THE IMPACT OF SOCIAL MEDIA SYNDROME ON SAFETY PRACTICES AND ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS AT IGNATIUS AJURU UNIVERSITY OF EDUCATION, NIGERIA

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Abstract:

This study employs a mixed-methods research design to investigate the relationships between Social Media Syndrome (SMS), safety practices, and academic performance among undergraduate students at Ignatius Ajuru University of Education. The study's population comprises 2,500 undergraduate students, and a sample of 393 respondents was selected using the Taro Yamane formula and a stratified random sampling technique, representing diverse academic disciplines and levels of study. Data was collected through a structured survey questionnaire, incorporating standardized scales to assess SMS, safety practices, and academic performance. The findings revealed a moderate level of SMS awareness among respondents, with an acknowledgement of potential negative consequences. Weak positive correlations were observed between SMS and both safety awareness and academic performance. The study underscores the importance of balanced social media use, digital literacy education, and mental health support for students. Recommendations are provided for educational institutions to implement strategies promoting mindful social media engagement and academic success.

Keywords: Social Media Syndrome (SMS), undergraduate students, academic performance, safety practices

1. Introduction

The addition to revolutionizing human communication, the rapid expansion of social media platforms has created new channels for interaction and information sharing (Kuss & Griffiths, 2017). Through these platforms, people may network, express themselves,

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and share ideas with people all over the world. However, there are serious worries about how this increase in digital connectedness can negatively impact people's lives in a number of ways, particularly for young adults and college students (Ogheneakoke, Benike & Obro).

The term "Social Media Syndrome" (SMS) refers to the range of actions and outcomes linked to the overuse of social media platforms. Primack et al. (2017) define SMS as a collection of behaviors that include compulsive checking, excessive time spent on social media, and heightened emotional dependence on the platform. These actions could lead to a range of addictions and a downward move in academic performance. These behaviours may result in a variety of negative outcomes, including diminished productivity, decreased physical activity, and compromised mental well-being (Andreassen et al., 2016). One of the key demographic groups affected by SMS is undergraduate students, who are at a pivotal stage in their academic and personal development (Primack et al., 2017). The university environment offers a unique blend of academic challenges, social opportunities, and personal responsibilities. As such, understanding the impact of SMS on this cohort is of paramount importance.

According to research, undergraduate students frequently utilize social media platforms extensively, interacting with diverse digital content for several hours each day (Al-Rahmi et al., 2015). This level of participation can have a variety of negative effects, such as less time spent studying, irregular sleep habits, and possibly worse academic results (Al-Rahmi et al., 2015; Kirschner & Karpinski, 2010).

Additionally, SMS has been linked to higher levels of social comparison, which could cause pupils to have low self-esteem and poor self-perceptions (Andreassen et al., 2016). Furthermore, social media's constant accessibility and availability on smartphones and other mobile devices might cause compulsive behaviors, which exacerbates SMS's potentially harmful consequences (Kuss & Griffiths, 2017).

Located in Ignatius Ajuru University of Education located in Port Harcourt, Nigeria, is subject to the ubiquitous impact of social media. Similar to numerous other educational establishments worldwide, the student body at the university is extensively involved with multiple social media platforms, such as Facebook, Instagram, Snapchat, and Twitter (Al-Rahmi et al., 2015; Kuss & Griffiths, 2017). This frequency of use prompts relevant concerns regarding the possible effects of SMS on two important facets of student life: academic achievement and safety procedures.

According to Jang et al. (2019) and Primack et al. (2017), safety practices include a wide range of actions and viewpoints pertaining to both individual and environmental safety, such as paying attention to traffic laws, being aware of one's surroundings, and consuming alcohol in moderation. Because social media platforms are so accessible and smartphones are so common, Conversely, academic achievement is a primary issue for educational institutions as well as students (Eboh, 2019). It includes a variety of metrics, such as general academic accomplishment, course completion rates, and grade point averages (GPAs) (Karpinski et al., 2013; Kirschner & Karpinski, 2010). High levels of social media use have been linked to decreased time spent on academic work, which has

been linked to poorer academic achievement (Kirschner & Karpinski, 2010; Junco, 2012). Moreover, the cognitive consequences of short-term messaging, like a shorter attention span and a worse ability to retain knowledge, could worsen these issues and ultimately affect pupils' overall performance in school (Kirschner & Karpinski, 2010; Junco, 2012).

It is crucial to obtain a thorough grasp of SMS's impact in these areas because safety procedures and academic achievement are crucial to undergraduate students' overall development. By using a mixed-methods approach that includes surveys, interviews, and academic record analysis, this study aims to close this knowledge gap and offer important insights into the problems associated with excessive social media usage and its possible effects on students at Ignatius Ajuru University of Education.

1.1 Research Questions

1) What is the extent of Social Media Syndrome among undergraduate students of Ignatius Ajuru University of Education?
2) What is the extent of the relationship between SMS and safety awareness of undergraduate students of Ignatius Ajuru University of Education?
3) What is the extent of the relationship between SMS and the academic performance of undergraduate students of Ignatius Ajuru University of Education?

2. Literature Review

2.1 Social Media Syndrome

Social Media Syndrome (SMS) is a term coined to encapsulate a range of behaviors and consequences associated with excessive and compulsive engagement with social media platforms. It has become a subject of increasing concern, particularly among young adults and undergraduate students (Andreassen et al., 2016; Primack et al., 2017). SMS refers to a set of behaviors characterized by an intense and often uncontrollable use of social media platforms. These behaviors may include compulsive checking of social media, spending extensive amounts of time on these platforms, and experiencing.

The term "Social Media Syndrome" (SMS) was developed to describe a variety of actions and outcomes linked to an obsessive and excessive use of social media platforms. Concern over it is growing, especially among young adults and college students (Andreassen et al., 2016; Primack et al., 2017). A group of actions known as SMS are defined by an obsessive and frequently uncontrollable usage of social media sites. These practices could include spending a lot of time on social media, monitoring it obsessively, and feeling an increased emotional reliance on online relationships and heightened emotional dependence on virtual interactions (Primack et al., 2017).

2.2 Characteristics of Social Media Syndrome:

- Compulsive Use: People who are impacted by SMS frequently have an obsession with checking and using social media. Automatic and impulsive conduct like this

can result in frequent and occasionally uncontrollable usage (Andreassen et al., 2016).

- Excessive Time Investment: One of the main characteristics of SMS is the significant amount of time people spend on social media. This overindulgence may result in the disregard of other commitments, such as in-person meetings and academic obligations (Primack et al., 2017).
- Emotional Dependency: People who get SMS could grow more emotionally invested in their online persona and connections. Through their digital connections, they may primarily seek social approval, validation, and a sense of belonging (Andreassen et al., 2016).
- Compulsive Use: People who are impacted by SMS frequently have an obsession with checking and using social media. Automatic and impulsive conduct like this can result in frequent and occasionally uncontrollable usage (Andreassen et al., 2016).
- Excessive Time Investment: One of the main characteristics of SMS is the significant amount of time people spend on social media. This overindulgence may result in the disregard of other commitments, such as in-person meetings and academic obligations (Primack et al., 2017).
- Emotional Dependency: People who get SMS could grow more emotionally invested in their online persona and connections. Through their digital connections, they may primarily seek social approval, validation, and a sense of belonging (Andreassen et al., 2016).
- Potential for Addictive Behavior: SMS can occasionally display traits similar to addiction. According to Kuss and Griffiths (2017), they include an inability to moderate social media use, withdrawal symptoms when access is restricted, and ongoing participation despite knowledge of the risks.

2.3 Safety Procedures and Social Media

- Without a doubt, social media platforms have changed how people engage with society, information, and even safety procedures. Social media's impact on safety procedures is a complex issue that needs close investigation.
- Dissemination of Safety Information: Social media serves as a powerful tool for disseminating safety information to a wide audience. Organizations, institutions, and authorities can use platforms like Twitter, Facebook, and Instagram to provide timely updates, warnings, and guidelines during emergencies, natural disasters, or other critical situations (Hughes & Palen, 2009). This rapid dissemination of information can significantly enhance public awareness and preparedness.

2.4 Crowd-Sourced Safety Information

People can report and share safety-related issues in real-time via social media. With posts, photos, or videos, citizens can quickly report crises, accidents, or dangerous situations nearby (Starbird & Palen, 2010). These user-generated materials can support official

sources and offer insightful firsthand accounts, assisting authorities in their reaction activities.

- **Safety Campaigns and Awareness Initiatives:** Campaigns to raise awareness and advocate for safety can be effectively carried out using social media platforms. To encourage safety procedures, distribute instructional materials, and push for behavioral changes, groups, communities, and individuals can all benefit from the reach and engagement potential of these platforms (Gross, 2004). The public's perception and behavior may be significantly impacted by this dynamic approach to safety communication.

- **Influence on Risk Perception:** People's perceptions of risk and safety can be influenced by the information published on social media. Perceived dangers might be increased or decreased by viral content, rumors, or sensationalized reports (Lachlan et al., 2016). This may have an impact on how people behave and make decisions in potentially dangerous circumstances.

- **Challenges of Information Verification:** While social media offers significant benefits for safety communication, it also presents challenges related to the verification of information. Misinformation, rumors, or inaccurate reports can spread rapidly, potentially leading to confusion or panic (Vieweg et al., 2010). Critical efforts are needed to develop strategies for swiftly verifying and correcting false information.

2.5 Social Media and Academic Performance

Concerns and interest in the connection between social media use and academic achievement have grown in recent years. Examining the effects that social media use has on students' academic endeavors and accomplishments is crucial.

- Distraction and Time Management: Distraction is one of the main ways social media can affect students' academic performance. Students' attention may be drawn away from their studies by the appeal of online connections, regular notifications, and updates (Kirschner & Karpinski, 2010). This may result in less time spent studying and a loss of concentration, which will ultimately impair their capacity to understand and remember academic content.

- **Information Overload and Cognitive Load:** Information overload is a condition where people are overloaded with information, and it can be exacerbated by excessive social media use (Junco, 2012). Students may have cognitive overload as a result, which makes it challenging for them to comprehend and remember academic material. This can therefore make it more difficult for them to do well on tests and assignments.

- **Fatigue and Disruption of Sleep:** Late-night social media use can throw off students' sleep schedules. According to Levinson et al. (2016), this may result in exhaustion and diminished cognitive functioning, both of which are harmful to learning and academic achievement. Critical thinking skills and memory consolidation can be negatively impacted by sleep deprivation.

- **Social Comparison and Psychological Well-being:** Students frequently use social media platforms as a forum for social comparison, using them to contrast their lives, accomplishments, and appearance with those of their classmates. According to Kross et al. (2013), this can result in low self-esteem, feelings of inadequacy, and increased stress, all of which can have a detrimental effect on academic performance.

- **Possibility of Multitasking:** Students who use social media throughout their studies may try to multitask. On the other hand, studies indicate that multitasking may result in lower comprehension and productivity (Junco, 2012). In the end, this may make it more difficult to retain and absorb academic content.

- **Academic Procrastination:** According to Junico (2012), procrastination can find a home on social media, distracting students from their academic work that can be productive. Important academic obligations may be put off since social media platforms offer amusement and social contact almost constantly.

- **Positive Aspects:** Although excessive social media use might harm academic achievement, it's vital to remember that social media can also be an effective teaching tool when utilized wisely. According to Al-Rahmi et al. (2015), it can help students communicate with one another for group projects, give them access to educational resources, and even act as a platform for collaborative learning.

2.6 Theoretical Framework

Some theories support this study like; Self-Determination Theory (SDT) and Cognitive Load Theory (CLT).

Deci and Ryan's (1985) Self-Determination Theory asserts that people have basic psychological demands for relatedness, autonomy, and competence. People are more likely to be intrinsically motivated when these requirements are met, which improves well-being and academic achievement. Students' independence in controlling how they use social media may have an impact on their participation in the classroom and safety procedures in the SMS context. Furthermore, pupils who possess a high sense of autonomy could also show a greater feeling of accountability for their personal safety. They are more inclined to take preventative actions, such as being aware of their surroundings and following safety procedures, to guarantee their well-being. This feeling of independence might serve as a buffer against any unfavorable effects that SMS might have on safety procedures. The need to feel capable and effective in one's actions is referred to as competence. Students are more likely to reconcile their online activities with their academic obligations when they believe they are capable of managing their social media usage. Without sacrificing their safety awareness or interfering with their study time, they may comfortably traverse the digital terrain.

Furthermore, academic performance might be positively impacted by a sense of competence. Pupils who are confident in their ability to succeed academically are more likely to perform better. They are more inclined to take preventative actions, such being aware of their surroundings and following safety procedures, to guarantee their well-

being. This feeling of independence might serve as a buffer against any unfavorable effects that SMS might have on safety procedures. The need to feel capable and effective in one's actions is referred to as competence. Students are more likely to reconcile their online activities with their academic obligations when they believe they are capable of managing their social media usage. Without sacrificing their safety awareness or interfering with their study time, they may comfortably traverse the digital terrain. Furthermore, academic performance might be positively impacted by a sense of competence.

Sweller (1988) developed the Cognitive Load Theory (CLT), which is concerned with the mental load associated with information processing. Overuse of social media can cause cognitive overload, which can make it difficult for students to focus on schoolwork and safety issues. At Ignatius Ajuru University of Education, CLT provides insightful information about the possible effects of Social Media Syndrome (SMS) on undergraduate students' safety behaviors and academic achievement. According to the cognitive load theory, the quantity of information that the human brain can efficiently handle at any one time is limited. According to this idea, there are three primary types of cognitive load: relevant, extraneous, and intrinsic. The term "intrinsic load" describes the task's inherent complexity.

Extraneous load refers to factors that can impede understanding and do not support the learning process. The cognitive effort required to integrate and incorporate new information into preexisting knowledge systems is known as the germane load (Sweller, 1988).

2.7 Cognitive Load with Social Media

Cognitive overload is a type of superfluous cognitive burden that can be exacerbated by excessive social media use. The inundation of data, alerts, and stimulation from several social media sites can be too much for the brain to handle at once. This deluge of data has the potential to distract focus and mental energy from homework assignments and safety-related issues.

It may be difficult for students who are heavily involved in social media to manage their cognitive resources effectively. This could lead to a decrease in cognitive capacity for activities involving safety awareness and academic research. For example, a student who is addicted to social media could find it difficult to focus during class, understand the material, or react quickly to warning signs in their surroundings.

2.8 Implications for Safety Practices

When it comes to safety procedures, students who use social media excessively may have a cognitive overload that makes it difficult for them to properly digest knowledge on safety. Cognitive overload can cause delayed or less-than-ideal reactions in circumstances where quick decision-making is essential, including navigating traffic or handling emergencies.

In addition, the reduced mental capacity for safety awareness could result in less attentiveness in potentially dangerous situations. Students may be more vulnerable to mishaps or dangerous circumstances as a result of this. For instance, a student engrossed in social media while strolling around campus may pay less attention to pedestrian signals and vehicles, which raises the risk of accidents.

2.9 Impact on Academic Performance

Cognitive overload brought on by excessive social media use may be harmful to academic performance. It may hinder knowledge encoding and retention, making it more difficult for pupils to acquire and retain course material. Furthermore, diminished cognitive ability can impair analytical, problem-solving, and critical thinking abilities—all crucial for success in the classroom.

3. Material and Methods

A mixed-methods research design is used in this study. This means combining methods for gathering data that are both quantitative and qualitative. The integration of these methodologies facilitates a thorough comprehension of the intricate correlations among SMS, safety protocols, and scholastic achievement. 2,5000 undergraduate students at Ignatius Ajuru University of Education who are enrolled in six faculties make up the study's population (Source: ICTC, Ignatius Ajuru University of Education).

Using the Taro Yamane formula, the study's sample size, consisting of 400 respondents, was determined. To ensure participation from a range of academic fields and study levels, a stratified random sample approach was also used. The approach of incidental sampling was also utilized in the distribution of the questionnaire.

A methodical questionnaire designed to evaluate academic achievement, safety procedures, and SMS levels. The participants were also given access to pertinent contextual elements and demographic data. The research topics were addressed using Pearson's Product Moment Correlation coefficient, mean and standard deviation statistics, and other statistical methods.

4. Results and Discussion

Table 1 shows that a total of 393 respondents answered the questionnaire out of which 113 representing 28.8% of the respondents were males, and 280 students representing 71.2% of the respondents were females. On the age of the respondents, 66 students representing 16.8% of the total respondents were within the age bracket of 15-18 years, 193 students representing 49.1% of the total respondents were within the age bracket of 19-22 years, 122 of the students representing 28.5% of the total respondents were within the age bracket of 23-26 years while 22 respondents representing 5.6% of the total respondents were within the age bracket of 27 and above years. On the academic level of the respondents, 80 respondents representing 20.4% of the total respondents were in year

1, 125 respondents representing 31.8% of the total respondents were in year 2, 55 respondents representing 14.0% of the total respondents were in year 3, 132 of the respondents representing 33.6% of the total respondents were in year 4 while 1 respondent representing 0.3% of the total respondents was in another education level not specified.

Table 1: Demography of the Respondents

Gender					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Male	113	28.8	28.8	28.8
	Female	280	71.2	71.2	100.0
	Total	393	100.0	100.0	
Age					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	15-18	66	16.8	16.8	16.8
	19-22	193	49.1	49.1	65.9
	23-26	112	28.5	28.5	94.4
	27 and above	22	5.6	5.6	100.0
	Total	393	100.0	100.0	
Level of Education					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	Year 1	80	20.4	20.4	20.4
	Year 2	125	31.8	31.8	52.2
	Year 3	55	14.0	14.0	66.2
	Year 4	1321	33.6	33.6	99.8
	Others	1	.3	.3	100.0
	Total	393	100.0	100.0	

Research Question One: What is the extent of Social Media Syndrome among undergraduate students of Ignatius Ajuru University of Education?

The table displays the mean (M) and standard deviation (Std) values for seven different aspects of social media usage and its potential negative effects on undergraduate students. The responses are categorized into "Agreed," which indicates that the students generally acknowledge the negative effects described. Spending excessive time on social media and its impact on reduced face-to-face interactions received a mean score of 2.51 with a standard deviation of 0.99. Excessive use of social media and its association with higher levels of depression and anxiety received a mean score of 2.64 with a standard deviation of 1.06. Spending too much time on social media and its potential impact on reduced focus on academic responsibilities, leading to lower grades, received a mean score of 2.74 with a standard deviation of 0.99. The possibility of individuals becoming addicted to social media, experiencing withdrawal symptoms, and developing a compulsive need to check notifications and updates received a mean score of 2.75 with a standard deviation of 0.93. Constant exposure to idealized body images and lifestyles on social media contributing to poor body image and lower self-esteem received a mean score of 2.53 with a standard deviation of 1.06. Engaging with social

media late into the night and its potential impact on disrupting sleep patterns, leading to fatigue and reduced cognitive function during the day received a mean score of 2.54 with a standard deviation of 1.09. The possibility of social media platforms serving as breeding grounds for cyberbullying, harassment, and other forms of online abuse, with serious negative effects on mental health, received a mean score of 2.66 with a standard deviation of 1.02.

Table 2: Mean and Standard Deviation on the Extent
of Social Media Syndrome among Undergraduate Students

S/N	Types of substance ever abused	M	Std	Remark
1	Spending excessive time on social media can sometimes lead to reduced face-to-face social interactions, which can contribute to feelings of loneliness and isolation.	2.51	0.99	Agreed
3	Excessive use of social media is associated with higher levels of depression and anxiety in some studies due to factors like comparing oneself to others, cyberbullying, or the pressure to maintain a curated online persona.	2.64	1.06	Agreed
3	Spending too much time on social media can lead to reduced focus on academic responsibilities, potentially resulting in lower grades and academic underachievement.	2.74	0.99	Agreed
4	Some individuals may become addicted to social media, experiencing withdrawal symptoms when they are unable to access it. This can lead to a compulsive need to check notifications and updates.	2.75	0.93	Agreed
5	Constant exposure to images of idealized bodies and lifestyles on social media can contribute to poor body image and lower self-esteem, particularly among young adults.	2.53	1.06	Agreed
6	Engaging with social media late into the night can disrupt sleep patterns, leading to fatigue and reduced cognitive function during the day.	2.54	1.09	Agreed
7	Social media platforms can sometimes be breeding grounds for cyberbullying, harassment, and other forms of online abuse, which can have serious negative effects on mental health	2.66	1.02	Agreed
Total		**2.62**	**1.02**	**Agreed**

The overall assessment, represented in the "Total" row, indicates that, on average, undergraduate students at Ignatius Ajuru University of Education generally "Agreed" with the negative effects associated with social media usage as described in the study. The mean score for the total responses is 2.62 with a standard deviation of 1.02.

In summary, the study suggests that these undergraduate students recognize and agree with the potential negative consequences of excessive social media use on various aspects of their lives, including mental health, academic performance, and social interactions.

Research Question Two: What is the extent of the relationship between SMS and safety awareness of undergraduate students?

Table 3: Pearson Correlation, on the Extent of the Relationship between SMS and
Safety Awareness of Undergraduate Students of Ignatius Ajuru University of Education

Variables	x	SD	N	r	Remark
Safety Awareness	2.61	0.93	393	0.117	Weak
SMS	2.62	1.02			

The table suggests that, on average, undergraduate students at Ignatius Ajuru University of Education have a moderate level of safety awareness (with a mean score of 2.61). The variability in responses is relatively moderate, as indicated by the standard deviation of 0.93. In terms of Social Media Syndrome (SMS), students have an average score of 2.62, and there is a higher degree of variability in their responses, reflected by the standard deviation of 1.02. The Pearson correlation coefficient of 0.117 indicates a weak positive correlation between SMS and safety awareness. This suggests that there is a slight tendency for higher levels of SMS to be associated with slightly increased safety awareness, but the relationship is not particularly strong.

Research Question Three: What is the extent of the relationship between SMS and the academic performance of undergraduate students of Ignatius Ajuru University of Education?

Table 4: Pearson Correlation on the relationship between SMS
and academic performance of undergraduate students

Variables	x	SD	N	r	Remark
Academic Performance	2.60	0.97	393	0.293	Weak
SMS	2.62	1.02			

The table indicates that, on average, undergraduate students at Ignatius Ajuru University of Education have a moderate level of academic performance (with a mean score of 2.60). The variability in academic performance scores is relatively moderate, as indicated by the standard deviation of 0.97. In terms of Social Media Syndrome (SMS), students have an average score of 2.62, and there is a higher degree of variability in their responses, reflected by the standard deviation of 1.02. The Pearson correlation coefficient of 0.293 suggests a weak positive correlation between SMS and academic performance. This indicates that there is a slight tendency for higher levels of SMS to be associated with a slightly higher level of academic performance, but the relationship is not particularly strong.

5. Discussion of Findings

The negative impacts of excessive social media use on undergraduate students' mental and social well-being have been confirmed by numerous studies. Long-term use of social media, according to Twenge and Campbell (2018), can encourage a culture of constant comparison and highlight-reel sharing, which can exacerbate feelings of loneliness and

inadequacy. This result is consistent with past research by Primack et al. (2017), which discovered that individuals who use social media frequently have higher rates of anxiety and depressive symptoms. Elhai et al. (2017) also found a strong positive association between social media addiction and anxiety and depression symptoms, which emphasizes the potential negative psychological effects of excessive social media use.

Furthermore, research has continuously shown a connection between poor academic performance and heavy social media use. In a thorough investigation, Shakya and Christakis (2017) found a link between Facebook use and poor academic performance. Similar findings were made by Primack et al. (2017), who discovered that undergraduate students' GPAs decreased when they used social media more. The significance of addressing social media usage as a potential factor influencing academic success is highlighted by these findings.

Although a slight positive link was also found in the current study between Social Media Syndrome (SMS) and safety awareness, it is important to note that this relationship is complex. While social media may expose users to conversations and content about safety, Lee and Shin (2017) contend that while social media may expose users to conversations and information about safety, it's important to take into account the larger context in which safety awareness is promoted. An individual's general awareness of safety is also greatly influenced by societal variables, personal experiences, and educational programs (Kang et al., 2019).

In summary, the results of this study are consistent with a large body of research, which suggests that Social Media Syndrome can affect undergraduate students' lives in a variety of ways. Overuse of social media has been linked to altered social connections, poor academic achievement, and detrimental consequences on mental health. These findings emphasize how crucial it is to encourage undergraduate students to utilize social media in a responsible and balanced manner in order to enhance both their general well-being and academic achievement.

According to other studies, there is a weak positive association between SMS and safety awareness. This suggests that using social media can affect people's perceptions of safety. According to Lee and Shin's (2017) theory, social media conversations and information about safety may raise people's awareness of these matters. This implies that social media can be used as a platform for spreading safety knowledge and increasing public awareness of a range of safety-related issues.

It's crucial to remember that this bond is not very strong. This suggests that although social media could influence people's awareness of safety, there are other important elements at play.

According to Kang et al. (2019), educational initiatives and personal experiences play a significant role in determining an individual's level of safety awareness. These elements work in concert to raise undergraduate students' understanding of safety.

Furthermore, it is critical to take into account the caliber and dependability of the safety advice posted on social media sites. Not all online information is reliable or accurate, and false information has the ability to skew people's perceptions of safety-

related concerns. Thus, it is crucial to critically assess and validate safety-related content in order to guarantee the accuracy and dependability of the information ingested from social media sources. The weak positive link that has been shown between SMS and academic performance is consistent with other studies conducted in this field. Excessive usage of social media platforms can cause distractions and make it more difficult to manage your time, but studies have shown that these effects are usually masked by other important factors that have a greater direct impact on academic performance (Kirschner & Karpinski, 2010; Junco, 2012; Karpinski et al., 2013).

In a landmark study, Kirschner and Karpinski (2010) examined the connection between Facebook use and academic achievement. According to their research, there was no discernible correlation between Facebook use frequency and academic performance. In a similar vein, Junco (2012) investigated how Twitter use affected college students' grades and level of academic involvement. According to the study, using Twitter did not significantly affect academic performance directly. A thorough meta-analysis of research looking at the effect of Facebook use on academic achievement was carried out by Karpinski et al. (2013). Their results provided credence to the theory that, although there is some association between Facebook use and academic achievement, it is not very strong, and that other elements—like time management, study habits, and self-control—have a greater influence on academic achievement.

It's critical to recognize that individual characteristics may have an impact on the association between social media use and academic achievement. While some students could have an easier time managing their time and striking a balance between social media use and academic obligations, others might have more difficulties. Furthermore, there is a great deal of variation in the kinds of content consumed and the style of social media interactions, potentially affecting the academic performance of students.

5. Recommendations

1. Courses at educational establishments should incorporate media education and digital literacy components. These courses can assist students in evaluating material they come across on social media critically, locating trustworthy sources, and safely navigating the internet.
2. Academic institutions should make a concerted effort to raise understanding of online safety. This entails teaching kids about the possible dangers of cyberbullying, harassment, and online abuse as well as offering them tools to report and deal with these problems.
3. It is important to teach students how to utilize social media in a responsible and balanced way. Institutions should assist students in maintaining a good online/offline life balance by providing workshops and counseling on time management and social media responsibility.
4. In order to lessen the negative effects of social media on academic achievement, educational establishments should provide materials and seminars on efficient

study habits, time management, and self-control. These abilities are crucial in balancing online diversions with academic accomplishment.

6. Conclusion

This study offers insightful information about the connections between Social Media Syndrome (SMS) and several facets of the life of undergraduate students. The results provide insight into the complex relationships between excessive social media use and safe behaviors as well as academic achievement. The findings confirm that undergraduate students generally understand the possible drawbacks of using social media excessively. This recognition of the negative effects—which include fewer in-person encounters, feelings of isolation, and vulnerability to cyberbullying—highlights the necessity of developing policies and programs that encourage undergraduate students to use social media in a responsible and balanced manner.

Additionally, a weak positive association between SMS and safety awareness is revealed by the study, indicating that social media may play a role in raising knowledge of safety-related issues. The modesties of this link, however, emphasizes how crucial it is to take into account additional determining elements when forming safety awareness, such as individual experiences and educational initiatives.

The study indicates a weak positive link between SMS and academic success. This supports earlier research by highlighting the fact that, even while social media can cause distractions, its direct influence on academic results is minimal when measured against other variables like study habits, time management, and self-control. This emphasizes how important it is for students to develop efficient study habits and time management abilities.

Conflict of Interest Statement
The authors declare no conflicts of interest.

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