IMPACT OF SOCIAL NETWORK ON STUDENTS

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CERTIFICATION

This is to certify that this research work/project upon which the report is written was carried out by **AGBAJELOLA OLUWATOYIN TITILAYO** Matric Number: **18012412001 (Computer/Physics)** in the Department of Computer Science, School of Science, Tai Solarin College of Education, Omu-Ijebu, Ogun State, Nigeria under my supervision.

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DEDICATION

This research study is dedicated to Almighty God ,the Gracious and the compassionate, to who belong the dominion of heaven and earth for making the whole research successful.

I also dedicate this project to my parents and families for their support and heavenly prayer on me for my success in life.

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May God continue to grant them more wisdom and understanding in everything they do and continue to bless them as well (Amen).

AGBAJEOLA OLUWATOYIN TITILAYO.

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ABSTRACT

The purpose of this article is to assess the impact of social network on students. In this article, the authors raise the actual impact of daily communication of youth in social media. Descriptive research design was utilized to gain accurate profile of situation. 168 students who are actively using social media are the respondents of the study. Summing-up, social networks becomes an integral part of the students' full life, took up most of their free time. Undoubtedly, in social networks, there are also things useful for the development of the students. In addition, communication with peers through social networks can help a student socialize, find new friends, discuss with them issues related to studies. Thus, it can be concluded that social media have a dual impact on student achievement, and it is necessary to approach adolescents' use of social networks with ultimate responsibility.

CHAPTER ONE

INTRODUCTION

1.1   Background of the study

We are living in a world primarily characterized by objects in motion. Appadurai (2001) states that, "These objects include ideas and ideologies, people and goods, images and messages, technologies and techniques". Media has always played a crucial role in the stepping up of globalization and Internet can be considered as a breakthrough in the globalization era. The Internet has provided an opportunity to build a global communication base that would link people around the world together. It allows groups of computers to interact simultaneously. This technical consideration signifies that the Internet can support and mediate new forms of communication, thus bettering the social relationship between individuals.

Miller and Slater (2000) argue that most discussions of the Internet have accentuated both the abolition of distance and a following detaching of relationships from particular place. In their research they showed this conclusion to be deceptive. They state that, "the Internet media are very capable of bringing dispersed things into immediate, virtually face-to-face, contact: prices and commodities, families, music, cultures, religious and ethnic diasporas" (Miller & Slater, 2000, . They found that in some countries, online relationships were treated similarly to offline relationships and therefore they emphasize that Internet is not a virtual or a disembodied

world set off from the real but connected to the everyday lives of the people. This theory is tested by comparing the impact of social network on students' lives.

With Web 2.0 technologies, the Internet has become a communication platform on which virtual communities are formed and it provides scope for interactivity, collaborative learning, social networking and participation (Flew, 2007). So, there are tremendous advancements taking place and most importantly youngsters form the majority of the consumers.

In order to examine the Internet in a more precise and measurable way, this study focuses on social networking sites. Social networking sites (SNSs) are now among the fastest growing Internet resources. The chances for the young people to form and maintain relationships on the Internet have increased in the last few years. SNSs have become the choice for the youngsters, who reach out to others on the web, receiving and distributing information on a real-time basis. Today almost each and every youngsters has a profile and is part of the virtual world. There are different types of SNSs depending on the relationships they focus. In this study only generic friend SNSs like Facebook are concentrated.

The key point to examine is not only what is happening on these sites but also why it is happening since human beings relate to people both in the virtual world as well as real world. Nowadays, young people seek to have more interactive communication and have become producers of content

rather than consumers. This seminar primarily focuses on college going students since youth or young people cannot be defined to a specific age group. The effectiveness of virtual communities and the impact the SNSs have created among students. Media consumption habits and preferences show a discrepancy significantly across the countries, where one is a developing and the other is a developed country.

While social network sites have implemented a wide variety of technical features, their backbone consists of visible profiles that display an articulated list of Friends who are also users of the system. Profiles are unique pages where one can "type oneself into being" Sunder (2003, p. 3). After joining a social network site, an individual is asked to fill out forms containing a series of questions. The profile is generated using the answers to these questions, which typically include descriptors such as age, location, interests, and an "about me" section. Most sites also encourage users to upload a profile photo. Some sites allow users to enhance their profiles by adding multimedia content or modifying their profile's look and feel. Others, such as Facebook, allow users to add modules ("Applications") that enhance their profile.

After joining a social network site, users are asked to identify others in the system with which they have a relationship. Most social network sites require bi-directional confirmation for Friendship, but some do not. These one-directional ties are sometimes labelled as "Fans" or "Followers," but many sites call these Friends as well. The term "Friends" can be misleading,

because the connection does not necessarily mean friendship in the everyday vernacular sense, and the reasons people connect are varied (Boyd, 2006).

These sites also provide a mechanism for users to leave messages on their Friends' profiles. This feature typically involves leaving "comments," although sites employ various labels for this feature. In addition, social networks often have a private messaging feature similar to webmail. While both private messages and comments are popular on most of the major networking sites, they are not universally available.

Beyond profiles, Friends, comments, and private messaging, network sites vary greatly in their features and user base. Some have photo-sharing or video-sharing capabilities; others have built-in blogging and instant messaging technology. There are mobile-specific social network sites (e.g., Dodgeball), but some web-based sites also support limited mobile interactions (e.g., Facebook, MySpace, and Cyworld). Many networking sites target people from specific geographical regions or linguistic groups, although this does not always determine the site's consistency. Orkut, for example, was launched in the United States with an English-only interface, but Portuguese-speaking Brazilians quickly became the dominant user group (Kopytoff, 2004). Some sites are designed with specific ethnic, religious, sexual orientation, political, or other identity-driven categories in mind. There are even sites for dogs (Dogster) and cats (Catster), although their owners must manage their profiles. This then brings to mind the fact that everyone needs to interact both humans and animals alike.

Social network sites (SNSs) such as MySpace, Facebook, Youtube, Skype etc, have attracted millions of users, many of whom have integrated these sites into their daily practices. People consume a lot of time on this sites uploading or downloading, getting information concerning their career or academic work. People are always online every second, chatting with friends, watching online movies, doing research. Social site has become an habit for some people, they find it difficult to study for one hour without logn to one network site. Some people have become very smart because of the information they get from this sites, why some have become very poor academically, because it easy to get almost any materials for school assignment.

It is assumed that the consumption of social media where Internet plays a vital role generally ascends with socio-economic status. Hence a significant need to figure out how far the change has influenced students makes it essential to survey and explore as to why youngsters prefer and interact with the social media.

The first version of instant messaging came about in 1988 with Internet Relay Chat (IRC). IRC was Unix-based, limiting access for most people. It was used for link and file sharing, and generally keeping in touch with one another. Geocities was among the first social networking sites on the internet, launching its website in 1994. Its intent was to allow users to create their own websites, dividing them into groups based on the website's content. In 1995,

TheGlobe.com was launched, offering users the ability to interact with people who held the same interests and publish their own content. Two years later, in 1997, AOL Instant Messenger and SixDegrees.com were launched. This was the year instant messaging became popular and it was the first time internet users were able to create a profile and be-friend each other.

1.1.1 Social Networking

Early 1990s, chat rooms and bulletin boards were forms of Social Networking in a way, they help people to connect with others and share interest. A little cater; dating sites hooked those looking for partners and class mates. Communication allows people to connect with people they had known in high school and colleges and enable them to meet others.

In the early 20s, a site called Friendster was set up where people invited their friends and their friends also invited others. The site was popular for a while, but suffered from technical difficulties and fake profiles and began to lose members. In 1999, MySpace took over but became popular in 2003. Its roots are a bit muddy because it received financial and logistical support from another company called the E-Universe and most of the early users were employers of e-universe but Tom Anderson and Chris DE Wolfe are given credit for much of the innovation and success of the site, which built up to one hundred and fifteen million users worldwide. Members post BIOS, photos, blogs, video and other things that strike their fancy. (Retrieved November 7th2012)www.mudconnect.com.

Some Television Programmers' had started producing programmers' to air on MySpace in 2005; Rupert Murdoclis News Corporation (parent of fox broadcasting) bought MySpace for five hundred and eighty million dollars ($580). A competitor to MySpace is face book which started in about 2004 by Mark Zuckerberg while he was a student at Harvard and grew rapidly in 2007. At first, face book was solely for college and high school students but Mark opened it to everyone and like MySpace, it encourages all types of member postings. There are also smaller social networks like 2go, YouTube, and blackberry chat for people to have access to. (Retrieved November 7th2012) www.google.com

1.2 Statement of the Problem

Since the advent of social media sites in the 1990s, it is assumed in some quarters that the academic performance of students is facing a lot of neglect and challenges. There is a deviation, distraction and divided attention between social networking activities and their academic work. It is observed that students devote more attention to social media than they do to their studies. The use of internet for educational purposes is also of immense benefit especially in the area of being globally relevant and current. However, when it becomes a substitute for good means of social interactions and academic study among young people, it should give cause for concern.

Therefore, the question this study is out to answer is: "What impact is the social networks on students?"

1.3 Objective of the Study

The study has the following objective.

1) To find out the various social networking sites the students had access to.

2) To find out how often the students are online in these social networks.

3) To determine how much time students spend in social networking activities daily.

4) To ascertain how the use of social media has affected students.

5) To find out what impact these social networks are to students

6) To find out how social networking websites help in building relationships among the college going students;

7) To study the level of participation of students while at these sites;

8) To analyse whether these sites are isolating students from society or vice versa.

1.4 Research Questions

1. How has social networks influenced the life of College/University students?

2. How much time do students spend on social networking sites?

3. How has social networking impacted on the grade points of students?

1.5   Scope of Study

The essence of this seminar work is to primarily study the impact of social media on students. The research intends to focus on students general not having specific target. This will help analyse statistically the usage and the impact of social networks on student of this country. But since in most cases the characteristics of students are generally similar, the research findings would be generalized to include all students of Nigeria Universities.

1.6   Significance of Study

The study will help researchers with more information on the Influence of social media on the student either in positive or negative ways. It will be relevant in assisting students in understanding the diversity of social media. It will be a material source for students and other researchers undertaking similar research. The study will lay down certain activities of students while on social networks. It will prove a guide to students on how social network could be a mislead and a welcome approach to communicating with friends.

1.7   Definition of Key Terms

The following are key terms used in the Research Work:

Social Media- They are forms of electronic communication which facilitate interactive base on certain interests. Social media include web and mobile

technology. Kaplan and Helen (2010) defined Social Media as a group of internet based application that allows the creation and exchange of user generated content.

Social Networking Sites – A website where people put information about them and can send to others.

Social Networking – The use of internet to make information about yourself available to other people especially people you share an interest with to send messages to them.

Media – Are all those media technologies that are intended to reach a large audience by mass communication. "They are messages communicated through a mass medium to a number of people"(Bittner, 1980, p.10).

Academic – It is concerned with Studying from books as opposed by a practical work.

Students – Someone who is Studying at a University or School. Someone who is very interested in a particular subject.

Computer – A computer is a machine that receives or stores or process data quickly according to a stored program.

CHAPTER TWO

2.1   Literature Review

This chapter is a review of related studies to the topic Impact of Social Networks on Students. It tries to find out the impact these networks have on students in general by examining different concepts and other related studies that can help shed more light on the study and enable the researcher arrive at an accurate and acceptable conclusion. The chapter is going to be treated under the following sub-headings;

2.1.1   Social Networks

A social network is an online service, platform, or site that focuses on facilitating the building of social networks or social relations among people who, for example, share interests, activities, backgrounds, or real-life connections. A social network service consists of a representation of each user (often a profile), his/her social links, and a variety of additional services. Most social network services are web-based and provide means for users to interact over the Internet, such as E-mail and instant messaging. Social networking sites allow users to share ideas, activities, events, and interests within their individual networks. It is the grouping of individuals into specific aggregates, like small rural communities or a neighbourhood subdivision. Although social networking is possible in person, especially in the workplace, universities, and high schools, it is most popular online.

The issue of whether social networking helps or hurts a student's academic performance is often depend on the larger issues identified with the overall use of SNS (e.g., its psychological effects; individual self-discipline and self-regulation concerns; human adaptability concerns). The benefit of using SNS includes: It create room for creativity among individuals, encouraging greater social interaction via electronic mediums; it provides greater access to information and information sources; it give individuals a sense of belonging among users of the same SNS; reduces barriers to group interaction and communications such as distance and social/economic status; and increasing the technological competency levels of frequent users of social media (Zwart, Lindsay, Henderson, & Phillips, 2011).

Internet usage has grown rapidly over the last few years. Users are able to build a network of connections that they can display as a list of friends. These friends may be people they have never met before in their life or people they only know or have met in real life. Most people have more friends on social network than they do in real life. It is important to note that the term 'friend', as used on a social networking site, is different from the way we approach it in the real life. In this project we will use the term as it is used on a social networking site.

The use of SNS is very common today. Facebook alone has over 1.11 Billion members, Twitter's SEC disclosures, prior to its IPO this week, the company said it has 232 million users.; while the fastest growing segment utilizing SNSs since 2008 has been among those age between 24-35

(Zephoria's 2013 Social Media Infographic). Approximately 61% of teens age 12-17 utilize SNSs to send messages to their friends on a regular basis (Lenhart, 2009). Overall, it has been found that women use SNS more than men to communicate and exchange information (Hampton, Sessions-Goulet, Rainie, & Purcell, 2011). The research carried out for this project female responded more than male.

When it comes to online social networking, websites are commonly used. These websites are known as social sites. Social networking websites function like an online community of internet users. Depending on the website in question, many of these online community members share common interests in hobbies, religion, politics and alternative lifestyles. Once you are granted access to a social networking website you can begin to socialize. This socialization may include reading the profile pages of other members and possibly even contacting them.

The friends that you can make are just one of the many benefits to social networking online. Another one of those benefits includes diversity because the internet gives individuals from all around the world access to social networking sites. This means that although you are in the United States, you could develop an online friendship with someone in England or India. Not only will you make new friends, but you just might learn a thing or two about new cultures or new languages and learning is always a good thing.

Social Networking has become very popular during the past few years, but it can still be very difficult to understand for someone new to social networking. The open-ended nature of social networks add to this. Once signed onto a social network, having answered a few basic profile questions, it is easy to sit back and wonder what you are supposed to do next.

The easiest way to understand social networking is to think of it like high school. You had friends in school, and you knew quite a few people even if you weren't friends with all of them, but it's likely that you didn't know everyone.

If you ever moved to a new school -- or if you can imagine moving to a new school -- you start out with no friends. After attending classes, you start meeting people, and as you meet them, you begin associating with those that have similar interests.

Getting started with social networking is much the same as starting at a new school. At first, you don't have any friends. But as you join groups, you begin to meet people, and you build a friends list of those with similar interests.

Social networking is based on a certain structure that allow people to both express their individuality and meet people with similar interests. This structure includes having profiles, friends, blog posts, widgets, and usually something unique to that particular social networking website -- such as the ability to 'poke' people on Facebook or high-five someone on Hi5.

Profile. This is where you tell the world about yourself. Profiles contain basic information, like where you live and how old you are, and personality questions, like who's your favorite actor and what's your favorite book. Social networks dedicated to a special theme like music or movies might ask questions related to that theme.

Friends. Friends are trusted members of the site that are allowed to post comments on your profile or send you private messages. You can also keep tabs on how your friends are using social networking, such as when they post a new picture or update their profile. Friends are the heart and soul of social **networking.** It should be noted that not all social networks refer to them as 'friends' -- LinkedIn refers to them as 'connections -- but all social networks have a way to designate members as trusted.

Groups. Most social networks use groups to help you find people with similar interests or engage in discussions on certain topics. A group can be anything from "Johnson High Class of '98" to "People Who Like Books" to "Doors Fans". They are both a way to connect with like-minded people and a way to identify your interests. Sometimes, groups are called by other names, such as the 'networks' on Facebook.

Discussions. A primary focus of groups is to create interaction between users in the form of discussions. Most social networking websites support discussion boards for the groups, and many also allow members of the group to post pictures, music, video clips, and other titbits' related to the group.

Blogs. Another feature of some social networks is the ability to create your own blog entries. While not as feature-rich as blog hosts like WordPress or Blogger, blogging through a social network is perfect for keeping people informed on what you are up to.

Widgets. A popular way of letting your personality shine through is by gracing your social networking profile with web widgets. Many social networks allow a variety of widgets, and you can usually find interesting widgets located on widget galleries.

2.1.2   Social Networking Sites

These are service areas that help facilitate social interactions and relationships between people who are familiar with each other, strangers who share the same interest or ideas. These sites offer individuals the chance to create their own profiles on their account, which is a brief description that summarizes who the individual is to those who search for the person. They are websites that encourage people to post profiles of them—complete with pictures, interests, and even journals—so they can meet like-minded friends. Most also offer chat rooms. Most sites are free; some restrict membership by age.

There are different social networking sites available. Below are statistical data of 15 most visited social networking sites.

Social Network	eBizMBA Rank	Monthly Visitors
Facebook	No 1	900,000,000
Twitter	No 2	310,000,000
LinkedIn	No 3	255,000,000
Pinterest	No 4	250,000,000
Google Plus+	No 5	120,000,000
Tumblr	No 6	110,000,000
Instagram	No 7	100,000,000
VK	No 8	80,000,000
Flickr	No 9	65,000,000
Vine	No 10	42,000,000
Meetup	No 11	40,000,000
Tagged	No 12	38,000,000
Ask.fm	No 13	37,000,000
MeetMe	No 14	15,500,000
ClassMates	No 15	15,000,000

2.1.3   **Advantages of Social Networking**

Social networking sites are advantageous to young generation. With the help of these sites, people can communicate and express themselves by exchanging messages and comments. Social networking sites help in establishing connection with people, friends and relatives. These sites can be accessed from any part of the globe. Therefore, a person can interact with any person from any place. For example a student can clear his doubts with the help of a teacher. People having different professions can make groups like doctors, lawyers, students, poets, writers, social workers etc.

Social networking offers many benefits. It is now easier than ever to keep in contact with old friends and colleagues. The professional networking site LinkedIn even allows users to request introductions to business people who are known to their contacts. The potential of this enhanced connectivity is huge; whereas once you would be left sifting through business cards after a networking event, trying to remember details about each person, you can now easily look up a connection's credentials and business interests on their social media profile.

LinkedIn is a particularly valuable business tool; over 200 million people are members, including hiring managers from many top companies. Your profile is designed to function as an online resume, detailing your education, career history (with recommendations from your colleagues), and creative portfolio. The platform encourages users to connect with people working in

their organizations, and to endorse their colleagues for the skills they display in their daily work. You can learn how to take advantage of all that LinkedIn has to offer with this LinkedIn Training Course.

Social networking is particularly vital for entrepreneurs. Freelancers can find contacts via professional groups on LinkedIn and Twitter, while business owners can make use of the large user bases of Facebook and Twitter to market their products and services. Facebook has a range of services designed to help businesses market themselves more effectively, including the ability to target advertising at the precise demographic groups that are likely to respond favorably.

What about Twitter? Business owners can also use this service for effective promotion, as explained in this Twitter for Business online course.

2.1.4 Disadvantages of Social Networking

The most common disadvantage of social networking sites is addiction. Often users of these sites get addicted to it. They spend hours using these sites and it harms their performance in other fields. It causes mental health problems and sometimes it harms their body too. Sometimes users provide their personal information to others which is insecure.

The primary disadvantage of social networking is that most people do not know how to network effectively. As a result, the few benefits they get from their networking activity are not worth the time invested. The best way to avoid being disappointed in this way is to decide on a strategy for using

social sites, and stick to it. For example, if you are going to use Twitter to draw attention to exciting new content on your website, then resist the temptation to waste time tweeting about unrelated topics. Stay focused on what you want to achieve and don't let yourself get distracted.

The golden rule of social networking is to avoid putting anything online that could reflect badly on you or your business. Pictures of you acting unprofessionally could harm your chances of getting a job, or make a poor impression on a new client. If you want to use a social media site for personal as well as professional networking, consider creating a separate account under a nickname, so you can keep your professional account clean.

We all know that social networking is a product of technology and technology brings new kinds of crime. While many people use it for wholesome, ethical, and healthy reasons, there are also many who utilize it to abuse and exploit others, particularly children and teens. The convenience brought by the web has led criminals to understand that carrying out their trade is much easier and less risky online. The use of fake identities is one advantage these people have in order to be more confident in exploiting and abusing children.

The impact of social media and social networking sites on the behavior of students is very disturbing. We're not saying that social media is bad in and of itself. The misuse of such technology is what makes it bad. For instance, there is the tendency to conform to what's popular without considering

whether it's right or wrong - as often seen in cases of cyberbullying. It's much easier for young people to verbally abuse each other online than it is face to face.

Social media is responsible for revolutionizing traditional communication. However, research has shown that social networking sites can be very addictive. People who use social networking sites for their daily communication are hooked to a point that they neglect health responsibilities, especially their diet. The addictive nature of social media leads to eating disorders, obesity, heart problems, sleep disorders, and other pertinent health issues. Additionally, constant exposure to the internet because of social networking addiction prevents a child or teen from engaging in physical activities and socialization. They become so dependent on it that they start to think making contact with other people outside the social network is not necessary. As such, they become socially and physically stagnant.

In actuality, there are more consequences that we have to face especially parents when it comes to social media and networking issues. We have to understand that even though that there's no stopping students from using them, it's possible to maintain control.

2.2   Review of related studies

Ballard, K. D. (2002). Media Habits and Academic Performance. A thesis at the University of California, U.S.A. in her work on media usage and

academic performance is of the view that the media play a detrimental role in academic performance of students. These media include television, radio, print materials, video games, computers, e.t.c. Quite a number of students have these media in their bedrooms, allowing them to consume media privately and without supervision.

Previous research studies (Dorr & Rabin, 1999; Huston, et al, 2004) have correlated a child's academic performance with their total media usage, suggesting that students who spend more time with media perform less well in school; they found that those between the ages of 13 and 23 reported the highest media exposure of any age group. Media exposure qualifies as the total time a child is exposed to any form of media during the day. Constant exposure to these is seen as a distraction to the students' ability to study as the time meant for studying is spent on any of the mediums, displacing the quantity of time spent studying. This work is of the view that it is beneficial to examine how and when students use media to ensure reduction in poor levels of academic performances.

In a paper on social media and academic performance presented by Walsh, J.L. (2011). Social Media and Academic Performance, a paper presented at The Miriam Hospital's Centers for Behavioural and Preventive Medicine, she noted that the widespread use of social media among college students, which includes texting on mobile phones, chatting or even just posting status updates on Facebook, could take an academic toll on the individual.

According to this new study, many students are engaged nearly half the day in some form of media use. The study found freshmen (students in the first year of college) were spending nearly 12 hours a day texting, using the Internet for social media networking, or listening to music and watching videos. Researchers found much of this high use of media was associated with lower grade point averages (GPAs) and other negative academic outcomes. The exceptions were reading news online or listening to music, which actually was linked to positive academic performance. This study agrees with a 2011 study conducted at Johnson & Wales University that looked at the effects of social media on college students, which found that ?as social media sites continue to grow in popularity, it is our base of argument that technology is a vital part in today's student success equation.?

The study suggests too much media, especially in early adulthood, a time when many young people are living independently for the first time and are away from parental monitoring, could get in the way of academic activities including studying. This research is unique in that it is focused on college students, rather than teenagers still living under the same roof as their parents. ?Most research on media use and academics has focused on adolescents, rather than new college students, or has only examined a few forms of media. So this study is about the impact of a wider range of media, including activities like social networking and texting that have only become popular in recent years,? said lead author Jennifer L. Walsh, Ph.D, It also seeks to know how media use relates to school performance.

For this study, the researchers surveyed 220 first-year college students at a Northeast University at the start of the semester, and the students were asked about the use of eleven forms of media. These included Television, Movies, Music, surfing the Internet, social networking, talking on a cell phone, texting, magazines, newspapers and non-school-related books and video games. Those surveyed were asked about the average weekday and weekend usage from the previous weekend.

The researcher found, on average, college students spent nearly 12 hours using media per day, Mobile phones, social networking, movie/TV watching and magazine reading were the most negatively associated with academic outcomes. The study shows a link between social media use and poor academic performance. It wasn't limited to usage of traditional social media outlets like Twitter and Facebook, but instead included popular social technology like texting.

- We found students who spend more time using some forms of media report fewer academic behaviors, such as completing homework and attending class, lower academic confidence and more problems affecting their school work, like lack of sleep and substance use,? said Walsh.

- Given the popularity of social networking and mobile technology, it seems unlikely that educators will be able to reduce students' use of these media forms,? Walsh added, instead, professors might aim to integrate social media into their classrooms to remind students of assignments, refer them to

resources and connect them with their classmates. Academic counsellors might also consider assessing college students' media use and encouraging them to take breaks from media, particularly while in class, studying or completing assignments.

Greenhow (2010) an education professor at University of Maryland is of the view that students are forming important bonds on social networking sites. "When kids feel connected and have a strong sense of belonging to the school community, they do better in school". They persist in school and achieve higher rates…… It's pretty promising that engaging in social networking sites could help them to develop and deepen their bonds over time. Greenhow surveyed 600 low-income high school students and found that good things were happening on social networking sites: friendship development and event gathering information about colleges and careers.

On the other hand, the study found that college students' use of Facebook is linked to lower grades. In a study of 219 students at University of Maryland (102 undergraduate and 117 graduate students), Facebook users had GPAs between 1.5 and 2.5 while non-users had GPA's between 3.0 and 4.0.

These two findings don't necessarily conflict. It is clear that Facebook can be a distraction, but that there are elements of social networking that enhance students' experience and performance. GoingOn's Academic Engagement Network is designed to serve this exact need - a social networking site centered on academic life, rather than strictly social life. Students can find

relevant information, connect with each other, and build their academic identities without the distracting elements of Facebook (applications, relationship status, party photos, etc.).

Perusing Facebook, sending rapid-fire text messages, and tweeting back and forth with friends and celebrities alike might not be the best academic strategy for students who want to perform well.

Karpinski (2009), a researcher in the education department at Ohio State University in her work on social networking websites and academic performance say's that Social networking websites are currently being used regularly by millions of people. The use of social networking sites has been so widespread that they have caught the attention of academic and industry researchers worldwide. These sites are now being investigated by numerous social science researchers and an increasing number of academic commentators are becoming more and more interested in studying Facebook, Twitter, and other social networking services, because of their probable impact on society and students' academic performance level.

While the social networking sites have the same key aspects, the cultures and responses around them that become apparent are varied. Most sites help strangers connect with others based on shared personal interests, political and economic views, or simply recreational activities. Some sites accommodate distinct viewers, while others attract people based on similarities, such as common languages or shared racial, sexual, religious or

nationality-based identities. Nonetheless, social networking sites have only one common goal. It is to encourage new ways to communicate and share information. Many students have been blaming various social networking sites for their steady decrease in grade point averages. This emergent phenomenon aroused me to look into social networking sites and how they affect students' academic performances.

The youth use social networking sites as a means of interaction, socializing, and for purely entertainment purposes. Although many people don't think of it, social networking sites harbour many unsafe elements and many people are concerned about some major problems that they contain, which includes education and poor academic performance. There are claims that social networking sites are beneficial, but are they really advantageous in the lives of the youth today? Here the researcher presents facts that social networking sites do gravely affect the academic performances of users.

According to Karpinski's study of about 219 students, 148 Facebook users had grade points lower than those who don't make use of the site. People that didn't use Facebook reported that they study about 11-15 hours and those who had a Facebook account only studied1-5 hours per week. ?Our study shows people who spend more time on Facebook spend less time studying, every generation has its distractions, but I think Facebook is a unique phenomenon.? The Ohio report shows that students who used Facebook had a significantly lower grade point average - the marking system

used in US universities - than those who did not use the site. ?It is the equivalent of the difference between getting an A and a D?.

Each day about 1,700 juniors at an East Coast college log on to Facebook.com to accumulate friends, compare to movie preferences, share videos and exchange cyber–cocktails and kisses. According to research presented at the American Educational Research Association's 2009 annual conference in San Diego, California, U.S. college students who use Internet social networking sites such as Facebook study less and have lower grades. The study of more than

1,200 students found that 96 percent of those with online access had used social-networking technology including text messaging and 81 percent said they had visited a social-networking Web site at least once within the three months during the period the study was conducted.

Legitimate concerns do exist about youth involvement on these sites (MySpace, Xanga, Facebook, Live Journal, and the like). Those concerns are grounded on three basic factors:

1) the sites are attracting many teens, some of whom are not making good choices.

2) Many parents are not paying attention to what their children are posting on the sites.

3) Sexual predators – and other likely dangerous strangers -- are attracted to places where teens are not making good choices and adults are not paying attention.

Some teens engage in unsafe or irresponsible activities that include: unsafe disclosure of personal information, addiction spending excessive amount of time online, resulting in lack of healthy engagement in major areas of life, such as academics. Sites like Facebook and MySpace could be harmful for the young people that frequent them. According to the doctor, the problem is that when teens begin to live their lives actively online, they may begin to put less value on their own ?real? lives (i.e. ?real? lives also include education).

Tim Tychy (2008), an associate professor of psychology at Carleton University, says the problem with using Facebook and other commercial social networking tools goes beyond the privacy concerns. Tychy argues that while discussion groups, chat, blogs and email can be valuable tools in the classroom, using commercial products like Facebook and Twitter can lead to distraction and procrastination. Because these social networking tools can be used to follow friends and celebrities, view pictures, chat, and play games, they can create problems in the classroom. Facebook is like taking a person with a gambling problem to Vegas. It's just too easy to get doing other things rather than the hard work of intellectual work, says Tychy. These networking sites will continue to adversely affect the academic performance of youths who are its major consumers.

2.3   Discussions

It is interesting that while e-learning, distance learning, and asynchronous learning have a great impact on education systems globally, the traditional classroom pedagogy has not been replaced by these new learning modes. Instead, more and more teachers have explored Web-based applications by providing discussion forums as extension to, rather than replacement for, "conventional" teaching. One plausible reason is as follows. As an important component of learning, interpersonal relationship may foster the exchange of information and knowledge, or may enhance learning motivations. Such a role could not be easily replaced by only computer technology. Even for pure online learning, exchange of information and social support with others may enhance student performance and satisfaction [21, 37]. For example, Rafaeli and Sudweeks [38] found that online conversations are more social in nature and that interactive messages seem to be humorous, contain more self-disclosure, display a higher preference for agreement, and contain many first -person plural pronouns. This indicates that interpersonal interaction plays an important role in online learning.

The relationship between network structure and learning has been investigated since the inception of sociometry decades ago [39]. However, few researchers have examined the effects of network structure on learning achievement or job performance [40]. This can be explained by the fact that "complex network indices" were developed in late 70s to 90s, and the calculation of these indices requires the use of computers. The explosive use

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of the Internet has made CMC a hot research topic, and modern social network analysis is widely known and exploited nowadays [41]. The empirical study demonstrated that network structure is related to student performance both in the classroom and on the Web-based forum. The relationship between network structure and student performance might be reciprocal, that is, there might be no implicit causal relationship behind this relationship. This study further demonstrated that the three types of network, friendship, advice and adversarial, might be related to student performance both in the class and on the discussion forum.

How can the results be explained? Network effects on student performance were confirmed in previous studies [27, 28]. However, this study showed that network effects on student performance exist for both on-line and off-line learning. Most students in the study did not were not acquainted before joining this program; and the "relationships" developed during the semester. The acquaintances among students began in the face-to -face classroom. However, the 24-hour forum fostered their familiarity. One team member wrote in the private notepad for her team (which could be accessed by only themselves and the instructor); "Because of the forum connection, we have become very intimate, so close, even closer than our families, lovers, and others."

The social network formed by these students was different from that of distance learners (as in Haythornthwaite's study) since the latter developed their relationships mainly through online interactions. Actually, there were

three sessions during which the students could develop their networks—in the AMIS class, before and after the class, and in the forum. Since the class period was only three hours per week, we might conjecture that most of the friendship and adversarial networks developed after the class. In the AMIS class, most of the discussions were one (lecturer) to many (students). Therefore, although students were motivated to show their knowledge during the class, the advice network could not develop. However, on the forum, the discussions were many to many. Everyone was free to express an opinion and knew the teacher was watching to see how valuable were the opinions or information they provided to all the members of the forum. The advice network could naturally evolve over time. This might explain why the advice network centrality is the best determinant for explaining performance variance. Because the students' social network developed before the final learning outcomes, we assert the tentative proposition that a social network exerts its effect on learning processes and effectiveness even though there is no true causal relationship has ever been established.

Furthermore, if the advice network has determining effects on students' academic performance, then what are the implications for instruction design? A Web- based forum may offer an excellent medium for students to communicate with each other, a chance to express themselves [42], and an environment with fewer problems, such as those connected with shyness. If knowledge is mainly constructed through interaction among students and between students and their instructor, then interactions among students

should be strongly encouraged. Then, a Web -based forum may provide students a field where they can freely discuss, ask questions, give opinions, and learn after class. There are several methods that can enhance online learners' interactions, such as provision of a controversial topic for debate or structuring a controversy [43]. Some hot debates (such as Microsoft's privacy invasion, fast-food selling skills, and others) occurred in this study during some weeks. Stimulating students' interaction and providing appropriate feedback may become a teacher's main tasks.

Future work should focus on the design and management of learning structures in a way that promotes network development. For example, it is important to know what should be included in a class discussion and what should be left or extended to the forum. The future challenge will be how to design different instruction and discussion sessions online and offline in order to fully exploit the advantages of students' social networks.

2.4   Theoretical framework

McQuail (1987, p.4) defines theory as a set of ideas of varying status and origin which may explain or interpret some phenomenon. It is also seen as an explanation, a kind of deconstruction of a puzzle or an unscrambling of a confusing concept. This theory is purely audience-centered and addresses needs like excitement, guidance, social integration, entertainment, socialization and information acquisition. To be able to gratify these needs, it must be realized that the audience may belong to any group.

Herzog (1944) identified compensations, wish fulfilment and advice as reasons for listening to radio, television or in the case of this study social networking sites. Compesi listed gratifications obtainable from watching television or making use of any mass media such as internet (social networking sites): entertainment, convenience, social utility, habit, relaxation, escape from problems, boredom and exploration or advice.

This theory says that an individual needs to have a reason for making use of any mass media channels (social networking sites) in order to get any gratification from the medium used. In essence when individuals surf the internet there has to be a reason for the use of the medium either for entertainment, socialization, academic or business purposes, in order for the individual to have feeling of pleasure or satisfaction from using that medium.

Social control theory sees media audience as passive and available for control and influence. It sees the media as powerful and persuasive while the audience is weak and in danger of having their values and behaviour tampered with. The media has the power to influence and change the behaviour of individuals. The internet as a medium of disseminating information has the ability to influence actions and behaviour of those who make use of this medium, it has a way of controlling the minds of those that patronise it either in a positive or negative way depending on what the individual is looking for.

2.5   Summary of Literature Review

Social networking has provided a means for people to interact, communicate and socialise, while also providing a means for isolation and anti-social behaviour. This technology has introduced both positives and negatives for our youth.

We must learn how to cope and solve the negative aspects of this new technology, and develop new ways to control their usage. Efforts should be made to curtail the excesses that come along with the use of these networking sites, this in order to increase the level of academic performance of students.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   INTRODUCTION

This chapter describes the techniques and procedures used by the researcher in conducting the study and accumulating the data for the study. It comprises of the description of the population of the study, sampling techniques, sample size, sources of data, method of data collection and method of data analysis and testing hypothesis. The area of the study is United Bank of Africa Ibadan Road, located near Ibadan Garage, Ijebu Ode.

3.2   POPULATION OF STUDY

The population of the study consists of 168 students in form of Hatdrawn. The sample is considered appropriate using Ndagi population and sampling table which is a modification of Kregcie and Morgan sampling chart that indicates that small population less than 100 persons or object should adopt more than half of the population as it sample size (Ndogi, 2006).

3.3   SOURCES OF DATA

Primary data was obtained through questionnaire while secondary data was obtained through source documents from the internet.

The researcher uses both the primary and secondary data in the study. The primary data are collected by the researcher through the use of questionnaire.

3.4   METHOD OF DATA COLLECTION

The questionnaire was the instrument use to collect empirical data (primary data) from the field. While the source document was used to obtain secondary data required for the literature review.

In order to obtain the validity of the instrument, the supervisor of the project was requested to judge the appropriateness, comprehensiveness and clarity of items in the questionnaire. His contribution in form of suggestion and constructive criticism were used in the final draft.

A total of 168 students were surveyed for the study. Respondents whose Age ranges between 15 to 25 mostly use social networking website whose total average is 55.4% of total population. An individual whose age is between15 to 25 generally uses social networking websites for entertainment.

After distribution of the questionnaire, respondents were given five days to fill-out the questionnaire. This time frame was given in order to give ample time to the respondents to reflect on the items on the questionnaire to facilitate valid responses.

3.5   METHOD OF DATA ANALYSIS

The statistical mean scores was used to analyze the Livert's five-point questionnaire while the frequency 10 unit and simple percentage was used to analyze respondents' characteristics. The criteria for calculating the mean is:

- Mean $(x) - \sum fx$

The chi-square test was employed by the researcher to test the significance of the responses from the students of Tai Solarin College of Education, Omu Ijebu (respondent). The chi square test is performed by defining the numbers categories and observing the number of case falling into each category and knowing the expected number of cases fully in each category, the formulae for the chi-square is: $Z^2 = (o_i - e_i)^2$

Where Z^2 = Chi-square

0_i = Number of observed case in category i

E_i = Number of expected cases in category i

K = Number of category, summation runs from 1=1 to 1=K

CHAPTER FOUR

SUMMARY, RECOMMENDATION AND CONCLUSION

4.1   Summary

A total of 168 were surveyed for the study. Respondents whose Age ranges between 15 to 25 mostly use social networking website whose total average is 55.4% of total population. An individual whose age is between15 to 25 generally uses social networking websites for entertainment.

Gender analysis shows that male mostly uses social networking websites and the total average of male that uses social networking websites is 60.1% of total population. Male commonly uses social networking websites for knowledge.

The analysis of the collected data shows that people doing graduation generally use social networking websites whose total average is 45.8% of total population. Graduate students mostly use social networking websites for entertainment.

People mostly use social networking websites due to influence of their friends and the total average of the people who uses social networking websites due to their friends' influence is 67.3% of total population. People using social networking websites because of their friends' influence generally uses it for entertainment.

Academic performance analysis with use of social networking websites shows that the people having 3.0 to 3.5 GPA (grade average point) mostly use social networking websites and the total average of people having GPA ranges between 3.0 to 3.5 is 48.8% of total population. People having 3.0 to 3.5 GPA generally uses social networking websites for entertainment.

4.2 Recommendation

Based on the findings and conclusions of this study, the following recommendations were listed:

1) Social networking sites should be expanded to enhance academic activities to avoid setbacks in the students' learning.

2) The students should create a balance between chit-chatting and academic activities. More attention should be directed to research.

3) There should be a decrease in the number of time spent by students when using these social network sites.

4) The impact of social media on students and how they should focus more on the positive side than on the negative side to achieve balance.

5) The use of social networking sites that are centred on academic life rather than strictly social life can be implemented. The likes of (skoola.com)

6) The use of social networking sites should be implemented as a tool for learning in institutions.

3.3 Conclusion

Based on the findings of the study the following conclusions were reached; the research study has shown that constant exposure to social networking sites draws away one's attention from things that are relevant e.g. academic studies. It can be seen from that data gotten that 93.75% majority of students are on different social networking sites and only 6.25% are not on any, this goes to show that almost all the students are on these sites and must go online at one point or the other rather than study their books or doing academic works. In a school week only a few number of people attend classes for the whole period set out for it, many of them attend within three – two days only.

Most students spend less time on their academic work and more time on social networking sites, this goes to show that the interest of these students lie not on things concerning their academics but on the things they see or do on these sites. These sites most times can be seen by the students as an escape from the dull walls of the classroom, into a whole new world where boundaries do not apply. Respondents would rather be on social networking sites, watch movies, rest than read their books in their free time.

These social networking sites also tend to affect grade points of the students as only 12.5% - 15.625% had excellent grades – good grades and the majority had fair and poor grades.

The influence these sites have on the students' academic performance cannot be over emphasised, it negatively influences the students as it turns away their attention from their studies to the entertainment these sites provide.

4.4   Suggestion for further Studies:

Further studies should be conducted to create more pages for research and academic activities to enable Students improve in their academic performance, thereby avoiding a distraction which leads to deviation from their academic work. Furthermore, access to the media should be made easy for students as an encouragement and should be for both the lecturers and students to meet up with the academic work. The scheme of work for the academic session should be placed online to enable the students get interested in research activities.

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Impact of Social…. Abasyn Journal of Social Sciences Vol. 5 No. 2 Effects of social network on students' performance: a web-based forum study in Taiwan.

QUESTIONNAIRE

Section A

1.   What is your sex?

A.   Male [ ]

B.   Female   [ ]

2.   What is your age bracket?

A.   17-24 [ ]

B.   25-31 [ ]

C.   32-38 [ ]

D.   39-40 [ ]

3.   What department are you?

A.   Law   [ ]

B.   Art   [ ]

C.   Sciences [ ]

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D.   Management [ ]

4.   What level are you?

A.   100l   [ ]

B.   200l   [ ]

C.   300l   [ ]

D.   400l   [ ]

5.   What kind of student are you?

A.   Part-time [ ]

B.   Full-time [ ]

Section B

6.   Which of the following do you own?

A.   Computer [ ]

B.   Nokia phone [ ]

C.   Blackberry   [ ]

D.   Android [ ]

7.   Do you have access to the internet?

A.   Yes [ ]

B.   No [ ]

8.   Are you aware of social networking sites?

A.   Yes [ ]

B.   No [ ]

9. What are the social networking sites you know?

A.   2go [ ]

B.   BB chat   [ ]

C.   Face book [ ]

D.   Friendster [ ]

D.   Others   [ ]

10.   Which of the social networking sites do you have an account with?

A.   2go [ ]

B.   Friendster [ ]

C.   Face book [ ]

D.   Others [ ]

11.   Which do you prefer?

A.   Instagram [ ]

B.   BB chat [ ]

C.   Facebook [ ]

D.   WhatsApp [ ]

C.   Others [ ]

12.   Why do you prefer it?

A.   It is faster [ ]

B.   It is cheap and reliable [ ]

C.   It opens multiple pages at the same time [ ]

D.   It has good reception [ ]

E.   Others [ ]

13.   If none, why?

A.   Time consuming [ ]

B.   It is expensive [ ]

C.   Its addictive nature [ ]

D.   I just don't like it [ ]

14. Where do you browse?

A.   Home [ ]

B.   Café [   ]

C.   School [ ]

D.   Others [ ]

15.   How often do you go online?

A.   Very often [ ]

B.   Often [ ]

C.   Not very often [ ]

D.   Not often [ ]

16.   How many hours do you spend online?

A.   6 hours   [ ]

B.   4 hours   [ ]

C.   2 hours   [ ]

D.   1 hour [ ]

17.   What do you browse?

A.   Education [ ]

B.   Sports and news [ ]

C.   Entertainment [ ]

D.   Others [ ]

18.   What satisfaction do you derive from it?

A.   Information [ ]

B.   Affiliation(chatting) [ ]

C.   Entertainment [ ]

D.   Pornography [ ]

19. Do you believe that social media can affect your academic performance?

A. Yes [ ]

B. No [ ]

20. How has the use of Social Media influenced your academic performance?

A. Positive [ ]

B. Negative [ ]

C. No response [ ]