crucial to note that this research covers the year 2019, specifically examining academic terms from January to October.

Method of data collection

Data was primarily collected from students of Our Lady of Schools, Anyigba through the use of questionnaire. Questionnaires were designed using Likert scale, Yes or No choices and choosing from a range of answers and also in open ended questions. Also, the questionnaire chosen for this study contains questions formulated based on the research objectives and questions

Population

The population of this study is 800 students of Our Lady of Schools, Anyigba. The respondents for this study consisted of some selected students in the Junior Secondary School category and the Senior Secondary School category, but particularly the Senior Secondary School category because a good number of them are more equipped with gadgets for Facebook use.

Sample size

The sample size for the study was calculated and determined based on the population of the study. In order to get the sampling size of the study, the Taro Yamani (1964) formula for determination of sample size was adopted. According to

Taro Yamani in Chukuemeka (2002:100) ^[18] determining a sample from a population:

$$n = \frac{N}{1 + N(e^2)}$$

Where

- n = sample
- N = population size
- e = degree of error
- 1 = constant

With

- n = representing the sample size
- N = representing the population
- e = representing the margin of error
- N = 800
- e = (0.05)

$$n = \frac{800}{1 + 800(0.05 \times 0.05)}$$

n = 266.66 approximately 267
Thus, the sample size is 267

Sampling technique

The 267 students who make up the study's sample size were

chosen using simple random sampling. This method was employed to facilitate data collection, administration, retrieval, and analysis.

Data collection instrument

A questionnaire was used as the data collection tool in this study. This is as a result of the type of analysis that must be done and the kind of information that is needed. Because the questionnaires are anonymous, students can answer them honestly without worrying about their privacy being violated.

Method of data analysis

The data collected from questionnaires were presented in a tabular form using simple frequency percentage table and narrative. The analysis of the table presented using the simple frequency and percentage table were further explained and concluded using the data provided by the respondents.

Results

Presentation of findings based on the Responses from the Field Survey

There were originally 267 students who responded to this survey, 230 questionnaires were retrieved which means 37 questionnaires were not returned. Aside from these 37 unreturned questionnaires, 20 questionnaires were not properly filled and so their counts were discarded earlier, before the data analysis stage.

Table 1: Frequency Distribution of Respondent by class

Variable (Class)	Level	Frequency	Percentage (%)
	JSS 1 – JSS 3	78	37.2
	SSS 1 – SSS 3	132	62.8
	Total	210	100%

Field Survey, 2019

As shown in Table 1, a total number of 78 (37.2%) respondents belong to the junior secondary school category while 62.8% (132) respondents belong to the senior school category. The table therefore reveals that there were more respondents from the senior secondary school than from the junior secondary school.

Table 2: Survey responses for all classes

Class	Total sample of respondents	Total of returned responses	Percentage (%) of total sample
JSS 1	35	21	10
JSS 2	35	27	13
JSS 3	35	30	14
SSS 1	54	44	21
SSS 2	54	39	19
SSS 3	54	49	23
Total	267	210	100%

Source: Field survey, 2019

The tables above therefore revealed that there were originally 267 students who responded to this survey, 230 questionnaires were retrieved which means 37 questionnaires were not returned. Aside from these 37 unreturned questionnaires, 20 questionnaires were not properly filled and so their counts were discarded earlier, before the data analysis stage

Section B: Data on influence of the use of Facebook on the academic performance of students of Our Lady of Schools. Anyigba.

Table 3: Response of students of Our Lady of schools on Facebook patronage

Response	frequency	Percentage (%)
Yes	188	89.5
No	22	10.5
Total	210	100%

Field Survey, 2019

Table 3 represents response on whether the respondents use Facebook or not. 188 represents 89.5% of the respondents that selected yes, while 22 represents 10.5% of the respondents that selected No. Therefore the table shows that a greater number of respondents make use of Facebook.

Table 4: Response of respondents to frequency of Facebook use

Response	Frequency	Percentage (%)
Very often	51	24.3
Often	37	17.6
Not often	49	23.3
At least once a week	41	19.5
Rarely	32	15.2
Total	210	100%

Field Survey, 2019

Table 4 represents the response of respondents on how often they make use of Facebook. 51 (24.3%) respondents say they make use of Facebook very often, 37 representing (17.6%) of the respondents make use of Facebook often while 49 representing (23.3%) of the respondents do not make use of Facebook often. 41 respondents (19.5%) make use of Facebook at least once a week while the remaining 32 respondents which make up 15.2% Rarely use Facebook. These indicate that majority of the respondents make use of Facebook very often.

Table 5: Response of respondents on whether they use Facebook group dedicated to academic objectives

Response	Frequency	Percentage (%)
Yes	121	57.6
No	89	42.4
Total	210	100%

Field Survey, 2019

The data presented in the table above reveals that 121 representing 57% of the respondents make use of Facebook group dedicated to academic objectives while a total number of 89 (42.4%) respondents do not use Facebook group dedicated to academic objectives.

Table 6: Response of respondents on whether Facebook is a social platform that can enhance their academic performance

Responses	Frequency	Percentage (%)
Strongly Agree	56	26.7
Agree	76	36.2
Neutral	38	18.1
Disagree	40	19.0
Total	210	100%

Field Survey, 2019

Table 6 presents the response of respondents on whether Facebook is a social platform that can enhance their academic performance. The table reveals that 56 (26.7%) respondents strongly agreed that Facebook can enhance their academic performance, 76 (36.2%) respondents merely agreed that Facebook can enhance their academic performance while 38 (18.1%) respondents maintained a neutral position and 40 (19%) respondents disagreed that Facebook can enhance their academic performance.

Table 7: Response of respondents on whether there has been a noticeable improvement in their class grades since their use of Facebook

Responses	Frequency	Percentage (%)
Yes	84	40
No	126	60
Total	210	100%

Field Survey, 2019

Table 7 shows that 40% (n=84) of the population stated that there has been a noticeable improvement in their academic performance since they started using Facebook while 60% responded no.

Table 8: Response of respondents on whether academic performance has remained the same even with their use of Facebook

Responses	Frequency	Percentage (%)
Yes	77	36.7
No	133	63.3
Total	210	100%

Field Survey, 2019

In the table above, 36.7% which represents 77 respondents indicated that their school performances have remained the same even with their use of Facebook while 63.3% (133) respondents affirm that their academic performance have not remain the same with their use of Facebook. Thus, a higher number of respondents maintain that their academic performance has not remain the same; a result which could either mean a decline or improvement in academic performance.

Table 9: Response of respondents on whether they perform poorly in class because of dedication to Facebook

Responses	Frequency	Percentage (%)
Strongly Agree	44	20.9
Agree	53	25.2
Neutral	36	17.1
Disagree	77	36.7
Total	210	100%

Field Survey, 2019

As represented in the table above, 20.9% of the students strongly agreed that Facebook patronage has done more harm to their studies than good and another 25.2% supported by merely agreeing to this. 17.1% maintained neutral while 36.7% disagreed that dedication to Facebook negatively affect their academic performance.

Table 10: Response of respondents on whether Facebook is a form of distraction to their studies?

Responses	Frequency	Percentage (%)
Strongly Agree	59	28.1
Agree	53	25.2
Neutral	42	20
Disagree	56	26.7
Total	210	100%

Field Survey, 2019

In the table above, 28.1% and 25.2% strongly agreed and merely agreed respectively that Facebook is a distraction to respondents' studies. 26.7% claimed that Facebook is no distraction to their studies while the other 20% maintained a neutral position.

Discussion of Findings

This section deals with the discussion of findings which comprises of the analyzed data received through questionnaire. It also answers each research question in the study on the influence of the use of Facebook on the academic performance of students of Our Lady of Schools, Anyigba.

Research Question 1: Do Our Lady of Schools students patronize Facebook?

The findings from this study are quite revealing. The students were positive in their response to Facebook use. 89.5% of the respondents indicated that they make use of Facebook, while only 10.5% of the respondents indicated no to Facebook use. Thus, finding shows that a greater number of respondents make use of Facebook. It is observed that there is a significant difference in the use of Facebook between junior secondary school students and senior secondary school students. The findings of the study also reveal that female students in the school use Facebook more than their male counterparts.

Research Question 2: Does Facebook patronage enhance the academic performance of students of Our Lady of School?

The findings from this study also revealed that students agreed that Facebook can enhance their academic performance. However, study shows that there is no obvious improvement in students' academic performance since their use of Facebook. It revealed that academic performance of students experience a decline as a result of students' dedication to Facebook. Although study revealed that the information and activities performed on these various Facebook groups help improve students' academic performance to a large extent yet it does not reflect in students' academic performance as students indicated that there has been no noticeable improvement in their academic performance since their use of Facebook. The study further revealed that students' membership to Facebook page and access to information and activities performed on Facebook groups do not guarantee classroom improvement. Therefore, there is apparently a deficiency in students' understanding of what they consider to be a Facebook group dedicated to academic objectives because most of the students who indicated that they belong to Facebook group dedicated to academic objectives mentioned Facebook groups that are not relevant to academics like football groups, entertainment groups, community groups and other social groups.

Research Question 3: What are the challenges confronting students of Our Lady of Schools on the use of Facebook for academic performance?

Revealing the challenges in using Facebook for academic performance, study shows that the difficulty in using Facebook for academic performance is traceable to the kind of mobile phone used by students, lack of Facebook group created by school for classroom interaction, poor power supply and students' illiteracy in Facebook use for academic purpose.

Research Question 4: Does Facebook patronage have any negative effect on students of Our Lady of Schools?

The study revealed that Facebook is a form of distraction to studies and have negative effect in area like enabling easy access to pornography scene. Furthermore, a larger number of students agreed that Facebook is a form of distraction. In the same vein, a larger percentage of the students indicated that they have their minds drifted away from their studies to pornography because of the access created by Facebook.

Summary and conclusion study

Summary: In respect to this research work there is a strong

and positive relationship between academic performance and the use of Facebook. In other words, the more use of Facebook, the less academic performance students will record. This implies students who use Facebook frequently tend to perform poorly academically.

Conclusion

The study was conducted to examine the influence of the use of Facebook on the academic performance of students of Our Lady of Schools, Anyigba. According to the study, the majority of respondents were frequent users of Facebook who accessed the social media platform through their mobile phones. They also knew that Facebook could improve their academic performance, but in practice, this is not the case because the majority of respondents belonged to groups on Facebook that were not focused on academic goals and were more often involved in non-academic activities than in academic ones, which caused students to perform poorly in school. The research findings also disclosed the obstacles hindering their utilization of Facebook for educational purposes. These include domestic chores, phone type, inadequate electricity supply, friend conversations, and insufficient school engagement on Facebook. The study also demonstrated a negative impact of Facebook use on respondents' academic performance and provided additional evidence of a strong positive correlation between Facebook use and academic achievement. The survey also showed that the majority of participants used Facebook as a study diversion and as a convenient way to access pornography.

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