

**USMANU DANFODIYO UNIVERSITY, SOKOTO  
POSTGRADUATE SCHOOL**

**EFFECTS OF SOCIAL NETWORKING MEDIA ON STUDENTS' ACADEMIC  
PERFORMANCE IN FEDERAL UNIVERSITY, BIRNIN KEBBI, KEBBI STATE  
- NIGERIA**

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**BY**

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## **DEDICATION**

This work is dedicated to Abubakar Umar Ambursa (Marafan Ambursa)  
former Director, Department of Development Finance, Central Bank of Nigeria.

## CERTIFICATION

This study entitled “Effects of Social Networking Media on Students’ Academic Performance in Federal University Birnin-Kebbi, Kebbi State – Nigeria” by Abubakar Abdullahi with admission number 16210203001 meets the regulations governing the award of Master of Science (MSc.) in Sociology and is approved for its contribution to knowledge.

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## **LIST OF ACRONYMS**

**AL:** Alpha Level

**CDMA:** Code Division Multiple Access

**CSBE:** Center for Sustainable Built Environment

**FUBK:** Federal University Birnin Kebbi

**GSM:** Global System of Mobile telephone

**GPA:** Grade Point Average

**ICTs:** Information Communication Technologies

**ICTDs:** Internet Communication Technology Devices

**LAN:** Local Area Network

**MTN:** Mobile Telecommunication Network

**SNM:** Social Networking Media

**SNMAPQ:** Social Networking Media and Academic Performance Questionnaire

**SPSS:** Statistical Package for Social Sciences

**WAN:** Wide Area Network

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## **ABSTRACT**

This research examined the effects of social networking media on students' academic performance in Federal University Birnin-Kebbi, Kebbi State - Nigeria. It seeks to find out the effects of social media on students' academic performance and their awareness on social networking media. The research adopted the diffusion of innovation and media systems dependency theories to assess the level of adoption and adaptation of social networking media among students and the effects of these on their academic performance. Descriptive survey research design was adopted in the research. A sample of 376 respondents was selected from a population of 6708 undergraduate students in Federal University, Birnin Kebbi. Self-administered questionnaires were distributed in form of closed ended questions titled Social Networking Media and Academic Performance Questionnaire was used for data collection. The data collected were analyzed with the use of descriptive statistics of frequency distribution and percentage tables. Hypotheses were tested using the inferential statistics of Chi-square ( $X^2$ ) at 0.05 level of significance. The result from the findings revealed that social networking media have positive effects on students such that, students can form online group discussions about class activities with a view of improving good academic performance. The research recommends among other things that social networking media should be expanded and new groups should be created to promote academic activities.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

The emerging trends in each historical phase of social development set a new foundation for future changes in society. Such change is the network society which is a form of society based on information and communication structures. Even though this change the structure of the society and this change is not local, but most of the human interrelationship is becoming global. Both the developed and developing countries have seen the emergence of networking society after the advent of globalization. This has given rise to social media which enable people to communicate openly from all over the world with no constraints of time and space.

Folorunso, Vincent, Adekoya, and Adewale (2010), argued that in Africa, social media is becoming widely spread than it has ever been before and it tends to be majorly accepted by the youths. Yet the widespread adoption by users of these sites is not clear, as it appears that people's perception of this technology is diverse irrespective of their geographical locations.

In contemporary society like Nigeria, virtually all access to the Social Networking Media (SNM) is through the service providers. A service provider is an agent that provides user with access to the internet. Essentially, the service provider gives the user the physical connectivity to the internet. Mobile Telecommunication Network (MTN),

Globacom, 9mobile (Etisalat), and Airtel are basically the service providers in Nigeria and in most universities. In addition, there are other sources a user can access the internet for instance, a small or private organizational network, public institutions – universities, or even homes through the wireless Local Area Network (LAN). In this era of Information Communication Technologies (ICTs), the internet is a means for accessing information online. The network consist of local area network (LAN), connecting computers in the same building while wide area network (WANs) connecting several LANs in different locations. It connects both private, commercial, Government and Academic network including a grown number of home computer ([www.webopedia.com](http://www.webopedia.com) , 2012). It can be argued that social networking media has changed the process of getting information on related matters including academic activities and the way students interact in everyday life.

From the foregoing, students in Federal University Birnin Kebbi are exposed to either LANs, WANs or network service providers or even all networks in accessing social networking media. The LANs and WANs are being provided by the ICT data centre where students have access to the network via passwords. The network service providers – MTN, Glo, 9mobile, and Airtel are other services Federal University Birnin Kebbi students make use for Social Networking Media. This however, had effects on their academic performance.



## **1.2 Statement of the Research Problem**

Introduction of I.C.Ts facilities in which the majority are simply becoming available to people. With the increase of technology used for communicating with others and the popularity of the internet, “Social Networking Media” has become an activity that is done primarily on the internet, with sites like MySpace, Face book etc. (Coyle et al., 2008, cited in Saba & Tarang 2013). Social Networking Media are one of the fastest growing and emerging social phenomena and virtually every society is experiencing this phenomenon through the advent of the internet communication technology devices (I.C.T.Ds) via service providers and other sources of the internet. To this, the invention of smart phone has increase the usage of social networking media. It enable users to access multiple social networking sites through just few clicks these social Media has a great impact on students on which large number of researches has been conducted and each research shows unique results (Zahid et al., 2016).

The increased use of Social Networking media has become a global, international and even national phenomenon in the past several decades. What started out as a hobby for some computer literate people has become a social norm and way of life for people from all over the world (Boyd & Ellison 2007). Use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely. According to Shah et al. (2001, cited in Saba & Tarang 2013), proposed that student users are affected by the internet and this impact is determined by

the type of internet usage. They are positively affected by the informative use of internet while having drastic impact of recreational use of internet on them.

Teenagers and young adults (as well as university students) have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Boyd, 2007). The growth and popularity of Social Networking Media according to Eke, Omekwu, & Odoh (2014), have generated concerns among school authorities, communication experts and socio-psychological researchers about the benefit and potential risks facing undergraduate students, as they engage in online social networking to cater for their social and information needs rather than oral or face-to-face communication. Moreover, the results of these diverse studies showed that online Social Networking Sites have both negative and positive impacts on the academic performance of students (Suhail & Bargees, 2006), that extreme use of online Social Networking Sites causes psychological, physical, interpersonal and educational problems to its users.

In the studies by Wiley & Sisson (2006), they found that more than 90 percent of tertiary school students use social networks. Similarly, Ellison et al., (2007), stated that students use social networking websites approximately 30 minutes throughout the day as a part of their daily routine life. Moreover, in a study of 884 students of different universities in Nigeria, Olowu & Seri (2012), indicated that students in Nigeria are spending too much time on social networking sites at the detriment of other basic things such as their studies. More so, Das & Sahoo (2010), people (students) consume additional time in interacting with their friends as share information on social media websites.

This signifies that the educational system in Nigerian universities is faced with challenges, which have certainly brought about a rapid decline in the quality of education and a result of the use of social networking media. This statement shows the importance of social networking media in students' life. Moreover, according to Andrew (2015), argued that 90 percent of young adults (students) use social media. This however shows that students virtually in every university remain connected and updated through various forms of social networking media and are surrounded by Facebook, Whatsapp, Twitter, YouTube, blogs and microblogs to mention only a few. The effects of Social Networking Media influenced the students' academic performance relating to their study habits and knowledge sharing. It has also been observed that the use of online Social Networking Sites affects students' use of English and Grammar (Devine & Lloyd, 2012). For example students use short forms of writing such as "U for You", and "4 for For" during chatting. Similarly, connecting through social networks started as a niche activity, but with time it is now a phenomenon. The social networking sites are being used in various ways like forming communities, chatting, blogging etc. Apart from different institutions even students nowadays are forming communities or groups on different Social Networking Sites.

Social networking media has brought about changes which have happened and now affect the academic performance of students. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition. Hence, students academic performance must be managed efficiently keeping in view all the factors that

can positively or negatively affects their academic performance as well as affect their assessment in class. Students academic performance is effected by a number of factors but the effects of social networking media on the performance of student is most concerned than any other factor. It is against this back drop that this study tries to investigate the effects of Social Networking Media on the academic performance of the students in Federal University Birnin Kebbi. The study however tends to understand the degree to which undergraduate students of Federal University Birnin Kebbi adopt this idea. This is with a view to explaining how, why and at what rate this phenomenon is growing and its significant effects on the academic performance of the students.

### **1.3 Research Questions**

The study addressed the following questions:

1. To what extent do undergraduate students of Federal University Binin Kebbi use the social networking media for academic activities?
2. How do social networking media platforms affect academic performance of undergraduate students in Federal University Binin Kebbi?
3. What is the influence of the daily time spent on social networking media platforms on academic performance of undergraduate students of Federal University Binin Kebbi?
4. How does socio-economic background of students' determined the use of social networking media?

5. How can social networking media improve students' academic performance?

#### **1.4 Objectives of the Study**

The broad objective of the study is to find out the effects of Social Networking Media on academic performance of undergraduate students in Federal University Binin Kebbi. The study aims at:

1. Understanding how the undergraduate students of Federal University Binin Kebbi are using the social networking media platforms for academic activities.
2. Finding out the effects of social networking media platforms on academic performance among undergraduate students in Federal University Binin Kebbi.
3. Explaining the influence of the daily time spent on social networking media platforms on academic performance of undergraduate students of Federal University Binin Kebbi.
4. To find out how socio-economic background of undergraduate students determined the use of social networking media.
5. To provide recommendations on how social networking media improve students' academic performance

#### **1.5 Research Hypotheses**

The following hypotheses were formulated and tested statistically at 0.05 alpha level:

H<sub>1</sub>: There is a relationship between students' family socio economic background and the use of social networking media.

H<sub>0</sub>: There is no relationship between students' family socio economic background and the use of social networking media.

H<sub>1</sub>: There is a significant influence of the daily time spent on social networking media and students' Grade Point Average (GPA).

H<sub>0</sub>: There is no significant influence of the daily time spent on social networking media and students' GPA.

### **1.6 Significance of the Study**

The study explained the effects of the usage of Social Networking Media on academic performance of students. It pointed out particularly the adverse effects it poses to students' academic performance. These media evidently have a lot of positive effects, but they also have their share of negative effects. In order to provide much help, this study explored the said problem. The study provided information about the effects of these media to students that would hopefully lead to a realization of their own standing in terms of Social Networking Media addiction. Similarly, the study provided evidence that would solidify the support on controlling the usage of Social Networking Media, thus reducing the risk of assimilating such addicting activities. It is expected that the findings of this research will benefit students and will show the level of the students' use of Social Networking Media. This work hoped to add to existing body of literature on social

networking media and academic performance. It is therefore of great importance to say that the study has explored some of the trending issues facing students' academic performance as a result of Social Networking Media in Federal University Birnin Kebbi.

### **1.7 Scope and Limitations of the Study**

The scope of this research is to primarily find out the effects of Social Networking Media on academic performance of undergraduate students in Federal University Birnin Kebbi. The study comprised undergraduate students who form the major chunk of users of these Social Networking Media. The study was limited to quantitative research method using a cross-sectional survey in order to reach the population in the study area to find out effects of social networking media on academic performance. Quantitative research method was used because it gives the researcher the opportunity to reach large number of target population than the qualitative method of research. The study was limited to stratified sampling technique in which the population was divided into group of four levels from which the researcher draws the sample randomly.

### **1.8 Operational Definition of key Concepts**

As concepts may mean differently in different contexts, the following operational definitions are given as the concepts used for the purpose of this study. These concepts are:

**Academic Performance:** This refers to knowledge attained or skill developed in the university courses, usually designated by test scores or by marks assigned by lecturers.

For this study, academic performance means percentage of marks obtained by the undergraduate students in their semester examination taken as their academic achievement.

**Grade Point Average:** Students' average points at the scale of 4.50 – 5.00 or less to show level of academic performance.

**Social Networking Media:** This means a medium where students put information about them and can send to other students. In this study, it entails students putting information via Facebook and Whatsapp for academic purposes.

**Undergraduate Student:** This refers to someone who is studying at the University level. In this study, it includes university students of level 1, 2, 3 and 4 in FUBK who are surrounded with Facebook, Whatsapp, Youtube etc. for academic purposes.



## **CHAPTER TWO**

### **LITERATURE REVIEW AND THEORETICAL FRAMEWORK**

#### **2.1 Introduction**

The chapter presents review of relevant literature and theoretical framework. This consist of eight sections which includes historical background of social networking media, development of social networking media, features of social networking media, an overview of the concept of academic performance, relationship between social networking media and students' academic performance and effects of social networking media on students' academic performance and theoretical framework.

#### **2.2 Historical Background of Social Networking Media**

The concept of 'Network society' was first used by Castells Manuel (1996), and first of all in sociology in the late 20th century. In his view, a new social structure which is based on microelectronics and is ensured by information and communication technology is called 'Network Society'. Castells argues that network society has grown at a much progressive rate than the previous societies of the industrial age. Castells mentions that it is not the force of technology that brings changes in society, but rather the emerging changes in social needs that interact and lead to the development of technology.

The Network Society is influenced by two major Phenomena-Technology and Globalization. Internet and mobile phones are important nodes of networking in network

society. They have made social media easily accessible to one and all. However, with the deregulation of the telecommunication sector, social media has spread widely in Nigeria. Nigeria has experienced a rapid revolution in the area of telecommunication; the Global System of Mobile telephone (GSM) has become a household term within a number of years. Back in 1999, there was a capacity of 700,000 traditional lines out of which 400,000 were operational (Adenuga, 2003).

New social media methods were developed at the end of the 1990's and many sites began to design more advanced features for users to find and manage friends. This newer generation of social media began to blossom with the emergence of sixdegrees.com in 1997, followed by make out club in 2000, Friendster in 2002 and Myspace in 2003. Social media have become a new means through which individuals can interact and communicate with friends in distance places. As at September, 2011, Facebook had a total number of 800 million active users (Eke, et al; 2014).

Social networking media are online services, platforms or sites that focus on building and reflecting social relations among people, who, for example, share interests and or activities. Social Networking Media are websites that allow those who have account with them to communicate with a selected group of friends (Awake, 2011). The inception of social networking sites according to Eke et al (2014), facilitated new forms of computer-mediated social interaction, evolved from early suggestions.

Several studies have been done regarding social media and grades (Sudha, and Kavitha, 2016; Eke, et al; 2014; Okereke, and Lucky, 2014; Greg, Chika, and Edogor,

2013). According to Martin (2009 cited in Sudha & Kavitha 2016), the White more School of Business and Economics conducted a survey of over 1,000 students. They asked questions regarding which social media were used, how much time they spent on a site and their Grade Point Average (GPA) was. It was concluded that there is no correlation between how much time is spent on a social media and grades.

The increased use of Social Networking Media has become an international phenomenon in the past several years. What started out as a hobby for some computer literate people has become a social norm and way of life for people from all over the world (Boyd, 2007). Teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Boyd, 2007). The Social Networking Media are being used in various ways like forming communities, chatting, blogging etc. Apart from that, different institutions even nowadays are forming communities or groups on different Social Networking Media. It can be argued that students in Federal University Birnin Kebbi make use of social networking media in forming chatting groups, even at institutional level; there is a blogging page as a form of Social Networking Media.

### **2.3 Development of Social Networking Media**

The Internet is composed of many interconnected computer networks. It has made possible for people all over the world to communicate with one another effectively and inexpensively (Morris, 1996). Internet is the most important medium of the new present age media. The discovery of the internet can be called the biggest invention in mass

media. This has inspired interaction and social relationships through its social networking medium. The use of the Internet has grown tremendously since its inception. Similarly, Alubo, (2016) argued that through the internet (via social media) people can communicate from thousands of miles by a mere click of mouse. Ezike (2015), argued that the world is developing at an accelerated speed and one of the vehicles driving this development is Information and Communication Technology. To this effect, information and communication technology affects every sphere of human endeavour ranging from health to education, engineering, science and technology, entertainment, amongst others.

Historically, according to Boyd and Ellison (2007), Singlepress.com was the first social networking site launched in 1997, which not only allowed users to create profiles and list their friends but also surf the friends. A new phase of social networking sites began when Ryze.com was created in 2001 to help people to beverage their business and commercial networks. Friendster came in 2002 as a social complement to Ryze. It could not work for long because it encountered technical and social difficulties which frustrated its users. From 2003 onwards many new social networking sites came up. Facebook was launched in 2005 which includes school students, professionals inside corporate networks and now eventually everyone as its users. This networking site allows its users to create profiles, list their friends and surf the friends' lists. From 1997 to 2010, there are 1.5bn users of social networking sites (Boyd and Ellison, 2007).

The twenty first century has been described as the information age and information will continue to be the basis of decision making and control (Castells, 1996).

This implies that, the existence of efficient telecommunication services in any country is the main factor for effective social media. Before the deregulation of the Nigerian telecommunication sector in 1999, fewer Nigerians including students had access to computers while the lack of sufficient technological infrastructure such as the Internet and mobile phones constrained communication within the society. However, with the deregulation of the telecommunication sector, social media has spread widely in Nigeria. Nigeria has experienced a rapid revolution in the area of telecommunication; the GSM has become a household term within a number of years. In a similar manner, Alubo (2016), said that the advent of Global Systems of Mobile Telephones, GSM, communication is possible even from remote villages. Back in 1999, there was a capacity of 700,000 traditional lines out of which 400,000 were operational (Adenuga, 2003).

Moreover, telecommunication companies have tremendously boosted internet connectivity and access as it is observed that 2G and even 3G browsing networks are available using these devices; laptops, desktop, tablets, palm held devices, telephones and other devices. In other words, the Internet Communication Technology Devices (I.C.T.Ds) used for social media are 3G and 4G devices by their nature in accessing information and communication, but another effort by mobile phone companies working on the next generation of wireless networks, known as 5G that will be more faster in speed than the 3G and 4G devices (Bort, 2016). Similarly (Bort 2016), quoted Gregory Lee-president and Chief Executive Officer of Samsung North America that “the 5G networks have 10Gbps speed in comparison with today’s fastest mobile network, which

is 12.3Mbps, so as much 10 time faster”. According to Dansabo (2011), this period (globalization) witnessed the proliferation of information technology gadgets such as satellite cables, mobile phone (GSM), internet e.t.c.

However, from the above statements, Social Networking Media are fast becoming very popular means of both interpersonal and public communication in Nigeria. Social media are modern interactive communication channels through which people connect to one another, share ideas, experiences, pictures, messages and information of interest (Eke et al., 2014). It can be argued that social media has spread everywhere in Nigeria and are bound to be accepted as the new media for all regardless of socio- cultural status, gender, or even economic status just like the advent of radio and television in a household.

The Social Networking Media have become a major forum not just for seeking information but users (students) have discovered that the Social Networking Media can be used to connect with other students (users) for academic purpose or other purposes, to make new friends, or to reawaken old friends and long lost relatives. The emergence and the development of Social Networking Media have simplified this process because they do not require much internet knowledge or experience. It can be argued that the use of Social Networking Media among students has become the process of becoming a social being, and passing of information through which contacts are made and maintained with the rest of other students – users.

Social Networking Media is the connection of friends or family together which allow you to communicate easily. With social networking media you can have a long

chain of friends you can chat or share information or ideal with. According to Boyd and Ellison (2008), “Social Networking Sites can be defined as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system”. At the most basic level, social networking sites allow users to set up online profiles or personal homepages, and develop an online social network. The profile page functions as the user’s own webpage and includes profile information ranging from their date of birth, gender, religion, politics and hometown, to their favourite films, books quotes and what they like doing in their spare time. In addition to profile information, users can design the appearance of their page, and add content such as photos, video clips, music and files.

According to Zwart, Lindsay, Henderson, & Phillips (2011), “Social networking Sites specifically refer to those internet-based services that promote online social interaction between two or more persons within a bounded system for the purpose of friendship, meeting other persons and/or exchanging information; contains a functionality that lets users create public or semi-public personal profile pages that contain information of their own choice; serves as a mechanism to communicate with other users; and contains mechanisms that allow users to search for other users according to some specific criteria”.

In the words of Downes (2005), social networks are the conjunction of personal ties which are combined by a set of relations, daily thoughts can be expressed and

discussions can take place about these thoughts and new ideas come up with on these sites. Social networking sites mean the communication between friends through computer mediated communication initiated by user. This definition covers more types, such as journal writings and blogging (Sheldon, 2008).

From the above therefore, it can be deduced that Social Networking Media are links and platforms that connect people from different space within a specific time with sole intention of bringing people together to interact, share information and communicate via a common source called internet.

## **2.4 Features of Social Networking Media**

In online chat, people are allowed to carry on discussions using written text. Once logged on to a server, it is possible to join a channel (chat group), which has open membership (Morris, 1996). Channel members can interactively exchange views and ideas from any point on the globe where there is a suitable Internet client. Instant messaging enables people to exchange text messages in real time.

However, in the online chat network site users are talking, participating, sharing, networking, and bookmarking online. Similarly, the social networking site by their nature has the capabilities of educating, informing, entertaining the user. Other features of social networking sites are accessed via computer alone while others can be used with mobile phones meant to suit the different interests of their users. More so, many of these sites focused on bringing people together to interact with one another through chat rooms and



encouraged users to share personal information and ideas via personal web pages by providing easy to use publishing tools and free or inexpensive web space.

It can be said that, from the above attributes of Social Networking Media attract most university undergraduate students participating in various forms of networking sites interacting, disseminating and sharing information with fellow students either for academic or other purposes.

## **2.5 An Overview of the Concept of Academic Performance**

Academic performance in the words of Steinberger (2005), encompasses students' ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional and social physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and into post secondary years and working life. Academic performance refers to how well a student is accomplishing his tasks and studies.

For Epunam (1999), academic performance of a student could be defined as the learning outcomes of the student. This includes the knowledge, skills and ideas, acquired and obtained through their course of study within and outside the classroom situation. Similarly, Pandney, (2008) defined academic achievement as the performance of the pupils in the subjects they study in the school.

More so, Kathryn (2010) academic performance refers to a person's performance in a given academic area (e.g. Reading or Language Arts, Mathematics, Science and

other areas of human learning. Academic performance relates to academic subjects a child studies in school and the skills the child is expected to master in each. Base on the above definitions of academic performance, the central arguments is to determine the student's status in the class which gives students an opportunity to develop their talents and improve their grades for the future of academic challenges.

Academic performance in school is evaluated in a number of ways (Ryan, 2000 in Adesemowo, 2005). For regular grading, students demonstrate their knowledge by taking written and oral tests, performing presentations, submission of homework, assignment and participating in class activities and discussions. Teachers evaluate in the form of assignment, test and examination to describe how well a student has done (ibid).

In the word of Ryan (2000 in Uche 2010), parental socio-economic status of the children (students) of literate and high income parents perform better in school than those from poor and uneducated parents. Children from, high socio economic homes eat balanced diet, enjoy good health and facilities that stimulates their intellectual activity and make them perform better academically than their counterparts.

## **2.6 Relationship between Social Networking Media and Students' Academic Performance**

Social networking media are internet based interactive means of getting and disseminating of information and this helps students to access, generate and react to instant information without barriers. The idea of "Social media" has existed for several years as a way for people to communicate in society and build relationships with each

other. According to Boyd and Ellison (2007), networking sites are “Web based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection and view and traverse their list of connections and those made by others within the system”. This results in connection between individuals who are far off and unknown.

The reality of social networking media has become a form of communication which is essentially connecting human interaction; whether in pictures, or in music, verbal and non verbal communication, information or persuasive, frightening or amusing, clear or unclear, person to person and the rest of other users in the networking sites. The implication therefore, is that social networking media has direct effects on personal, group, public and mass influences in terms of communication and dissemination of information among undergraduate students.

According to White (2006 cited in Ezike 2015), there are seven major social network categories. These include:

1. Social connections: these are social networks that enable its users keep in touch with friends and family members, examples include;

(a) Facebook- Facebook provides a way for users to build connections and share information with people and organizations they choose to interact with online.

(b) Twitter - Twitter helps its users share thoughts and keep up with others via real-time information network.

(c) Google + - This is designed to allow users to build circles of contacts that they are able to interact with and that is integrated with other Google products.

2. Multimedia Sharing: Social networking makes it easy to share video and photography content online. Some examples of multimedia social networks include;

(a) YouTube: This is the Social media platform that allows users to share and view video content.

(b) Flickr: This site provides a powerful option for managing digital photographs online, as well as for sharing them with others.

(c) Picasa: Similar to Flickr, Picasa provides a way to organize and share photos. It is a Google product and so offers integrated tagging and sharing with Google+.

3. Professional: Professional social networks are designed to provide opportunities for career-related growth. Some of these types of networks provide a general forum for professionals to connect, while others focused on specific occupations or interests. A few examples of professional social networks are listed below.

(a) LinkedIn: LinkedIn has more than 135 million members, making it the largest online professional network. Participants have an opportunity to build relationships by making connections and joining relevant groups.

(b) Classroom 2.0: Social network specifically designed to help teachers connect, share and help each other with profession-specific matters.

(c) Nurse Connect: Online community designed to help individuals in the nursing profession connect and communicate with each other.

4. Informational: Informational communities are made up of people seeking answers to everyday problems. For example, when you are thinking about starting a home improvement project or want to learn how to go green at home, you may perform a web search and discover countless blogs, websites, and forums filled with people who are looking for the same kind of information. A few examples include:

(a) Super Green Me: Online community where individuals interested in adopting green living practices can interact.

(b) Do-It-Yourself Community: Social media resource to allow do-it-yourself enthusiasts to interact with each other.

5. Educational: Educational networks are where many students go in order to collaborate with other students on academic projects, to conduct research for school, or to interact with professors and teachers via blogs and classroom forums. Educational social networks are becoming extremely popular within the educational system today. Some examples of such educational social networks are listed below.

(a) The Math Forum: A large educational network designed to connect students with an interest in Math, this site provides interaction opportunities for students by age group.

(b) ePALS School Blog: this international social network student is designed to build international connections to promote world peace.

6. Hobbies: One of the most popular reasons many people use the Internet is to conduct research on their favourite projects or topics of interest related to personal hobbies. When people find a website based on their favourite hobby, they discover a whole community of people from around the world who share the same passion for those interests. This is what lies at the heart of what makes social networks work, and this is why social networks that focused on hobbies are some of the most popular. A few examples of hobby-focused social networking sites include:

(a) Oh My Bloom: Social media site specifically for gardening enthusiasts. It features groups, forums, blogs, video content and more.

(b) My Place at Scrapbook.com: Designed specifically for scrapbooking enthusiasts, users can create profiles, share information, post updates and more.

(c) Sport Shouting: An online destination for sports fans to voice their opinions and connect with other enthusiasts.

7. Academic: This site help academic researchers who want to share their research and review results achieved by colleagues may find academic-specific social networking to be quite valuable. A few of the most popular online communities for academics are:

(a) Academia.edu: Users of this academic social network can share their own research, as well as follow research submitted by others.

(b) Connotea Collaborative Research: Online resource for scientists, researchers and clinical practitioners to find, organize and share useful information.

8. Video Conferencing: Video conferencing social networks exist and this helps its users make real time video calls from any remote location irrespective of their geographical location. The most popular of video conferencing social networks include; Skype, Tango and Oovoo.

Moreover, Kaplan and Haenlein (2010) categorised social networking sites into six different categories; collaborative project, blogs and micro blogs, context communities, social networking, virtual game worlds and virtual social world. It can be argued that FUBK undergraduate students are using any or most of the above mentioned categories of social media with specific reference to Facebook, Youtube and Twitter.

To this end therefore, one basic feature of social media is that most of these sites share common interests in hobbies, religion, politics and alternative lifestyles. Among all these networking sites, Facebook is said to be the most popular social network in the world (Ajike, and Nwakoby, 2016; Awake, 2011; Pew Research Center, 2015). It is also one of the two most frequented websites in the entire internet. It routinely trades places with Google as the most visited web service, and by the company's estimates, it now has over 800 million active users. That's more regular visitors than the entire internet had in

2004. As of June 2012, Facebook has over 955 million active users, more than half of them using it on mobile devices (Ajike, and Nwakoby, 2016).

According to internet world stats as at March 31, 2017, the total world, Africa and Nigeria population that are Facebook users are 1,679,433,530, 146,637,000 and 16,000,000 are Facebook users respectively. The social networking sites commonly used in Nigeria include Facebook, 2go, Yahoo messenger, BBM, Whatsapp, Twitter, LinkedIn amongst others. They all offer their users unrestricted access to chat with friends, relations and other acquaintances.

Karpinski (2009), argued that college or university students who frequently use Facebook have lower Grade Point Average (GPA) than those who are not users of the site. He noted a number of hypotheses for these findings among which is that social network users spend too much time online and less time studying. Thus, it seems reasonable that social networking media influences students' academic performance.

It can be argued that social networking media have made the students to become better informed and educated by being constantly abreast of global news and information. Students use the social media for communication, entertainment, finding information, buying, and selling products, goods, and services.

## **2.7 Effects of Social Networking Media on Students' Academic Performance**

Some studies prove that social media negatively affect the performance of students while according to some researches it improves the learning of its users and



improve their communications skill. In the last previous years social media is used to connect with higher education students is increasingly responded (Martinez-Aleman & Wartman, 2009 in Zahid et al., 2016). For Rubin, et al (1998), the world researches and statistics show young generation is the major user of social networking media and it is the most favorite and popular topic being talked about by the youth. However, social networking media use is a major activity for internet users from a wide range of demographic groups. Younger adults (especially university students) are passionate adopters, but social networking media continues to grow in popularity for older adults as well (Joanna and Aaron, 2013).

Rosen in his study (2011 cited in Ajike, and Nwakoby 2016), found out that in terms of daily use of all social networking sites collectively, those born between 1965 and 1979 (Generation X) consumes approximately 13 hours of social media per day; those born between 1980 and 1989 (Net Generation) consumes approximately 19 hours of social media per day; and those born between 1990 and 1999 (I Generation) consumes approximately 20 hours of social media per day. Similar to the above, a study by Ikehi, Paradang and Zimoghen (2014), found out that the highest users of social networks within the academic system are youths between the ages of 18-22 who are mostly undergraduates. This simply shows how social networking media has become part of students every day activities.

Social networking media have a number of effects on students' academic performance – positively and negatively. Ezike (2015), believed that, Facebook has over

500 million users, while Twitter has over 200 million. That's not even counting blogs or YouTube video blogs. It can be argued that students are actively engaged in social networking media, but what kind of effects are these sites have on academic performance is the question that should be asked.

For Ezike (2015), Social networking sites have presented both negative and positive effects and only a balance in adoption and usage will ensure that only the positive effects are enjoyed by both students and teachers alike.

## **2.8 The Positive Effects of Social Networking Media**

According to Ezike (2015), social networking sites have a number of positive effects, thus;

(1) Social networking has increased the rate and quality of collaboration for students. They are better able to communicate meeting times or share information quickly, which can increase productivity and help them learn how to work well in groups.

(2) Social networking teaches students skills they will need to survive in the business world. Being able to create and maintain connections to many people in many industries is an integral part of developing a career or building a business.

(3) By spending so much time working with new technologies, students develop more familiarity with computers and other electronic devices. With the increased focus on technology in education and business, this will help students build skills that will aid them throughout their lives.

(4) The ease with which a student can customize their profile makes them more aware of basic aspects of design and layout that are not often taught in schools. Building resumes and personal websites, which are increasingly used as online portfolios, benefit greatly from the skills obtained by customizing the layout and designs of social networking profiles.

(5) The ease and speed with which users can upload pictures, videos or stories has resulted in a greater amount of sharing of creative works. Being able to get instant feedback from friends and family on their creative outlets helps students refine and develop their artistic abilities and can provide much needed confidence or help them decide what career path they may want to pursue.

Moreover, Nielson (2010), one of the advantages (on the positive side) of online Social Networking Sites is that they facilitate communication among people irrespective of their geographical locations. These forms of communication include instant messaging, posting public messages on the Social Networking Sites walls as well as commenting on other people's pictures. Online Social Networking Sites strengthen the development of social and interpersonal relationships amongst adolescents. Online Social Networking Sites also facilitate the creation and sharing of various forms of contents such as blogs, videos, pictures and as well as audio messages. Social Networking Sites provide opportunities for formal learning across geographical contexts. Similarly, according to Jenkins (2007), online Social Networking Sites facilitate learning and skill

development by providing support for peer-to-peer learning, enhancing knowledge and skills.

## **2.9 The Negative Effects of Social Networking Media**

On the other side, Ezike (2015), argued social networking sites also have a number of negative effects, thus;

(1) Many students rely on the accessibility of information on social media specifically and the web in general to provide answers. That means a reduced focus on learning and retaining information.

(2) Students who attempt to multi-task, checking social media sites while studying, show reduced academic performance. Their ability to concentrate on the task at hand is significantly reduced by the distractions that are brought about by surfing on these social networking sites.

(3) The more time students spend on social sites, the less time they spend socializing in person. Because of the lack of body signals and other nonverbal cues, like tone and inflection, social networking sites are not an adequate replacement for face-to-face communication. Students who spend a great deal of time on social networking are less able to effectively communicate in person.

(4) The popularity of social media, and the speed at which information is published, has created a lax attitude towards proper spelling and grammar. This reduces a student's ability to effectively write without relying on a computer's spell check feature.

(5) The degree to which private information is available online and the anonymity the internet seems to provide has made students forget the need to filter the information they post. Many colleges and potential employers investigate an applicant's social networking profiles before granting acceptance or interviews. Most students do not constantly evaluate the content they are publishing online, which can bring about negative consequences months or years down the road.

Facebook, Twitter, LinkedIn, Google+ etc. are several major Social Networking Media as reviewed from the above literature, this implied that Social Networking Media and academic performance of students have common relationships with both negative and positive effects on their academic performance.

Furthermore, Social Networking Media have their own limitations (on the negative side) Al-Rahmi, & Othman (2008), revealed that teenagers (mostly students) would use the Internet for purposes of meeting strangers instead of building on established relationships. Nalwa & Anand (2003), opined that adolescents spend so much time on computers, and this affects their real-life friendships and relationships with others unfavorably. Also, Juvonen & Gross (2008), reported cyber bullying as a major drawback of online Social Networking Sites. In addition, it has been hypothesized that children and teenagers become less social with family members when they engage excessively in

online Social Networking Sites (Nalwa & Anand, 2003). By implication, reviewed literature indicated the negative effects of Social Networking Media on students' academic performance which in turn have lower GPA as a result of much time spent online.

## **2.10 Theoretical Framework**

Social media is an issue of concern to sociology because it has become a trending social phenomenon globally including the very local areas. Several theories can be used to explain the effects of social media on students' academic performance. The Diffusion of Innovation Theory and media systems dependency theories were adopted for the purpose of this research in an attempt to find out the effects of social networking media on students academic performance.

### **Diffusion of Innovations Theory**

Diffusion of innovation theory was developed by Everett Rogers in 1995. This theory is one of the oldest social science theories. The theory explained how communication over time and idea or product gains momentum, and diffuses (spread) through a specific population or social system, doing something differently from what they had previously been. The key assumption is that the person must perceive the idea, behavior or product as new or innovative. It is through this that diffusion is possible.

The theory was set to examine how new ideas are spread among people through media. It is a theory that seeks to explain how, why and at what rate new ideas and

technology spread through cultures such as the use of social networking media. Adoption of a new idea, behavior, or product does not happen simultaneously in a social system; rather it is a process whereby some people are more prompt to adopt the innovation than others. Everett Rogers, popularized the theory in his 1962 book; “Diffusion of Innovation”. The categories of adopters are; innovators, early adopters, early majority, late majority, and laggards (Everett, 1962).

Diffusion is the process by which an innovation is communicated through certain channels over time among the members of a social system. Diffusion is a special type of communication concerned with the spread of messages that are perceived as new ideas. The four main elements in the diffusion of new ideas are: the innovation, communication channels, time and the social system (context). Based on the main thrusts of the theory, social networking sites are characterized by the four elements of diffusion of innovation theory; thereby these networking sites are innovated and are diffused and adopted in every aspect of human society.

Hence, these sites are in wide spread more quickly than any other innovation. This is because these sites are of relative advantage, compatibility, trialability, and observability to those people (users) within the social system.

According to Katz et al., (1963 cited in Ajike & Nwakoby 2016), in, the diffusion of innovations process records that for a new idea or innovation to diffuse; there must be awareness stage, interest stage, evaluation stage, and trial and adoption stage. More so, different types of innovations require different kinds of adoption units. Bittner (1984 in

Ajike & Nwakoby 2016), believed that the media can lead someone into getting aware of the existence of an item. From there the user gets interested in, makes attempt to evaluate it, and gives it a trial touch before making up his mind to acquire it.

Diffusion of innovations theory explores social media and their role in influencing the spread of new ideas and practices. The change agent centers on the conditions which increases or decreases the likelihood of adopting or rejecting a new idea – social media. That is to say, they help the audience in deciding on the best idea to adopt by influencing their option about a particular situation. For Goodhart et al., (1975 in Ajike & Nwakoby 2016), they argued that a great deal of (social) media use is actually habitual and unselective.

It can be argued from the above that most undergraduate students adopted the use of social networking media which are used for either academic or other purposes in disseminating and sharing information, which concur with the major assumptions of Diffusion of Innovations theory, thus, relevant in explaining the phenomenon under study.

To this end, the theory was able to explain how person (students) perceive social networking media as an idea for communication to improving academic activities through group discussion and sharing information as a channel of communication within and outside the social system (herein university environment). On the contrary, the theory fails to explain when this type of innovation influences the user (student) in the social



context because some time user in the social system is rational in choosing what type of innovation to adopt.

### **Media Systems Dependency Theory**

The media systems dependency theory was first proposed by Sandra Ball-Rokeach and Melvin Defleur in 1976 (Eke et al., 2014) and consists of a complex system in which the media, individuals, their personal environment, and the social environment have dependency relationships with each other. Each component depends on the other components in a system by drawing on resource in order to satisfy goals. Particular attention is given to the resources of media systems in modern society and the considerable conditions which will increase or decrease individuals' reliance on media system. In another way, media systems dependency theory, is a theory which sees relationship in which the capacity of individuals to attain their goals is contingent upon the information resources of the media systems (Eke et al., 2014).

To buttress the above point, Eke et al (2014 in Baran and Davies 2009), argued that media systems dependency theory assumes that the more a person depends on having his or her needs met by media use, the more important will be the role that the media play in the user's life. This simply means people turn to the media to communicate or make sense of what is happening, as the world becomes complex. Similarly, Little-John (2002 in Eke et al., 2014), also explained that people will become more dependent on the media that meet a number of their needs than on the media that touch only a few needs.

The more an individual relies on the media for the expression of thought and sharing of ideas, the more that individual is influenced by the media.

Again, the more individuals depend on social media, the more attitudes, cognition, emotional states or behavior will change (Eke et al., 2014). As individuals develop expectations that the media system can provide assistance toward goal attainment, individuals generally develop dependency relations with the media or medium perceived to be the most helpful in the goal pursuit.

This is however true, undergraduate students are highly depending and relying on social media in their day to day academic activities and decreased in seeking interpersonal relations between fellow students rather than depending on group site in receiving and posting comments about academic activities. However, the Nigerian universities are in transition to Information and Communication Technology (ICT) base and this leads to wide spread of Social media. These sites have brought a number of changes in social interaction patterns of undergraduate students and becoming more dependent in daily live, learning, and to relate with one another. The rate of penetration is often dependent on the availability and quality of network services by providers and Local Area Network (LAN) provided in the university environment.

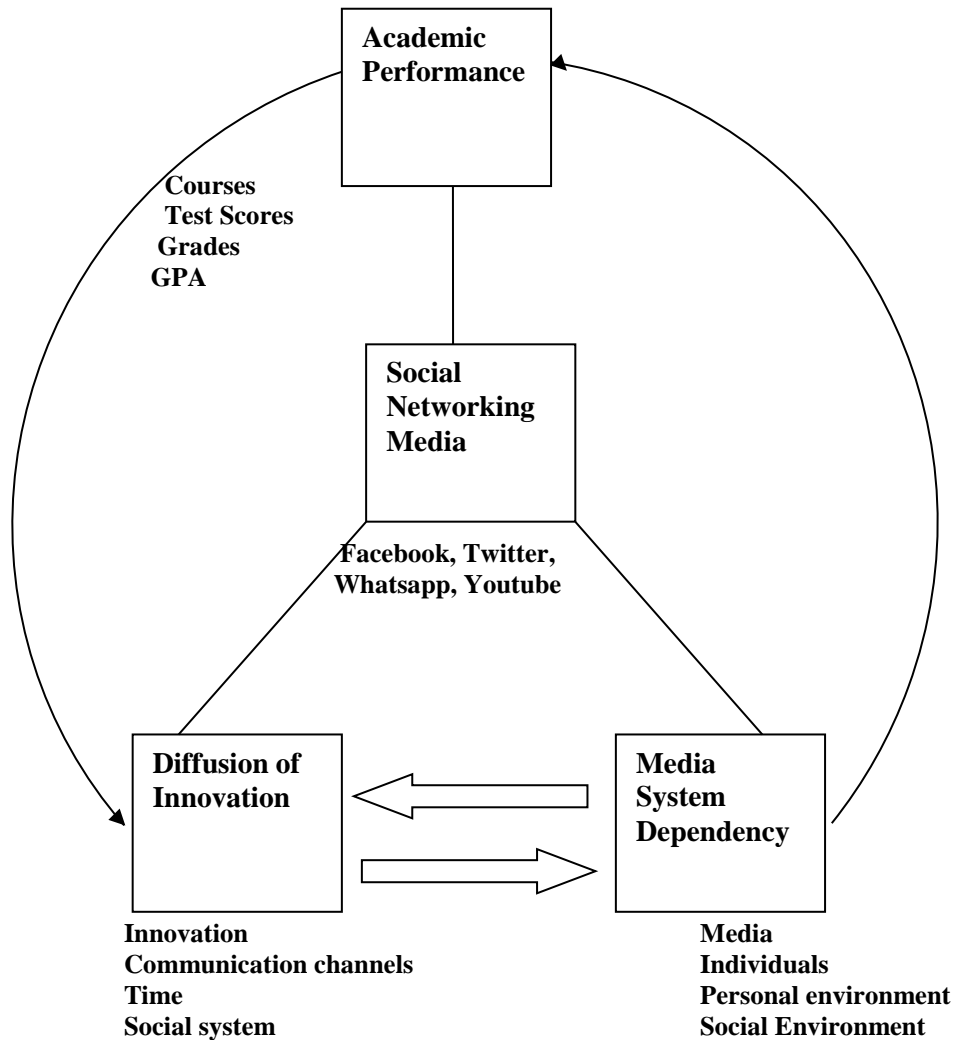
On the contrary, the theory has not clearly explained how individual can cope in the absence of media in their personal environment as such other means of satisfying needs not only media resources. In relation to this work, going to library is another means to achieve academic performance not necessary depending on social networking media.

On the goal attainment, the theory has not explained what goal a user to attain. Thus different people use the same media messages for different purposes to gratify their social and psychological needs to attain their goal. Moreover, user has various needs that prompt them to expose themselves to any media or media content available.

### **2.11: Theoretical Synthesis**

It appears from the above information that the effects of Social Networking Media on academic performance of students are complex and multidimensional. Two common features appearing in these theories discussed are the adoption and adaptability and dependency of students toward Social Networking Media in the university. Rogers, Sandra and Melivin are of the view that the use Social Networking Media take place within the social systems. The other common beliefs of these theorists are that the wide spread and interplay of these innovations takes place in the environment composing of individuals and social environments. The adoption and adaptation of these innovations in the social system brings about dependency on these innovations. This implies that, individuals – students and social environments – university cannot do without social networking media at a particular time for their academic performances in this era of Information Communication and Technology. This however brings a higher dependency among students which in the end has effect on their academic performance; positively or negatively.

**Figure 1.1: Three Ways Theoretical Model**



The above figure shows a three ways theoretical model on social networking media. Starting with the upper box which is academic performance and this constitutes test scores, examination, grades and GPA of student as factors for academic achievement in the university. In this regards, students need to strive to attain a good academic

performance in various ways including reading books, attending lectures, having a good test scores for a good GPA.

However, the lower second box which is social networking media, these include Facebook, Whatsapp, YouTube, etc. can be used for attaining academic performance relating to students study habits and knowledge sharing through any of the platforms of Social Networking Media.

The third left box explained how these sites come inform of innovation through communication channels (computer, mobile phone, ipad etc.) as a factor through which these media can be communicated, over time within or between a social system. That is to say, diffusion of innovation comes into play.

The two right and left arrows show the wide spread and interplay of these innovations which takes place in the environment composing of individuals and social environments (i.e. students in the university environment). The adoption and adaptation of these innovations in the social system brings about dependency on these innovations. This suggests the higher the dependency on social networking media, the higher the students' academic performance or otherwise as in the forth left box.

Moreover, the two cyclical arrows show the interrelationship and interdependence of box 1,2,3 and 4 respectively while the upper thin line shows a connection between academic performance and Social Networking Media and two right and left thin lines show the channels through which Social Networking Media platforms are communicated.

## **2.12: Empirical Framework**

According to Rubin et al., (1998), the world researches and statistics show young (students) generation is major user of social media. It is the most favorite and popular topic being talked about by the youth. There are many students all over the world always log in to their accounts on different social media as a routine matter. Similarly, in a survey of 2,003 online adults (users) by the Pew Research Center (2014), show that Facebook users are the most highly engaged versus users of other platforms and their rate of engagement has grown year over year. They are accessing the site frequently, with 70 per cent using it daily and 45 per cent using it multiple times per day.

The survey further reported the wide spread popularity of Facebook, there are some noticeable differences in terms of how race, gender and age influence use. The site is quite a bit more popular among women than men of 77 per cent and 66 per cent respectively. In terms of age, Facebook is most heavily used by those ages 18-28 (87 percent). Usage among online adults decreases progressively as age increase; however the majority of all age groups are using the site. The study notes, however, that while Facebook is far the most widely used social media platform, other site-including LinkedIn, Twitter, Instagram and Pinterest (more over Whatsapp) are growing more rapidly.

Eke et al., (2014) observed that in Nigeria, the number of social network users is on the high side. According to them, a Facebook statistics site, Nigeria ranks 35th in the world in the number of Facebook users. According to the site, Facebook has an estimate of over 4 million Nigeria users, with the males dominating 65% while the females have 33% domination. Similarly, from the analysis carried out by the researcher from the world Internet statistics (2012), it was found that out of the total population of 170,123,740 Nigeria, 5,860,240 numbers of people used Facebook as of 2012. Comparing Burundi and Chad with a similar population of 10,557,259 and 10,756,648 respectively, the data shows that 37,040 and 36,940 number of people respectively used Facebook as of 2012. This result showed that Chad with a lesser population, use Facebook more than Burundi. Also out of the total population, of 83,688,164 Egyptians, 11,764,880 numbers of people used Facebook as of 2012. Comparing this with the number of Nigerian Facebook users, it shows that Egyptians has the highest number of Facebook users while Nigeria becomes the second in Africa.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

The chapter explained in details the research methodology. It presents the research design, population of the study, sample size and sampling procedures, method of data collection, method of analysis, ethical considerations and problems encountered in the field.

#### **3.2 Research Design**

The study used survey design method to investigate the effects of social networking media on academic performance of Federal University Binin Kebbi undergraduate students. The study employed quantitative research method. For the purpose of this research, a cross-sectional survey research method was used in order to reach the population of undergraduate students in Federal University, Birnin Kebbi main campus. The study tested hypotheses on whether there is a relationship between social networking media and academic performance. The research adopted diffusion of innovation and media system dependency theories.

#### **3.3 Location of the Study**

The Federal University Birnin-Kebbi is one of the three (3) Universities established by the Federal Government of Nigeria in February, 2013. It commenced academic programmes in November, 2014 with two (2) Faculties i.e. the Faculty of



Science and the Faculty of Arts, Social and Management Sciences. Presently, the University has two additional Faculties namely: the Faculty of Environmental Sciences and the College of Health Sciences. As a growing institution, the University was committed to fostering academic, social and infrastructural developments that will strategically position it among committee of institutions of learning both locally and internationally. The fast growth experienced by the institution is due to its culture of attracting and retaining innovative and outstanding individuals as staff. The University is located in the North-West Geo-political Zone of Nigeria. The permanent site of the University is located 12 kilometres South-West of Birnin-Kebbi and precisely 4 KM along Kalgo – Bunza Road. The University’s take-off site, on the other hand is located along Birnin-Kebbi – Jega Road about 8 kilometres South-West of Birnin-Kebbi (FUBK-PRO Unit, 2018).

Academic activities began in November, 2014 for the 2014/2015 academic session with a students’ population of 507 and academic staff strength of 102. Accordingly, maiden and second matriculation took place on 5th March, 2015 and 9th February, 2016 with a total of 507 and 972 Undergraduate sworn-in, respectively. The University currently has three faculties and a College of Health Sciences offer a total of twenty four (24) degree programmes. The University has six (6) directorates which includes, academic planning, physical planning, research and innovation, ICT directorate, entrepreneurship and Center for Sustainable Built Environment (CSBE) directorate (fubk.edu.ng, 2018).

### **3.4 Study Population**

The Federal University Binin Kebbi undergraduate students are exposed to various kinds of Social networking media. The Undergraduate students' population of Federal University Binin Kebbi in for 2017/2018 session is 6,708. Federal University Binin Kebbi has 4 Faculties with a total population of 6,708 students consisting 72 percent male students and 28 percent female students (FUBK, ICT-Data Center, 2018). The sample for the study was 376 respondents selected from the total population of 6,708 respondents.

Therefore, the target population for the study was the undergraduate students of bachelors program of Federal University, Birnin Kebbi main campus. Since the population of undergraduate students in Federal University Birnin Kebbi is very large, it was not possible for the researcher to collect view of each and every undergraduate student. As a result of this, the research employed stratified random sampling technique to collect total number of undergraduate students based on level of studies in Federal University Birnin Kebbi to draw the sample size. Thus, a sample of 375 undergraduate students was drawn from 6708 total population. The respondents were chosen based on their relevance to the study.

### **3.5 Sample Size and Sampling Procedure**

Sample of the study comprised 376 respondents adopting Glenn, (2003) University of Florida determining sample size table. That is precision level of  $\pm 5$ , confidence level at 95% which represent a sample of 375. The study sample consisted of

376 students enrolled in all level 1 to level 4 of 2017/2018 academic session of Federal University, Birnin Kebbi. The study used stratified sampling technique in which the population was divided into group of four levels from which the researcher sample randomly.

**Table 1: Sample size Table**

<b>Level of Study</b>	<b>Female</b>	<b>Male</b>	<b>Population</b>	<b>Female</b>	<b>Male</b>	<b>Sample Size</b>
<b>Level I</b>	<b>295</b>	<b>569</b>	<b>864</b>	<b>16</b>	<b>32</b>	<b>48</b>
<b>Level II</b>	<b>798</b>	<b>2124</b>	<b>2922</b>	<b>45</b>	<b>119</b>	<b>164</b>
<b>Level III</b>	<b>533</b>	<b>1339</b>	<b>1872</b>	<b>30</b>	<b>75</b>	<b>105</b>
<b>Level IV</b>	<b>279</b>	<b>771</b>	<b>1050</b>	<b>16</b>	<b>43</b>	<b>59</b>
<b>Total</b>	<b>4803</b>	<b>1905</b>	<b>6708</b>	<b>269</b>	<b>107</b>	<b>376</b>

### **3.6 Method of Data Collection**

Primary data were used. Survey questionnaire was the primary instrument for data collection of study. A survey questionnaire was distributed among the undergraduate students to respond to questions that were given to them. Closed and open ended questionnaire titled Social Networking Media and Academic Performance Questionnaire (SNMAPQ) with five sections was used to collect the data (see information in Appendix 1 P.57 – 62) and the data were analysed using frequency distribution tables. The method employed allowed the researcher to be more confident of the results and reliability of the data collected.

### 3.7 Method of Data Analysis

For the analysis, the researcher used the data in 376 questionnaires collected from the field. The researcher used tables to summarize the data using frequency distribution tables. Later, the researcher used Statistical Package for Social Sciences (SPSS) version 21.0 Software to sort and filter the data as it were in the tables. These tables were used to display the analysis and hypotheses were tested using chi – square on 0.05 alpha level.

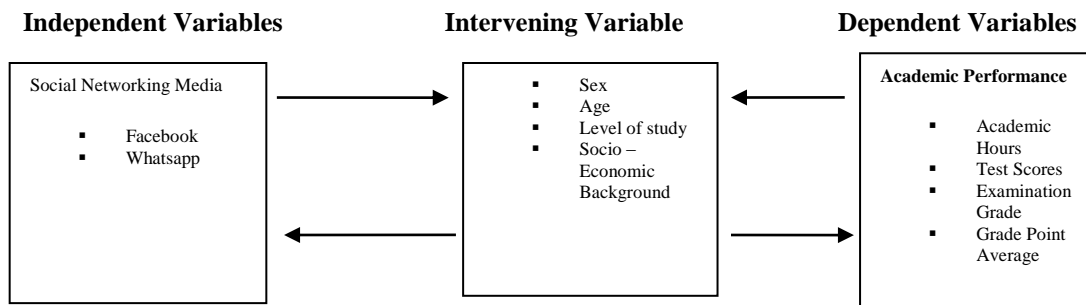
### 3.8 Variables

In this research, the following variables were selected.

1. Social Networking Media as Independent Variable.
2. Students' academic performance as Dependent Variable.

The variables of this research stated below shows the following explanations and indicate the relationships between observed variables.

**Figure: 2: Variables**



The above figure consists of three boxes. The first box is the social networking media which is the independent variable of the research which consist of Facebook and Whatsapp which are the most populous platforms of the Social Networking Media among undergraduate students. The use of Social Networking Media among students is neither between sex, age, level of study nor socio-economic background of the students as seen in middle box two which are the intervening variables of the research.

The third right box is the academic performance which consists of academic hours spent and test scores of students, examination grades and grade point average as factors for achieving a good academic performance. The upper right and left arrow and lower right and left arrow lines show the relationship between the three boxes.

On the Measurement of Variables, the following are the variables that were measured in relation to this study;

**Facebook:** A medium where students put information about academic activities.

**Whatsapp:** A medium where students put information – voice sounds, pictures/photos, messages and profile status about academic activities.

**Academic Hours:** Number of hours spent on academic activities.

**Test Scores:** Students' average scores usually forty marks or less than forty percent.

**Grade Point Average:** Students' average points at the scale of 3.50 – 4.49 or less to show level of academic performance.

### **3.10 Pretest and Pilot Testing**

The pilot study was the first step of the practical application of the effects of social networking sites on students' academic performance in Federal University Binin Kebbi. The researcher sees the goal of a pilot study in general as related to the aim of the research of which it forms part. The general goal of a pilot study is to provide information, which can contribute to the success of the research project as a whole. Pretesting however, is a very important step in this kind of survey research. This was to ensure all kinds of errors that are associated with survey research are reduced. It helps to improve the quality of data significantly. Pretesting was done on a small sample of respondents from the target population. However, the pilot and pretesting outside the target population was at Usmanu Danfodiyo University, Sokoto.

The aim of this is to help detect any problem with the questionnaire design leading to ambiguity of words, misinterpretation of questions, inability to answer a question, sensitive questions, and many other problems associated with the questionnaire as well as the process of administering the survey. Similarly, it aimed to test the validity and the reliability of the instrument. It also provided an opportunity to give feedback to the respondent to ensure that she/he follows the proper protocol of data collection procedures to ensure objectivity in data collection.

A pretest of the survey instrument was initially applied to 19 students which represent 5% of the total sample size of the study. After adjustments, data collection began. The process began by scheduling a date and time with the lecturers of each class

researched level 1 to level 4 of 2017/2018 academic session of Federal University Birnin Kebbi.

### **3.11 Ethical Considerations**

Since the information given is mainly for academic purpose, the basic principle of objectivity and integrity, to respect the subjects' right to privacy and dignity, to preserve confidentiality and to seek informed consent of the subjects of study was maintained. Permission was sought from the lecturers to give the questionnaire to the participating students to complete in the lectures halls. Students were informed about the study objectives and assured about the confidentiality of the information provided and their freedom not to answer the questionnaire, if they so wished.

### **3.12 Problems Encountered in the Field**

The study has not faced so many problems during research process. However, during pilot and pretest the respondents were unable to answer some questions despite explanations made to them. But after going through some of the unanswered questions, it was found that adequate explanations need to be done for understanding during field work. Moreover, during the administration of the questionnaires to target population, it became difficult to reach respondents at level of study by departments but the researcher used the General Studies (GST) classes to reach the target population.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND ANALYSIS**

#### **4.1 Introduction**

This chapter presents the results and discussions from this study in three sections under the following subheadings: socio-demographic data, analysis of characteristics and testing of hypotheses and discussion of findings. Out of the 376 questionnaires administered, 371 were retrieved; therefore, the data was coded on the retrieved questionnaires. Moreover, the presents the socio-demographic characteristics of the respondents, knowledge and awareness of social networking media, social networking media and academic performance, average time spent and suggestion on how social networking media can improve the academic performance of the respondents. Similarly, the chapter explained the tested hypotheses, discussion of major findings and contribution to knowledge to the existing literature on social networking media and students' academic performance.

#### **4.2 Socio-demographic Characteristics of the Respondents**

The table below is the socio-demographic characteristics of the respondents which consist of sex, age, level of study, marital status and the family socio-economic background of the respondents on the use of social networking media on students' academic performance.



**Table 4.1: Socio-demographic Characteristics of the Respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	242	65.2
Female	129	34.8
<b>Total</b>	<b>371</b>	<b>100.0</b>
<b>Age</b>		
17-22	191	51.5
23-28	141	38.0
29-34	24	6.5
31-40	12	3.2
41 and above	3	0.8
<b>Total</b>	<b>371</b>	<b>100.0</b>
<b>Level of Study</b>		
Level 1	48	12.9
Level 2	152	41.0
Level 3	114	30.7
Level 4	57	15.4
<b>Total</b>	<b>371</b>	<b>100.0</b>
<b>Marital Status</b>		
Single	317	85.4
Married	47	12.7
Separated	4	1.1
Divorce	3	0.8
<b>Total</b>	<b>371</b>	<b>100.0</b>
<b>Family Socio-economic Background</b>		
Very rich	43	11.6
Rich	283	76.3
Poor	42	11.3
Very poor	3	0.8
<b>Total</b>	<b>371</b>	<b>100.0</b>

Table 4.1 shows the demographic data of the respondents; 65.2% of the respondents were male and 34.8% were female; 55.5% of the respondents were between 17-22years, 38.0% were between 23-28years, and 6.5% were between 29-34 years, 3.2%

of the respondents between 35-40 years, 0.8% were 41 and above years and above; at level of study 12.9% of the respondents are from 100 level, 41.2% from 200 level, 30.7% from 300 level and 15.4% from 400 level; on marital status 85.4% of the respondents were single, 12.7% were married, 1.1% of the respondents were separated, and 0.8% of the respondents. The socio economic background of the respondents shows 11.6% are very rich, 76.3% are from rich family background, 11.3% of the respondents are poor and 0.8% of the respondents are very poor. By implication, respondents from the rich family background used social media than other family background of the respondents. Also the study shows that respondents 17-22 years of age are the majority of the respondents that are engaged in social networking media

#### **4.3: Knowledge and awareness of Social Networking Media**

The table below titled Knowledge and awareness of Social Networking Media deals with the awareness of social networking media, having access to social networking media, means of accessing social networking media and types of social networking media used by the respondents. Also, it presents the number of social networking media the respondents used, engaging in Facebook and Whatsapp platforms and having more friends in social networking media than real life situation of the respondents.

**Table 4.2: Knowledge and awareness of Social Networking Media**

<b>Variable</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Awareness of Social Networking Media</b>		
Yes	361	97.3
No	9	2.4
No response	1	0.3
<b>Total</b>	<b>371</b>	<b>100.0</b>
<b>Having access to Social Networking Media</b>		
Yes	332	89.5
No	32	8.6
Not at all	7	1.9
<b>Total</b>	<b>371</b>	<b>100.0</b>
<b>Means of accessing Social Networking Media</b>		
Service providers		
Campus wireless	195	59.0
Cyber café	117	35.0
<b>Total</b>	<b>20</b>	<b>6.0</b>
	<b>332</b>	<b>100.0</b>
<b>Types of Social Networking Media</b>		
Youtube		
Twitter	24	7.2
Facebook	16	4.8
Whatsapp	101	30.4
Google+	153	46.1
Others	31	9.4
<b>Total</b>	<b>7</b>	<b>2.1</b>
	<b>332</b>	<b>100.0</b>
<b>Number of Social Networking Media</b>		
1		
2		
3	24	7.0
More 3	98	30.0
<b>Total</b>	<b>94</b>	<b>28.0</b>
	<b>116</b>	<b>35.0</b>
	<b>332</b>	<b>100.0</b>
<b>Engaging in Facebook and Whatsapp</b>		
Yes		
No		
Not at all	303	91.3
	15	4.5
	14	4.2
<b>Total</b>	<b>332</b>	<b>100.0</b>
<b>More friends in SNM than real life</b>		
Yes	233	72.2
No	83	25.0
Not at all	16	4.8
<b>Total</b>	<b>332</b>	<b>100.0</b>

Table 4.2 shows the knowledge and awareness of social networking media representing 97.3% of the respondents are aware of social networking media, 2.4% of the respondents indicated 'no' they are not aware of social networking media while 0.3% of the respondent has 'no response' on the awareness of social networking media; 89.5% of the respondents have access to social networking media and 8.6% of the respondents have no access to social networking media while 1.9% of the respondents have no access to social networking media at all; on the means of accessing social networking media 59.0% of the respondents indicated service providers as their means of accessing social networking media, while campus wireless as a means of accessing social networking media representing 35.0% of the respondents and 6.0% of the respondents indicated cyber café as means of accessing Social Networking Media. 2.1%, 4.8%, 7.2%, and 9.4% of the respondents show Twitter, Youtube, and Google+ are the lowest Social Networking Media used by the respondents respectively while Whatsapp and Facebook with 40.1% and 30.4% represent the highest responses of the type Social Networking Media. 7.0% of the respondents indicated the use of only one Social Networking Media, 30.0% of the respondents indicated the use of two Social Networking Media and 28.0% of the respondents indicated the use of three Social Networking Media and 35.0% of the respondents use more than three Social Networking Media; 91.3% of the respondents indicated 'yes' they engaged in Facebook and Whatsapp representing 4.1% of the respondents indicated 'no' in engaging Facebook and Whatsapp while 4.2% of the respondents indicated not at all in the use of Facebook and Whatsapp. 63.0% of the respondents have more friends in Social Networking Media than real life while 25.0% of

the respondents indicated not at all having friends in Facebook and Whatsapp than real life.

This implies that students are aware of Social Networking Media and the most used Social Networking Media site is Whatsapp platform in which they engaged in more than three times a day via service providers as an access point to Social Networking Media where students meet course mates online to discuss academic matters like preparing assignments, group discussions and self update on academic activities.

#### **4.4: Social Networking Media and Academic Performance**

This section of the study deals with Social Networking Media and Academic Performance of the respondents. In the table, it shows the expressing ideas and feelings on social networking media, kind of communities subscribed on social networking media, information about course of study on social networking media, social networking media and academic pursuit of the respondents. Also, it shows the respondents last GPA, rating social networking media for academic purpose, studies and the use of social networking media of the respondents.

**Table 4.3: Social Networking Media and Academic Performance**

<b>Variable</b>	<b>Frequency</b>	<b>Percentage (%)</b>
<b>Expressing ideas and feeling on SNM</b>		
Yes	322	97.0
No	10	3.0
<b>Total</b>	<b>332</b>	<b>100.0</b>
<b>Kinds of communities subscribe on SNM</b>		
Educational	140	42.2
Entertainment	90	27.1
informational	92	27.7
others	10	3.0
<b>Total</b>	<b>332</b>	<b>100.0</b>
<b>Information about course on study SNM</b>		
Yes		91.6
No	304	8.4
<b>Total</b>	<b>28</b>	<b>100.0</b>
<b>Social Networking Media and academic pursuit</b>		
Yes		84.3
No	280	15.7
<b>Total</b>	<b>52</b>	<b>100.0</b>
<b>Your last GPA</b>		
“4.50 – 5.00”		6.0
“3.50 – 4.49”	20	42.2
“2.40 – 3.49”	140	35.8
“1.50 – 2.39”	119	11.5
“1.00 – 1.49”	38	3.0
“0.00 – 0.99”	10	1.5
<b>Total</b>	<b>5</b>	<b>100.0</b>
<b>Rating SNM for academic purpose</b>		
Average	192	58.0
High	89	27.0
Low	37	11.0
Not helpful	14	4.0
<b>Total</b>	<b>332</b>	<b>100.0</b>
<b>Studies and the use of SNM</b>		
Yes	152	45.8
No	153	46.1
Not sure	27	8.1
<b>Total</b>	<b>332</b>	<b>100.0</b>

Table 4.3 shows data on Social Networking Media and academic performance; 97.0% of the respondents indicated 'yes' in expressing ideas and feelings on Social Networking Media, while 3.0% of the respondents indicated 'no' in expressing ideas and feelings on Social Networking Media; 42.2% of the respondents indicated the kind of Social Networking Media subscribed to the educational communities, and 27.1% of the respondents subscribed to entertainment communities, while 27.7% of the respondents subscribed to information and 3.0% of the respondents indicated other forms Social Networking Media communities. On the information about course on social networking media 91.6% of the respondents indicated 'yes' regarding information about course of study in Social Networking Media while 8.6% of the respondents indicated no information regarding course of study in Social Networking Media. 84.3 of the respondents responded 'yes' Social Networking Media has helped in their academic pursuit and 15.7% of the respondents indicated 'no' Social Networking Media has not helped their academic pursuit. On the Grade Point Average, 6.0% of the respondents indicated "4.50 – 5.00" as their GPA while 42.2% of the respondents indicated '3.50 – 4.49' point as their GPA, '2.40 – 3.49' grade points representing 35.8% of the respondents while 11.5% of the respondents indicated '1.50 – 2.39' Grade Point Average, while 3.0% of the respondents indicated '1.00 – 1.49' Grade Point Average and 1.5% of the respondents indicated '0.00 – 0.99' Grade Point Average; 58.0%, 27.0%, 11.0% and 4.0% shows average, high, low and not helpful indicating the rate at which Social Networking Media is for academic pursuit respectively; studies and the use of Social

Networking Media shows that 45.8%, 46.1% and 8.1% indicated 'yes', 'no' and 'not sure' on rating Social Networking Media for academic pursuit respectively.

By implication, the study shows that Social Networking Media has helped in improving students' academic performance by engaging and subscribing into different educational and informative groups in the pursuit of their academic endeavors whereby students' GPA improved significantly by 44.2%.

#### **4.5: Average Daily Time Spent on Social Networking Media**

Average daily time spent on social networking media of the respondents is the title of this section in the table below which presents the social networking media and study time, time spent after lectures, online and browsing on social networking media of the respondents. It further explained time spent on each visit daily, number of hours spent online daily, browsing on social networking media and academic purpose on social networking media of the respondents.



**Table 4.4: Average Daily Time Spent on Social Networking Media**

<b>Variable</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Social networking media and study time</b>		
Yes	175	52.7
No	157	47.3
<b>Total</b>	<b>332</b>	<b>100.0</b>
<b>Time spent after lecture</b>		
30 min – 60 min	58	17.5
1 – 3 hours	174	52.4
4 – 6 hours	48	14.5
7 – 9 hours	28	8.5
10 hours and above	24	7.2
<b>Total</b>	<b>332</b>	<b>100.0</b>
<b>Online and browse on SNM</b>		
Very often		
Often	73	22.0
Sometimes	79	24.0
Never	173	52.0
<b>Total</b>	<b>7</b>	<b>2.0</b>
	<b>332</b>	<b>100.0</b>
<b>Time spent on each visit daily</b>		
5 – 10 min	80	24.0
15 – 30 min	100	30.0
30 min-1 hour	92	28.0
More than 1 hour	60	18.0
<b>Total</b>	<b>332</b>	<b>100.0</b>
<b>Number of hours spent online daily</b>		
Above 6 hours	20	6.0
5 hours	44	13.0
2 hours	130	39.0
1 hour	66	20.0
Less than 1 hour	60	18.0
None	12	4.0
<b>Total</b>	<b>332</b>	<b>100.0</b>
<b>Browsing on the social networking media</b>		
Academic matters		
Sports and News	176	53.0
Entertainment	30	9.0
Chat with friends	54	16.3
Others	60	18.1
	12	3.6
<b>Total</b>	<b>332</b>	<b>100.0</b>

Table 4.4 shows frequency and average daily time spent on Social Networking Media, 52.7% of the respondents indicated 'yes' that Social Networking Media affects study time and 47.3% of the respondents indicated 'no' that Social Networking Media does not affect their study times. On the time spent after lecture, shows 17.5% of the respondents spent 30 to 60 minutes after lectures while 52.4% of the respondents spent 1 to 3 hours after lectures; 14.5%, 8.4 and 7.2% of respondents indicated 4 -6 hours, 7-9 hours and 10 hours and above respectively shows time spent after lectures. 24.0%, 30.0%, 28.0% and 18.0% of the respondents indicated 5-10 minutes, 15-30 minutes, 30 minutes – 1 hour and more than 1 hours respectively indicated daily time spent on social networking media on each visit.

On numbers of hours spent online daily shows 6.0%, 13.0%, 39.0%, 20.0%, 18.0% and 4.0% of the respondents indicated above 6 hours, 5 hours, 2 hours, 1 hour, less than 1 hour and none respectively on the hours spent online daily. 53.0% of the respondents browse academic matters on Social Networking Media, sport and news represent 9.0% of the respondents while 16.3% of the respondents indicated entertainment, and chatting with friends representing 18.1% of the respondents on Social Networking Media while 3.6% of the respondents browse other issues on Social Networking Media. 27.1% of the respondents engaged in group discussion on social networking media, while connecting about courses represent 23.8% of respondents, 9.6% of the respondents responded asking question about courses on the social media and 23.8% of the respondents indicated assignment preparation on the social networking

media while 15.7% of the respondents' show updating oneself on the social networking media regarding to academic activities.

The result implies that the use of social networking media has not affected their academic performance because students make use of it positively for the purpose of group discussion, connecting about courses, assignment preparation as well as self update on the academic activities.

#### **4.6 Improving Academic Performance on Social Networking Media**

This section deals with how to improve academic performance on social networking media. Though, this has no options for the respondents to choose but it is open based on how respondents feel on how SNM can improve academic performance. These responses are diverse but the most common among these responses are;

*“Social networking media can be an effective tool for E-learning for students, groups and pages related to studies should be created by scholars on Facebook and Whatsapp platforms to help students in their study and also general group discussion and ideas exchanging and connecting with classmates about school activities as well as academic activities”.*

#### 4.7: Testing of Hypotheses

In testing the hypotheses stated, the study used chi-square( $X^2$ ) at 0.05 alfa level.

##### Hypothesis 1

H<sub>1</sub>: There is relationship between students' family socio economic background and the use of social networking media.

H<sub>0</sub>: There is no relationship between student's family socio economic background and the use of social networking media.

**Table 4.5: Cross tabulation Between Students' Family socio-economic Background and the Use of Social Networking Media**

		Use of social networking media				Total
		Very often	Often	Sometimes	Never	
	Very rich	6	5	22	0	33
Family	Rich	57	64	131	5	257
	Poor	8	11	19	1	39
	Very poor	2	0	0	1	3
Total		73	80	172	7	332

The table below explained the hypothesis which states that there is a relationship between students' family socio economic background and the use of social networking media tested at 0.05 alpha level using chi-square statistical analysis.

<b>Variables</b>	<b>N</b>	<b>Df</b>	<b>AL</b>	<b>Crit X<sup>2</sup> value</b>	<b>Calc X<sup>2</sup> value</b>	<b>Decision</b>
Socio-economic background	332	9	0.05	16.919	22.936	Accept
Use of SNM						

Table 4.5 indicated that the calculated chi-square value of 22.936 is greater than the critical chi-square value of 16.919 at alpha level of 0.05 and degree of freedom of 9. Hence, the alternate hypothesis which states that there is relationship between students' family socio economic well being and the use of social networking media is accepted. This implies that students' family socio economic background has a significant influence on their use of social networking media. Therefore, the null hypothesis ( $H_0$ ) is rejected.

## **Hypothesis 2**

$H_1$ : There is significant influence of the daily time spent on Social networking media and students' Grade Point Average (GPA)

$H_0$ : There is no significant influence of the daily time spent on social networking media and students' GPA.

**Table 4.6: Cross tabulation on Daily Time Spent on Social Networking Media and Students' GPA**

		Grade Point Average					Total
		4.50 – 5.00	3.50 – 4.49	2.40 – 3.49	1.50 – 2.39	“1.0 – 1.49”	
Daily time spent	Above 6 hours	8	15	4	0	0	27
	5 hours	12	27	7	2	0	48
	2 hours	36	60	24	2	0	122
	1 hour	19	29	13	1	0	63
	Less than 1 hour	19	31	10	1	0	62
	None	4	4	0	1	1	10
Total		98	166	58	7	1	332

Variables	N	Df	AL	Crit X <sup>2</sup> value	Calc X <sup>2</sup> value	Decision
Daily time spent on SNM Students' Grade Average Point (GPA)	332	20	0.05	31.410	52.690	Accept

Table 4.6 indicated that the calculated chi-square value of 52.690 is greater than the Critical chi-square value of 31.410 at 0.05 alpha level and degree of freedom of 20. Hence, the alternate hypothesis which states that there is significance influence of the daily time spent on social networking media and students' Grade Point Average is accepted. This implies that daily time spent on social networking media has no significant influence on their Grade Point Average. Therefore, the null hypothesis ( $H_0$ ) is rejected.

#### **4.9: Discussion of Major Findings**

On age, the data shows that age between 17-22 years engaged more on Social Networking Media this is however, this has concurred with the study by Ikehi, Paradang and Zimoghen (2014) who found out that the highest users of social networks within the academic system are youths between the ages of 18-22 who are mostly undergraduates. Moreover, the research shows that older students age 35 – 40 and 41 and above respectively concurred with Joanna, and Aaron (2013) that younger adults (especially university students) are passionate adopters, but social networking media continues to grow in popularity for older adults as well. On this note, this has concurred with what Rogers (1962), the categories of adopters on the Social Networking Media in relation to innovators, early adopters, early majority, late majority, and laggards. The older students might be categorized into the late majority of the adopters, but the older students have to adopt with the Social Networking Media this may be as a result of the need that the older students need to be connected for the academic activities taking place in the social networking media mostly participated by fellow colleagues of the same level of study.

The study implies that both male, female, level one to four, married, single, divorced and separated undergraduate students in Federal University Birnin Kebbi engaged in Social Networking Media and is determined by the family socio-economic background of students whether very rich, rich, poor or very poor students.

The result indicated that there is a relationship between students' family socio economic background and the use of social networking media as it was tested in the

analysis. The finding of this research shows that students' family socio economic well being has a significant influence on their use of social networking media. Social Networking Media have become a major part of everyday lives of the students especially among very rich, average rich and rich students from well to do family socio-economic background respectively. It can be argued that the use of Social Networking Media among students has become the process of becoming a social being, and passing of information through which contacts are made and maintained with the rest of other students – users. In the research conducted by Ryan (2000) in Uche (2010), indicated that parental socio-economic status of the children (students) of literate and high income parents perform better in school than those from poor and uneducated parents. The implication therefore, students from well to do family socio-economic background use Social Networking Media more than the opposite (i.e. less privileged family). This may as a result of pocket money gotten from parents or guidance used for the purchase of data bundles and subscription which makes privileged family engaged more on Social Networking Media. Moreover, the research found that 97% of the students use Social Networking Media compared with Andrew that 90 percent of young adults (students) use social media.

The study shows that service providers are the most means of accessing social networking media with 59.0%, this is because the service provider gives the user (student) the physical connectivity to the internet such providers are; Mobile Telecommunication Network (MTN), Globacom, 9mobile (Etisalat), and Airtel than the



University campus wireless with 35.0% provided by the ICT data centre where students have access to the network via passwords as a measure and control on the use of the network. The study finds that there is a very decline in the cyber café as a means of accessing social networking media with 7.5% this because the advent of the internet communication technology devices have a range of new and relatively cheap modes of media delivery such as laptop computer 3G and 4G mobile phones, Ipad virtual reading devices are becoming more available to students in the university. This has concurred with Alubo (2016), that the advent of Global Systems of Mobile Telephones, GSM, communication is possible even from remote villages. More so, to Dansabo, (2011) this period (globalization) witnessed the proliferation of information technology gadgets such as satellite cables, mobile phone (GSM), internet which are medium of accessing the Social Networking Media.

Among all these Social Networking Media, the research found out that Whatsapp platform with 40.1% is the most used and popular Social Networking Media among students as against Facebook which is said to be the most popular social network, the findings of the current study contradicts that of Ajike, and Nwakoby, 2016; Awake, 2011; pew research center, 2014. The reason might be the Whatsapp platform has more simple features where students put information – sending voice sound messages, pictures/ photos, text messages and user profile can be changed as compared with features of Facebook platform. This is similar to Eke et al., (2014), that social media are modern interactive communication channels through which people connect to one another, share

ideas, experiences, pictures, messages and information of interest. Moreover, this has also concurred with Ezike (2015), that the ease and speed with which users can upload pictures, videos or stories has resulted in a greater amount of sharing of creative works. Being able to get instant feedback from friends and family on their creative outlets helps students refine and develop their artistic abilities and can provide much needed confidence or help them decide what career path they may want to pursue.

The tested hypothesis which stated that there is significant influence of the daily time spent on Social Networking Media and students' Grade Point Average has not concurred with the conclusion that there is no correlation between how much time is spent on a social media and grades (Martin, 2009). This is because the average hours spent on social networking media is two hours daily which shows a correlation on students' GPA with 2.40 – 3.49 of the respondents representing 35.8% and represent second class lower division. Moreover, the study indicated the average number of hours spent on social networking media by students with approximate of 2 hours daily that is, students visit these sites more than three times a day and spent 23 minutes in each visit.

The study shows daily time spent on Social Networking Media with 39.0% which indicated that students visit these sites more than three times a day. This has concurred with a survey of 2,003 online adults (users) by the pew research center (2014), found that users are accessing the Social Networking Media frequently, with 70% using it daily and 45% using it multiple times per day. This is because of the rate of penetration is often dependent on the availability and quality of network services by providers and Local

Area Network (LAN) provided in the university environment with 59.0% and 35.0% respectively. By implication, the use of Social Networking Media on the service providers involves the use of data bundles subscribed to which makes it easier in accessing Social Networking Media while the University LAN involves the use of wireless service provided by the ICT data center via password.

The study shows the positive effects of Social Networking Media with 42.2% which shows how the type of community students subscribed to are educational in nature. Thus, Social Networking Media have positive effect on the academic performance of students and this has concurred with the view of Ezike (2015), that Social networking has increased the rate and quality of academic collaboration for students. They are better able to communicate meeting times or share information quickly, which can increase productivity and help them learn how to work well in groups. However, it is conceivable that after spending so much time on social networking media, reading materials that are unrelated to subject matter taught in the class students still perform well academically. This has also concurred with the view of Ezike, (2015), that the ability to concentrate on the task at hand is significantly reduced by the distractions that are brought about by surfing on these social networking sites.

#### **4.10: Theoretical Implication**

With the three ways theoretical model (p.42), the theoretical implication shows that there is a relationship between social networking media and academic performance

looking at the relationship on the two theories based on the interrelationship on all the factors or variables indicated by this study.

It can be argued that social media has spread everywhere in Nigeria and are bound to be accepted as the new media for all regardless of socio- cultural status, gender, or even economic status just like the advent of radio and television in a household. Evidently, this research shows 11.6%, 76.3%, 11.3% and 0.8% of socio-economic background of students being very rich, rich, poor and very poor family respectively used the Social Networking Media. By gender, male and female students use Social Networking Media for their academic activities as indicated in this research with 65.2% and 34.8% respectively.

Adoption of a new idea, behavior, or product does not happen simultaneously in a social system; rather it is a process whereby some people are more prompt to adopt the innovation than others. It can be argued from the above that most undergraduate students adopted the use of social networking media which are used for either academic or other purposes in disseminating and sharing information. This implies that, with time individual – students cannot do with social networking media at a particular time for their academic activities in this era of Information Communication and Technology. However, this brings a higher dependency among students which in the end can effect their academic performance. To this regards, students need to strive to attain a good academic performance in various ways including reading books, attending lectures, have a good test scores and good examination grades for a good GPA.

The wide spread and interplay of these innovations (Social Networking Media platforms) which takes place in the environment composing of individuals and social environments (i.e. students in the university environment). The adoption and adaptation of these innovations in the social system brings about dependency on these innovations. By implication, it brings about greater collaboration among students through group discussion, asking questions, assignment preparation and updating oneself for academic activities in different Social Networking Media especially Whatsapp platform which is the most commonly used among students to disseminate information. Moreover, these sites have brought a number of changes in social interaction patterns of undergraduate students and becoming more dependent in daily live, learning, and to relate with one another. The rate of penetration is often dependent on the availability and quality of network services by providers and Local Area Network (LAN) provided in the university environment.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1: Introduction**

The chapter focuses on the summary, conclusion and recommendations of the research are presented.

#### **5.2: Summary of the Major Findings**

The objectives of the study were to find out the effects of Social Networking Media on academic performance of undergraduate students in Federal University Binin Kebbi. The study was limited to quantitative research method using a cross-sectional survey in order to reach the population in the study area, to find out effects of social networking media on academic performance. Survey questionnaire was as the primary instrument for data collection of study.

The results of this research showed some important findings. However, the first independent variable Social Networking Media of the research has no influence on the academic performance of students, that is, Social Networking Media participation is positively related with students' academic performance, while the dependent variables – academic performance were positively related with students' outcome of academic performance as a result of Social Networking Media usage. Since Social Networking Media has a positive effect to students' academic performance, the findings of this research suggest that lecturers should come up with a group basically for courses especially through Whatsapp platform which is the most used Social Networking Media

on how their students can maximize the positive benefits of Social Networking Media. Though, there are other negative effects of Social Networking Media such as distraction of students from their academic activities.

The results obtained showed that, effects of social networking media and students' academic performance has no significant effects on their academic performance while students' family socio economic background has a significant influence on their use of social networking media. Also, the research shows daily time spent on social networking media has no significant influence on their Grade Point Average.

### **5.3 Conclusion**

Social networking media have become a major forum not just for seeking information but users especially students have discovered that the social media sites can be used to connect with other students (users) for academic purpose. The broad objective of the study is to find out the effect of Social Networking Media on academic performance of undergraduate students in Federal University Birnin Kebbi. This research has examined the effects of social networking media and students' academic performance in Federal University Birnin Kebbi. The study provided information about the effects of these media to students' academic activities. Whatsapp platform is the most used Social Networking Media among undergraduate students of Federal University Birnin Kebbi. The study indicated the average number of hours spent on social networking media by students with approximate of 2 hours daily that is, students visit these sites more than three times a day and spent 23 minutes in each visit. They are better able to communicate,

meeting times or share information quickly about academic activities, which has increased their academic activities and help them learn how to work well in groups. The research shows that Social networking media have positive effects on students such as students can form online group discussions about class material, or use Social Networking Media as a way to keep in contact when a student has being absent and needs to be updated on current class activities as well as academic information.

### **5.3: Recommendations**

In the view of the findings of this research, the following recommendations are made:

1. With social networking media, more new groups should be created by students to promote academic activities.
2. The use of Social networking media by students should continuously focus more on the academic connectedness to promote academic activities.
3. Social networking media should be an effective tool for E-learning for among undergraduate students.
4. Groups and pages related to studies should be created by (lecturers) scholars on Facebook and Whatsapp platforms to help students in their study.



#### **5.4: Contribution to Knowledge**

This work has added knowledge to the existing studies on the social media or social networking sites, establishing that students' use of the social networking media do not affect their academic performances despite the time they devote on these sites. This means that despite the time students spent on the social networking media has not affected their academic performance. However, most researches on the effect of social media on students' academic performance found out the negative and detrimental effects on students academic performance whereas this research shows Social Networking Media does not affect students' academic performance but Social networking media has increased the rate and quality of academic collaboration for students. Similarly, students are better able to communicate, meeting times or share information quickly, which can increase their level of academic performance and help them learn how to work well in groups. However, it is conceivable that after spending so much time on social networking media, reading materials unrelated to subject matter taught in the class still perform well academically.

### **5.5: Suggestions for Further Research**

This research serves as a basis for further study on Social networking media and students' academic performance. Research should be carried out on how lecturers can create new social networking media groups beside normal lecture days for improving the academic performance of students in university environment. This can create more academic connectedness between lecturers and their students to promote academic activities.

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## **Appendix I Questionnaire**

**Dear respondent,**

I am a postgraduate student of Usmanu Danfodiyo University, Sokoto undertaking a research on the effect of social networking media on students' academic performance. This questionnaire is designed to generate relevant information from you. I hope you will fill this questionnaire. The information generated would only be used for academic purpose, so be assured of absolute confidentiality of the information given.

**Thank You for time**

**Abubakar, Abdullahi**

**Instruction:** Please kindly tick the response that corresponds to your response. There are no right and wrong answers.

**SECTION 1: SOCIO-ECONOMIC AND DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS**

S/N	Variable
1	Sex Female..... <input type="checkbox"/> Male..... <input type="checkbox"/>
2	Age 17 – 22 ..... <input type="checkbox"/> 23 – 28..... <input type="checkbox"/> 29 – 34..... <input type="checkbox"/> 35 – 40..... <input type="checkbox"/> 41 and above..... <input type="checkbox"/>
3	Level of Study Level 1..... <input type="checkbox"/> Level 2..... <input type="checkbox"/> Level 3..... <input type="checkbox"/> Level 4..... <input type="checkbox"/>
4	Marital Status Single..... <input type="checkbox"/> Married..... <input type="checkbox"/> Separated..... <input type="checkbox"/> Divorce..... <input type="checkbox"/>
5	Family Socio – Economic Background Very rich ..... <input type="checkbox"/> Average rich..... <input type="checkbox"/> Rich ..... <input type="checkbox"/> Poor ..... <input type="checkbox"/> Very poor ..... <input type="checkbox"/>



SECTION TWO: KNOWLEDGE AND AWARENESS OF SOCIAL NETWORKING MEDIA

6	<p>Are you aware of social networking media?</p> <p>Yes ..... <input type="checkbox"/></p> <p>No ..... <input type="checkbox"/></p> <p>No response..... <input type="checkbox"/></p>
7	<p>Do you have access to Social Networking Media via the internet?</p> <p>Yes ..... <input type="checkbox"/></p> <p>No ..... <input type="checkbox"/></p> <p>Not at all..... <input type="checkbox"/></p>
8	<p>Through which means do you access Social Networking Media?</p> <p>Service Provider..... <input type="checkbox"/></p> <p>Campus wireless..... <input type="checkbox"/></p> <p>Cyber Café..... <input type="checkbox"/></p>
9	<p>What Social networking media do you use?</p> <p>Youtube ..... <input type="checkbox"/></p> <p>Twitter ..... <input type="checkbox"/></p> <p>Facebook ..... <input type="checkbox"/></p> <p>Whatsapp ..... <input type="checkbox"/></p> <p>Google+ ..... <input type="checkbox"/></p> <p>Others Specify .....</p>
10	<p>How many social networking media do you use?</p> <p>1 ..... <input type="checkbox"/></p> <p>2 ..... <input type="checkbox"/></p> <p>3 ..... <input type="checkbox"/></p> <p>More than 3..... <input type="checkbox"/></p>
11	<p>If more than one, do you engage in Facebooking and Whatsapping?</p> <p>Yes ..... <input type="checkbox"/></p> <p>No ..... <input type="checkbox"/></p> <p>Not at all ..... <input type="checkbox"/></p>
12	<p>Do you have more friends on Facebook and whatsapp as compared to real life friends?</p> <p>Yes ..... <input type="checkbox"/></p> <p>No ..... <input type="checkbox"/></p> <p>Not all..... <input type="checkbox"/></p>

**SECTION THREE: IMPACT OF SOCIAL NETWORKING MEDIA ON ACADEMIC PERFORMANCE**

13	Do you prefer to express your ideas and feelings on social networking media? Yes ..... <input type="checkbox"/> No ..... <input type="checkbox"/>
14	What kind of communities do you subscribe to on social networking media? Educational ..... <input type="checkbox"/> Entertainment ..... <input type="checkbox"/> Informational ..... <input type="checkbox"/> Others please specify .....
15	Do you ever find any information regarding your course of study or academic interests on social networking media? Yes ..... <input type="checkbox"/> No ..... <input type="checkbox"/>
16	Has Social networking media helped you in your academic pursuit? Yes ..... <input type="checkbox"/> No ..... <input type="checkbox"/>
17	In what range is your Grade Point Average rated? "4.50 – 5.00" ..... <input type="checkbox"/> "3.50 – 4.49" ..... <input type="checkbox"/> "2.40 – 3.49" ..... <input type="checkbox"/> "1.50 – 2.39" ..... <input type="checkbox"/> "1.0 – 1.49" ..... <input type="checkbox"/> "0.00 – 0.99" ..... <input type="checkbox"/>
18	What is your rating of the social networking media for academic pursuit? Average ..... <input type="checkbox"/> High ..... <input type="checkbox"/> Low ..... <input type="checkbox"/> Not helpful ..... <input type="checkbox"/>
19	Do you think studies are affected by your use of social networking media? Yes ..... <input type="checkbox"/> No ..... <input type="checkbox"/> Not Sure ..... <input type="checkbox"/>

**SECTION FOUR: FREQUENCY AND AVERAGE DAILY TIME SPENT OF SOCIAL MEDIA**

<p><b>20</b></p>	<p>Do you think social networking media affect your study timings?          Yes ..... <input type="checkbox"/>          No ..... <input type="checkbox"/></p>
<p><b>21</b></p>	<p>How much time do you spend for your academic activities after lectures hours?          30 min – 60min..... <input type="checkbox"/>          1 – 3 hours..... <input type="checkbox"/>          4 – 6 hours..... <input type="checkbox"/>          7 – 9 hours..... <input type="checkbox"/>          10 hours and above..... <input type="checkbox"/></p>
<p><b>22</b></p>	<p>How often do you go online and browse?          Very often ..... <input type="checkbox"/>          Often ..... <input type="checkbox"/>          Sometimes ..... <input type="checkbox"/>          Never ..... <input type="checkbox"/></p>
<p><b>23</b></p>	<p>How much time do you spend daily on SNM in each visit?          5 - 10min ..... <input type="checkbox"/>          15min – 30min ..... <input type="checkbox"/>          30min -1 hr ..... <input type="checkbox"/>          More than 1 hour ..... <input type="checkbox"/></p>
<p><b>24</b></p>	<p>How many hours on the average do you spent online daily?          Above 6 hours ..... <input type="checkbox"/>          5 hours ..... <input type="checkbox"/>          2 hours ..... <input type="checkbox"/>          1 hour ..... <input type="checkbox"/>          Less than 1 hour ..... <input type="checkbox"/>          None ..... <input type="checkbox"/></p>
<p><b>25</b></p>	<p>What do you browse on the Social networking media?          Academic matters ..... <input type="checkbox"/>          Sports and news ..... <input type="checkbox"/>          Entertainment ..... <input type="checkbox"/>          Chat with friends ..... <input type="checkbox"/>          Others please Specify .....</p>
<p><b>26</b></p>	<p>What Academic purposes do Social networking media serve?          Group discussion ..... <input type="checkbox"/>          Connecting with classmates            about courses ..... <input type="checkbox"/>          Asking question..... <input type="checkbox"/></p>

	Assignment preparation..... <input type="checkbox"/> Update yourself.....
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**SECTION FIVE: IMPROVING ACADEMIC PERFORMANCE ON SOCIAL NETWORKING MEDIA**

<b>27</b>	How can Social networking media improve academic performance? ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... ..... .....
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## Appendix II

### Calculating Sample Size

Stratified Random Sample

Formula

$$K = N/n$$

Where K = Sample Interval

N = Total Population

n = Sample Size Chosen

Total Population is 6708

Sample Size is 375

$$K = 6708/375 = 17.9$$

Sample size for male level I

$$K = 569/17.9 = 32$$

Sample size for female level I

$$K = 295/17.9 = 16$$

Sample size for male level II

$$K = 2124/17.9 = 119$$

Sample size for female level II

$$K = 798/17.9 = 45$$

Sample size for male level III

$$K = 1339/17.9 = 75$$

Sample size for female level III

$$K = 533/17.9 = 30$$

Sample size for male level IV

$$K = 771/17.9 = 43$$

Sample size for female level IV

$$K = 279/17.9 = 16$$

**Appendix III  
SPSS OUTPUT**

**Frequency Table**

Sex	Frequency	Percentage (%)
Valid Female	129	34.8
Valid Male	242	65.2
Total	371	100.0

Age	Frequency	Percentage (%)
Valid 17-22	191	51.5
Valid 23-28	141	38.0
Valid 29-34	24	6.5
Valid 35-40	12	3.2
Valid 41 and above	3	.8
Total	371	100.0

Level of study	Frequency	Percentage (%)
Valid Level 1	48	12.9
Valid Level 2	152	41.0
Valid Level 3	114	30.7
Valid Level 4	57	15.4
Total	371	100.0

Marital status	Frequency	Percentage (%)
Valid Single	317	85.4
Valid Married	47	12.7
Valid Separated	4	1.1
Valid Divorce	3	.8
Total	371	100.0

Family socioeconomic well being		Frequency	Percentage(%)
Valid	Very rich	43	11.6
	Average rich	192	51.8
	Rich	91	24.5
	Poor	42	11.3
	Very poor	3	.8
	Total	371	100.0

Awareness of SNM		Frequency	Percentage(%)
Valid	Yes	361	97.3
	No	10	2.7
	Total	371	100.0

Access to SNM		Frequency	Percentage (%)
Valid	Yes	332	89.5
	No	32	8.6
	Not at all	7	1.6
	Total	371	100.0

Means of accessing SNM		Frequency	Percentage (%)
Valid	Service Provider	195	59.0
	Campus wireless	117	35.0
	Cyber Café	20	6.0
Total		332	100.0

Types of SNM	Frequency	Percentage(%)
Youtube	24	7.2
Twitter	16	4.8
Facebook	101	30.4
Valid Whatapp	153	40.1
Google+	31	9.4
Others Specify	7	2.1
Total	332	100.0

Number of social networking media	Frequency	Percentage (%)
1	24	7.0
2	98	30.0
Valid 3	94	28.0
More than 3	116	35.0
Total	332	100.0

Engaging in Facebook and Whatsapp	Frequency	Percentage (%)
Valid Yes	303	91.3
No	15	4.5
Not at all	14	4.2
Total	332	100.0



More friends on SNM than real life		Frequency	Percentage (%)
Valid	Yes	233	63.0
	No	83	25.0
	Not at all	16	12.0
Total		332	100.0

Expressing ideas and feeling on SNM		Frequency	Percent
Valid	Yes	322	97.0
	No	10	3.0
Total		332	100.0

Kind of communities subscribed on SNM		Frequency	Percentage (%)
Valid	Educational	140	42.2
	Entertainment	90	27.1
	Information	92	27.7
	Others Please specify	10	3.0
Total		332	100.0

Information regarding course of study on SNM	Frequency	Percentage (%)
Valid Yes	304	91.6
Valid No	28	8.4
Total	332	100.0

SNM and academic pursuit	Frequency	Percentage (%)
Valid Yes	280	84.3
Valid No	52	15.7
Total	332	100.0

Current Grade Point Average	Frequency	Percentage (%)
Valid "4.50 – 5.00"	20	6.0
Valid "3.50 – 4.49"	140	42.2
Valid "2.40 – 3.49"	119	35.8
Valid "1.50 – 2.39"	38	11.5
Valid "1.00 – 1.49"	10	3.0
Valid "0.00 – 0.99"	5	1.5
Total	332	100.0

Rating SNM for academic pursuit	Frequency	Percentage (%)
Average	192	58.0
High	89	27.0
Valid Low	37	11.0
Not helpful	14	4.0
Total	332	100.0

Studies and the use of SNM	Frequency	Percentage (%)
Valid Yes	152	45.8
No	153	46.1
Not Sure	27	8.1
Total	332	100.0

SNM and study time	Frequency	Percentage (%)
Valid Yes	175	52.7
No	157	47.3
Total	332	100.0

Time spent after lecture	Frequency	Percentage (%)
Valid 30min-60min	58	17.5
1-3 hours	174	52.4
4-6 hours	48	14.5
7-9hours	28	8.4
10 hours and above	24	7.2
Total	332	100.0

Online and browse on SNM		Frequency	Percentage (%)
Valid	Very often	73	22.0
	Often	79	24.0
	Sometimes	173	52.0
	Never	7	2.0
	Total	332	100.0

Time spent on SNM daily in each visit		Frequency	Percentage (%)
Valid	5-10 Min	80	24.0
	15min-30 min	100	30.0
	30min- 1hour	92	28.0
	More than 1 hour	50	18.0
Total		332	100.0

Number of hours spent online daily		Frequency	Percentage
Valid	Above 6 hours	20	6.0
	5 hours	44	13.0
	2 hours	130	39.0
	1 hour	66	20.0
	Less than 1 hour	60	18.0
	None	12	4,0
Total		332	100.0

Browsing on the SNM		Frequency	Percentage (%)
Valid	Academic matters	176	53,0
	Sport and news	30	9.0
	Entertainment	54	16.3
	Chat with friends	60	18.1
	Others please specify	12	3.6
Total		332	100.0

Academic purposes on the SNM		Frequency	Percentage (%)
Valid	Group discussion	90	27.1
	Connecting with classmate about course	79	23.8
	Asking question	32	9.6
	Assignment Preparation	79	23.8
	Self update	52	15.7
Total		332	100.0

**Crosstab**

**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Family * onlineandbrowse	332	100.0%	0	0.0%	332	100.0%

		Use of social networking media				Total
		Very often	Often	Sometimes	Never	
	Very rich	6	5	22	0	33
Family	Rich	57	64	131	5	257
	Poor	8	11	19	1	39
	Very poor	2	0	0	1	3
Total		73	80	172	7	332

		Grade Point Average					Total
		4.50 – 5.00	3.50 – 4.49	2.40 – 3.49	1.50 – 2.39	“1.0 – 1.49”	
	Above 6 hours	8	15	4	0	0	27
	5 hours	12	27	7	2	0	48
Daily time spent	2 hours	36	60	24	2	0	122
	1 hour	19	29	13	1	0	62
	Less than 1 hour	19	31	10	1	0	61
	None	4	4	0	1	1	10
Total		98	166	58	7	1	330