

Influence of Social Media Usage on Teaching

1 Effectiveness of University Lecturers in Oyo State

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Abstract

Technological incompetence and limited access to social media platforms were observed to impede classroom instruction and delivery during the COVID-19 pandemic period among teaching staffers of universities in Ibadan, Oyo state. This study therefore investigated the influence of social media platforms on the teaching effectiveness of university lecturers. The study adopted a descriptive survey research design. The sample size consisted of three hundred and fifty (350) lecturers randomly selected from the University of Ibadan. The social media awareness and accessibility scale (0.69) was used to generate data. Four research questions were raised and answered using Frequency distribution, T-test and Pearson Product Moment Correlation at 0.05 level of significance. The findings from the study showed that the level of teaching effectiveness with the usage of social media among University lecturers in Ibadan, Oyo state is high ($= 4.26 > 3.00$), and there was a significant difference in teaching effectiveness based on gender (male and female) among university lecturers in Ibadan, Oyo state ($T(348) = .352, p < .05$). Lecturers' awareness of teaching with social media platforms ($r(348) = .424, p < 0.05$) and lecturers' accessibility to social media platforms ($r(348) = .415, p < 0.05$) had relationship to teaching

effectiveness among university lecturers in Ibadan, Oyo state. It was recommended that Lecturers should be taught different social media techniques as this will help in increasing teaching effectiveness and that lecturers should adopt different social media platforms into the teaching and learning process in tertiary institutions.

Key Words: Lecturers, Social Media Platforms, Teaching Effectiveness

Introduction

One bright spot in the pandemic cloud was the use of social media tools for teaching and learning, which enhanced the capacity to learn, share, access, create, and obtain useful information in a variety of academic subjects while also allowing instructors and students to engage in a stimulating learning environment (Dutta, 2020). Digital learning experiences enhanced pedagogy and alleviated the boredom of classroom confinement by providing instructors and students with access to a wider range of online experts and resources as well as materials such as presentations, videos, and lecture notes. While there were certain difficulties with online learning, including inadequate network access and other technical issues, social media use as a substitute for traditional classroom instruction was widespread. (Akinnubi, Sule, & Yisa, 2012).

On the other hand, a university's ability to fulfil its mission is greatly influenced by the efficiency of its teaching. One of the main pillars of a successful university system is efficient teaching in academia. When lecturers carry out their duties as expected, their university can fulfil its mission; nevertheless, when lecturers fail to do their jobs effectively, the opposite happens (Alabdulkareem, 2015). According to Akinnubi, Sule, and Yisa (2012), an educational institution can only accomplish its goals by enlisting the help of qualified instructors who possess the necessary skills to provide high-quality instruction through contact with students in a teaching-learning environment. No matter how impressive an institution and its curriculum are. Awotua-Efebo (2014), opined that the

implementation of its programs will be ineffective unless skilled and effective teachers handle them. This means teaching and learning depend on teachers. This explains why an effective teacher has been conceptualized as one who produces desired results in the course of his duty as a teacher (**Devlin and Samarawickrema**, 2010). Considering the foregoing, the teaching effectiveness of a lecturer is of utmost importance.

In higher education institutions, lecturers have three primary responsibilities: teaching, research, and community service. They are known as the "three canons of academics" according to Nadeau (2020). Additionally, Vogel, Rose, Okdie, Eckles, Katheryn, and Brittany (2015) assert that the goals of higher education, particularly universities, are knowledge creation, dissemination through research, and community service. According to Klassen and Tze (2014), academic staff members' research output is now crucial to their chances of advancement within the university. A highly successful lecturer can also be a researcher, a knowledge producer, a distributor, and a receiver (Modebelu&Kalu-Uche, 2013). It is required of lecturers to participate in activities designed to help them acquire new knowledge and abilities needed to do their jobs well. Within the university system, retraining programs, mentorship, seminars, research publications, conferences, symposiums, inaugural lectures, technology and communication, gadget use, and other events all support the professional growth of lecturers (Udoh-Uwah and Etim, 2018).

However, prior studies have revealed that because internet connection is so convenient on school grounds, the majority of instructors at public universities in Nigeria are not doing their duties as they should. In a perfect world, professors and all other staff members would take pleasure in their work every day and look forward to returning to their homes and offices the following day. This is because these employees give their all. After all, they have no reservations about their work (Shaomei, Reynolds, Li, and Guzmán, 2019). Nonetheless, it has been noted that most lecturers in Nigeria, and most developing nations, are ineffective educators. Even though

a large number of lecturers work as teachers, they don't put all of their energy into their work, and students don't receive the finest instruction. Due to a lack of other options, the majority of people who continue in education manage private enterprises, which undoubtedly takes up teaching time (Shaomei, Reynolds, Li, and Guzmán, 2019).

Social media's accessibility, affordability for each user, ease of use, and network effects makes it a useful teaching tool in higher education (Choi, & Kang, 2014). According to Kietzmann, Hermkens, and Kristopher (2011), social media platforms serve as a means of connecting people and giving them access to content creation and sharing capabilities. Common examples of social media apps include Facebook, Google+, LinkedIn, Wikis, Twitter, Blogs, Pinterest, Tumblr, YouTube, Instagram, and Flickr. These technological advancements are drawing in college and university students as well as instructors, who are interested in learning how to share and communicate with one another for educational purposes and stay inspired to work hard (Hughes, 2009). Over time, it has become clear that a large number of lecturers were interested in using social media tools, including wikis, Twitter, blogs, microblogs, video-sharing websites, and social networking sites, to enhance their classes. This was particularly the case during the COVID-19 pandemic.

In higher education, social media use is growing in popularity. Every facet of the academy has been profoundly impacted, including professional development, publishing, research, teaching, communication, and student life. Numerous universities and colleges across the globe are observing the trend. Online social media can be used in a variety of ways to support learning and teaching. Numerous recent studies indicate that the widespread acceptance and use of social media apps in conjunction with formal learning environments presents new chances for educational institutions to innovate and modernize while also better preparing students for the twenty-first century (Choi, & Kang, 2014).

Although social media started because of personal use, it has however become useful in virtually all domains. From a preliminary check, it appears that almost every polytechnic and university in the world has adopted some form of social media, using it for general outreach, to attract potential students, maintain alumni relations, and increase institutional reputation and pride. The primary reason for adopting social media in the classroom is because it is familiar to almost everybody and also because it is less expensive and requires minimal training. One of the largest surveys of social media in higher education to date shows that universities can leverage social media into the classroom and ensure it is more useful than it is now (Purnama, 2018).

Lecturers use social media online to motivate and create excitement for learning among their students using, for example, VDO on YouTube.com by showing certain interesting VDOs or even requiring their students to submit assignments via the YouTube channel (Salem, Zumrah, Noor, Othman and Rahman, 2017). In addition, by using social media, lecturers can communicate with students immediately and in real-time when students are online and asking questions. Social media also provides an opportunity for both parties to build relationships and establish trust, as well as reduce stress. Furthermore, lecturers can reach out to students who neglect to submit their work as they will be able to communicate with them immediately as well as answer any questions that students may have. Also, lecturers can create teaching materials by using VDO clips and posting them online or on social networks, as well as creating Word files or PDFs that can be posted on social media platforms (Kenna, & Hensley, 2019).

Social media, in the context of this study, is measured in terms of awareness, accessibility and usage. Awareness is a state of consciousness and purpose. **Al-Fawareh, (2016)** viewed awareness as the condition of being aware and able to understand what is happening around one. Awareness is also a state or ability to perceive, feel or be conscious of events, objects or sensory patterns. Awareness means having an idea of the existence of something. The potential of

social media platforms for information dissemination can only be of benefit to lecturers if they are aware of their existence. The extent of awareness of social media platforms among lecturers will determine the extent they are most likely to utilize them for information dissemination and lectures

In addition, accessibility of social media platforms means the degree to which social media platforms are easily accessible by lecturers to teach students. The university system, according to **Atolagbe, &Oyeniran, (2015)**, has embraced the use of various ICT platforms in the form of the Internet and other electronic materials in the delivery of lectures to the students. The reason is to provide adequate and uninterrupted access to ICT facilities. As Julian and Tabrizi. (2017) noted, that the ICT facility (Internet) is very crucial in that it provides access to a vast amount of information, which students need to achieve their academic goals.

In addition, students and teachers/lecturers are sometimes not up to date in terms of using social media for teaching and learning and are not familiar with integrating and taking advantage of social media application (APP) software in their teaching and learning (**Mayangsari, &Aprianti, 2017**). This will negatively affect their ability to take full advantage of using and accessing social media for academic purposes. There are also financial implications such as the cost of data and the cost of buying social media-enabled phones (smartphones), tablets and laptops. If not resolved, all these problems are capable of contributing to poor academic performance among the students and reducing their success rate. This is the gap this study seeks to address. Thus, the need to enhance the effective delivery of teaching is the reason why this study focused on the influence of social media usage on teaching effectiveness among university lecturers in Ibadan, Oyo state.

Research Questions

The following questions were answered in the study;

1. What is the level of teaching effectiveness with the usage of social media among University lecturers in Ibadan, Oyo state?

2. Is there a difference in teaching effectiveness based on gender among University lecturers in Ibadan, Oyo state?
3. What is the significant relationship between lecturers' awareness of teaching with social media platforms and teaching effectiveness among University lecturers in Ibadan, Oyo state?
4. What is the significant relationship between lecturers' accessibility to social media platforms and teaching effectiveness among University lecturers in Ibadan, Oyo state?

Methodology

A descriptive survey design was adopted for this survey to assess social media usage and teaching effectiveness among University Lecturers in Ibadan, Oyo State to explain and describe the subject of interest among lecturers.

Population of the Study

The target population comprised Lecturers from three selected Universities namely; the University of Ibadan, Lead City University and Technical University.

Sample and Sampling Technique

A simple random sampling technique was used in selecting the participants of this study. Randomly, a total of 350 Lecturers in the three selected Universities in Ibadan were considered.

Research Instrument

Social media awareness and accessibility scales (SOMAAS) were developed and used to gather information from the respondents of the study. Content and face validity were established and strengthened by two experts in test and measurement. The reliability coefficient of the instrument is 0.69. This was considered stable enough to be used for data collection.

Method of Data Analysis

Following data cleaning, the data were coded and put into a computer program called the Statistical Package for Social Sciences for

Analysis (SPSS). To identify the significant link at the 0.05 level of significance, the data were analysed using descriptive statistics (mean, tables, and percentages), the T-test, and Pearson Product Moment Correlation (PPMC).

Results

Research Question 1:What is the level of teaching effectiveness with the usage of social media among University lecturers in Ibadan, Oyo state?

Table 1: Frequency Distribution of Teaching Effectiveness and Social Media Usage

Items	SA	A	U	D	SD	Mean <i>x</i>	SD
1. I learn more when I regulate my own learning experience and seek information on things that I want to learn about	222 63.4%	86 24.6%	42 12.0%	-	-	4.51	.701
2. I use Internet technology to explore topics of interest for students.	211 60.3%	98 28.0%	41 11.7%	-	-	4.49	.697
3. Using social media makes teaching easier and more convenient for me	177 50.6%	94 26.9%	62 17.7%	12 3.4%	5 1.4%	4.22	.951
4. Social media usage helps me be successful in my teaching.	180 51.4%	115 32.9%	47 13.4%	6 1.7%	enrolled	4.33	.814
5. I enrolled more in online classes to improve my teaching.	205 58.6%	119 34.0%	26 7.4%	-	-	4.51	.632
6. I use Internet communications technology tools when I want to teach my students.	113 32.3%	173 49.4%	37 10.6%	20 5.7%	7 2.0%	4.04	.915
7. I share interests and reflections online based on my teaching.	156 44.6%	139 39.7%	30 8.6%	17 4.9%	8 2.3%	4.19	.947
8. I learn many things by interacting with other Internet users.	118 33.7%	138 39.4%	38 10.9%	36 10.3%	20 5.7%	3.85	1.163
Weighted mean = 4.26							

Table 1 above shows the frequency distribution of the level of teaching effectiveness with the usage of social media among University lecturers in Ibadan, Oyo state. I learn more when I regulate my own learning experience and seek information on things that I want to learn about ($\bar{x} = 4.51$) was ranked highest by the mean score rating and was followed in succession by enrolling more in online classes to improve my teaching. ($\bar{x} = 4.51$); I use Internet technology to explore topics of interest for students. ($\bar{x} = 4.49$), Social media usage helps me to be successful in my teaching. ($\bar{x} = 4.33$), Using social media makes teaching easier and more convenient for me ($\bar{x} = 4.22$); I share interests and reflections online based on my teaching. ($\bar{x} = 4.19$); I use Internet communications technology tools when I want to teach my students. ($\bar{x} = 4.04$) and I learn many things by interacting with other Internet users. ($\bar{x} = 3.85$) respectively. The table also shows the weighted mean of 4.26 which is greater than the standard mean of 3.00. This implies that the level of teaching effectiveness with the usage of social media among University lecturers in Ibadan, Oyo state is high.

Research Question 2: Is there a difference in teaching effectiveness based on gender among University lecturers in Ibadan, Oyo state?

Table 2: Summary Table of T-test for independent measures showing comparison of Teaching effectiveness based on gender

	Gender	N	Mean	SD	Df	T	Sig
Teaching effectiveness	Male	136	100.79	10.95			
	Female	214	99.92	11.19			
					348	.352	.549

From Table 2, the result showed that there was a significant difference in Teaching effectiveness based on gender (male and female) among University lecturers in Ibadan, Oyo state ($T_{(348)} = .352, p < .05$). From the table above, male participants had a mean score of 100.9 while female participants had a mean score of 99.92 with a mean difference of 0.87 and statistically significant.

Research Question 3: What is the significant relationship between lecturers' awareness of teaching with social media platforms and teaching effectiveness among University lecturers in Ibadan, Oyo state

Table 3 PPMC summary on the relationship between lecturers' awareness of teaching with social media platforms and teaching effectiveness

Variable	N	Mean	SD	DF	R	Sig	P
Lecturers' awareness of teaching with social media platforms	350	97.89	13.35	348	.424	.000	<0.05
Teaching effectiveness		100.26	11.09				

Table 3 shows a significant relationship between lecturers' awareness of teaching with social media platforms and teaching effectiveness among University lecturers in Ibadan, Oyo state. The result revealed that there is a significant relationship between lecturers' awareness of teaching with social media platforms and teaching effectiveness among University lecturers in Ibadan, Oyo state; $r_{(348)} = .424, p < 0.05$. This implies that lecturers' awareness of teaching with social media platforms had a moderate influence on teaching effectiveness among University lecturers in Ibadan, Oyo state.

Research Question 4: What is the significant relationship between lecturers' accessibility to social media platforms and teaching effectiveness among University lecturers in Ibadan, Oyo state?

Table 3 PPMC summary on the relationship between lecturers' accessibility to social media platforms and teaching effectiveness

Variable	N	Mean	SD	DF	R	Sig	P
Lecturers' accessibility to social media platforms	350	38.02	5.67	348	.415	.000	<0.05
Teaching effectiveness		100.26	11.09				

Table 3 shows a significant relationship between lecturers' accessibility to social media platforms and teaching effectiveness among University lecturers in Ibadan, Oyo state. The result revealed that there is a significant relationship between lecturers' accessibility to social media platforms and teaching effectiveness among University lecturers in Ibadan, Oyo state; $r_{(348)} = .415p < 0.05$. This implies that lecturers' accessibility to social media platforms had a moderate influence on teaching effectiveness among University lecturers in Ibadan, Oyo state.

Discussion of Findings

On the level of teaching effectiveness with the usage of social media among university lecturers in Ibadan, Oyo state, the weighted mean is greater than the standard mean. This implies that the level of teaching effectiveness with the usage of social media among university lecturers in Ibadan, Oyo state is high. This research finding indicates that University lecturers in Ibadan, Oyo state have a high level of teaching effectiveness with the usage of social media. Also, considering the difference in teaching effectiveness based on gender among University lecturers in Ibadan, Oyo state, the result shows that there is a significant difference in Teaching effectiveness based on gender (male and female) among University lecturers in Ibadan, Oyo state, result. This implies that there are gender differences based on teaching effectiveness. Further result shows there is a significant relationship between lecturers' awareness of teaching with social media platforms and teaching effectiveness among University lecturers in Ibadan, Oyo state. This implies that lecturers' awareness of teaching with social media platforms had a moderate influence on

teaching effectiveness among University lecturers in Ibadan, Oyo state. The result further revealed that lecturers' awareness of teaching with social media platforms is a determinant of teaching effectiveness among University lecturers in Ibadan, Oyo state.

Lastly, there is a significant relationship between lecturers' accessibility to social media platforms and teaching effectiveness among University lecturers in Ibadan, Oyo state. This implies that lecturers' accessibility to social media platforms had a moderate influence on teaching effectiveness among University lecturers in Ibadan, Oyo state. This is supported by the study of Ahmad, & Ahmad, (2018) stated that the level of awareness of librarians of social media tools has increased rapidly. *Zagorski, (2017)* also attested that tertiary institution librarians are to some degree aware of social media that can be used to provide library services. This is interesting because the level of awareness is a determinant of usage. Recently, there has been an increase towards the use of social media among librarians, and that is why they are using them to a high extent in performing their library functions. Bouhnik, Deshen, & Gan, (2014) reported that awareness and knowledge among library staff on social media applications is very poor. In a similar vein, Chen, Hwang, & Wang, (2012) reported that the rate of use of social media platforms by academic library personnel in Nigeria is very low as a result of a lack of awareness and training on the various kinds of social media and their applications to library services. Oyedele, & Oladeji, (2015) in their study revealed that the level of awareness of librarians of social media tools is increasing at a high rate. In a similar study, Cetinkaya (2017) revealed that there was a high level of awareness of the existence of Web 2.0 technologies among librarians. Ifeanyi-Obi, Olatunji, & Akpala, (2014) revealed in their study that, awareness and knowledge among library staff on social media applications are very poor, according to the authors, the majority of library staff are not using social media applications in their libraries. Based on the many conclusions drawn from this study, it is critical to acknowledge the impact of social media use as a useful tool for facilitating classroom engagement and raising the standard of teachers' efficacious instruction.

Conclusion

Based on the study's findings, it was concluded that the productivity and efficacy of an academic staff as well as the calibre of its graduates significantly influences how effective postsecondary institutions are around the world. As a result, the primary factors influencing teaching procedures in postsecondary institutions, including colleges of education, are lecturers and human resources. This ensures that students receive a high-quality education. Research has demonstrated that lecturers are the institutional workforce that converts every country's educational curriculum into real-world learning experiences through teaching and learning. Social media is being used by libraries of all kinds more and more to interact with their patrons and provide accessibility to their programs and services. A normal library in the twenty-first century would need social media platforms like Facebook, Twitter, WhatsApp, Instagram, blogs, and others to disseminate information.

Recommendations

Based on the results of this study, the following recommendations have been made:

1. Lecturers should be taught different social media techniques as this will help in increasing teaching effectiveness.
2. Lecturers should adopt different social media platforms into the teaching and learning process in tertiary institutions.
3. Policymakers should introduce courses and also make it clear for lecturers to be certified in the use of Information and communication technology (ICT) and other aspects of social media.
4. Lecturers should pay attention to the most used social media platforms that are suitable for students' academic activities.
5. The tertiary institution should design training/seminar on social media usage for lecturers.

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