

**EFFECT OF SOCIAL MEDIA ON THE ACADEMIC PERFORMANCE OF  
UNDERGRADUATE STUDENTS.  
(A CASE STUDY OF UNIVERSITY OF BENIN)**

**BY**

**Chioma Precious OKORIE  
EDU1603655**

**FACULTY OF EDUCATION**

**UNIVERSITY OF BENIN**

**AUGUST, 2021**

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**A RESEARCH PRESENTED TO THE DEPARTMENT OF VOCATIONAL  
AND TECHNICAL EDUCATION, FACULTY OF EDUCATION,  
UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULFILLMENT OF  
THE REQUIREMENT FOR THE AWARD OF BACHELOR DEGREE IN  
ACCOUNTING EDUCATION**

**AUGUST, 2021**

## **CERTIFICATION**

We the undersigned, certify that this research work was carried out by **Chioma Precious OKORIE** in the Department of Vocational and Technical Education, Faculty of Education, University of Benin for partial fulfillment of the requirements for the award of B.Sc (ED) degree In Accounting Education.

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**DR. MRS IHENSEKEN**  
**Project Supervisor**

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**DR. MRS IHENSEKEN**  
**Project Coordinator**

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**Date**

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**Date**

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**Prof. S. Iyamu**  
**Dean, Faculty of Education**

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**Date**

## **DEDICATION**

This project is dedicated to God Almighty.

## ACKNOWLEDGEMENTS

Above all glory and adoration goes to God Almighty who has given her the grace to complete this research successfully.

The researcher's profound gratitude goes to her project supervisor, DR. MRS IHENSEKEN for her guidance throughout the research, she appreciate her for her patience, motivation, enthusiasm and immense knowledge, she could not have imagined having a better supervisor.

Also she would like to appreciate her family and friends for their Love and support towards her. And to her roommate Amaka; thank you, you were a source of motivation to her, you were not just a roommate but a sister course mate and a friend.

Lastly she want to express her sincere thanks to her one and only darling husband Pastor Emma Osas, she wants to say thank you for supporting her both spiritually, financially and materially, God bless you Obim. And to her parents Late Mr and Mrs. Okorie in blessed memory, thank you for bringing her to this world and for grooming her to become the strong and self driven woman that she is today.

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## **Abstract**

*The purpose of this research study is to the effect of social media on the academic performance of undergraduate students in University of Benin. Four Research questions and two Research hypotheses guided the study. To achieve this, the descriptive survey research design was adopted. The study focused on University of Benin hence, population consists of all the 730 full-time undergraduate students. The simple random sampling technique was used to select a sample of 100 students. A four point Likert Type Rating Scale Questionnaire type, titled: effect of social media on the academic performance of undergraduate students (ESMAPUS) was used to collect data from the participants. The descriptive statistics of frequency counts and percentage, were used to analyze the demographic data while inferential statistics of Chi-square(x2) was used in testing the research hypotheses. Research findings showed that a great number of students in University of Benin, are addicted to social media. To this end, the researcher recommended that social media should be used for educational purposes as well; Social Media Sites should be expanded and new pages should be created to enhance academic activities and avoid setbacks in the students' academic performance; and Students should be monitored by teachers and parents on how they use these sites This is to create a balance between social media and academic activities of students to avoid setbacks in the academic performance of the students*

# CHAPTER ONE

## INTRODUCTION

### Background to the Study

The world is today celebrating the improvements in communication technology which has broadened the scope of communication through Information and Communication Technologies (ICTs). Modern Technology in communication no doubt has turned the entire world into a “Global village”. But as it is, technology like two sides of a coin, bring with it both negative and positive sides. It helps people to be better informed, enlightened, and keeping abreast with world developments. Technology exposes mankind to a better way of doing things. Social media sites include: Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), Whats app messenger, 2go messenger, Skype, Google talk, Google Messenger, iPhone and Androids. These media sites are used by most people to interact with old and new friends, physical or internet friends ( Asemah and Edegoh, 2012). The world has been changed rapidly by the evolution of technology; this has resulted into the use of technology as the best medium to explore the wide area of knowledge. The evolution of internet technology has led to its use as the best medium for communication. Whereby, two-third of the world’s internet population visits social media or blogging sites, thus serving as a communication and connection tool. Social media sites (SNSs) are online Communities of Internet users who want to communicate with other users about areas of mutual interest, whether from a personal, business or academic perspective (William ,Boyd, Densten, Chin, Diamond &

Morgenthaler 2009). The millions of social media sites have transformed the thought of global village into a reality whereby billions of people communicate through social media sites. Numerous benefits have been obtained through distant communication through the use of social media sites.

Academic excellence or achievement plays an important role in an individual placement, be it in the academic institutions or job placement. Due to this, many people are concerned with the ways they can enhance their academic achievement. The emphasis on academic excellence which is also prevalent worldwide has encouraged many studies about the conditions promoting it. The role of academic achievement as one of the predictors of one's life success and also in the aspect of academic placement in schools to higher institutions as well as the level of employability in one's career is inevitable (Kyoshaba, 2009).

Academic performance, which is measured by the examination results, is one of the major goals of a school. (Kyoshaba, 2009) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

Academic performance or achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Annie, Howard & Mildred, 2016). A direct relationship exists between

Social media usage and the academic performance of students in universities. However the darker side within technological evolution has resulted in dilemmas such as the setback of real values of life especially among students who form the majority of users interacting through the use of social networking sites. Online social networking sites focus on building and reflecting social associations among people who share interests and or activities. With so many social networking sites displayed on the internet, students are tempted to abandon their homework and reading times in preference for chatting online with friends. Many students are now addicted to the online rave of the moment, with Facebook, Twitter etc.

Today most youths and students possess Facebook accounts. The reason most of them perform badly in school might not be far- fetched. While many minds might be quick to blame the poor quality of teachers, they might have to think even harder, if they have not heard of the Facebook frenzy (Oche & Aminu .2010). Olubiyi (2012) noted that these days' students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy ping-ponging or Facebooking, while lectures are on. Times that ought be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues. Hence most students' academics suffer setback as a result of distraction from the social media. In (Obi, Bulus, Adamu & Sala'at 2012), it was observed that the use of these sites also affects students' use of English and grammar. The students are used to short forms of writing words in their

chat rooms; they forget and use the same in the classrooms. They use things like 4 in place of for, U in place of You, D in place of The etc. and this could affect their class assessment.

Social media sites although has been recognized as an important resource for education today, studies however shows that students use social media sites such as Facebook for fun, to kill time, to meet existing friends or to make new ones (Ellison, Steinfield, and Lampe 2007). Although it has been put forward that students spends much time on participating in social media activities, with many students blaming the various social media sites for their steady decrease in grade point averages (Kimberly, Jeong and Lee, 2009), it also shows that only few students are aware of the academic and professional media opportunities the sites offered.

According to Kuppuswamy and Shankar (2010), social media websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting. Whereas on the other hand, (Liccardi, Ounnas, Massey, Kinnunen, Midy, & Sakar. 2007) reviewed that the students are socially connected with each other for sharing their daily learning experiences and do conversation on several topics. This shows that social medias are beneficial for the students as it contributes in their learning experiences as well as in their academic life. Trusov, Bucklin, & Pauwels (2009) noted that the Internet is no doubt evolution of technology but specifically social medias are extremely unsafe for teenagers, social medias become hugely common and well-known in past few years. According to Cain (2009) social media websites provide ease of connecting people to one another;

free of cost and after connecting one can post news, informative material and other things including videos and pictures etc. This statement shows the importance of social media websites in students' life. Lenhart and Madden (2007) revealed through a survey that students strongly recommend social media websites to stay in touch with friends to keep informed and aware. Social information processing theory is an interpersonal communication theory which suggests that online interpersonal relationship development might require more time to develop than face-to-face relationships, but when developed, it has the same influence as face-to-face communication. This means, the more students use social media, the more they influence their disposition to studies, given the fact that friends from social media will begin to exert influence on each other. For the purpose of this study, the CGPA of the sample size will be used to determine their academic performance.

### **Statement of Problem**

The world today is a global market in which the internet is the most important sort of information. 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. The educational system in Nigeria is faced with so many challenges which have certainly brought about a rapidly decline in the quality of education. There is a deviation, distraction and divided attention between social media activities and their academic work. It is observed that students devote more attention to social media than they do to their studies. Students' addictiveness to social medias, students' frequency of exposure to social media, social media that the students are

more exposed to and the influence of social media as a medium of interaction between students has been part of discussion in recent times and which have imparted on their academic performance. Instead of students reading their books, they spend their time chatting and making friends via the social media and this might definitely have influence on their academic performance, because when you do not read, there is no way you can perform well academically. It is a common sight to see a student chatting in sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the high way, they keep chatting.

The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as students no longer need to visit a cybercafé before they send and receive messages. Attention has been shifted from visible to invisible friends, while important ventures like study and writing might be affected in the process. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition.

In recent times social media have been a major stay in the minds of students and the world at large thereby causing a lot of drastic measure by students, teacher and even educational administrators at large. It is therefore of great importance to explore some of the trending issues facing students' academic performance as a result of social media. Students at all levels of learning now have divided attention to studies, as a result of available opportunities to be harnessed from social media. Whether these opportunities promote studies is a question that needs to be answered.

Thus, the problem this study investigates the effect of social media on the academic performance of undergraduate students in University of Benin.

### **Purpose of the Study**

The purpose of this study generally is to examine the effect of social media on the academic performance of undergraduate students. Specifically, the study seeks;

1. To determine the type of social media often used by student
2. To ascertain how undergraduate students use social media for academic related purpose
3. To determine the academic performance of students using their CGPA for 3 years
4. To examine if relationship exist between academic performance and social media

### **Research Questions**

The following research questions were raised to guide the study;

1. What are the social media often used by student?
2. To what extent do undergraduate students use social media for academic related purpose?
3. What is the academic performance of student using their CGPA for 3 years?
4. Does relationship exist between academic performance and social media?

### **Research Hypothesis**

The following hypothesis was formulated and tested at a 0.05 level of significance: There is no significant relationship between academic performance and social media

## **Significance of the Study**

This study is significant to the teachers, parents and students and other researchers.

This study will help the teachers of the school to know the influence that social media has on their students, so as to assist them to enlighten and create awareness to the students on the possible influence it has on them.

The study is of significant to parents in the sense that they will know the possible effects these social media usage has on their children, so as to serve as watch-dog to their children on the usage of the social media site.

The study will enable the students of the senior level so that they will be aware that, apart from the social benefits of this social media site, using the sites more than necessary will pose possible dangers to their health. It will be relevant in assisting students in understanding the diversity of social media.

It will serve as a relevant material to other researchers undertaking similar research. It will also help researchers with more information on the Influence of social media on student's academic performance.

## **Scope of the Study**

The focus of this research work is to primarily study the effect of social media on the academic performance of undergraduate students. The study will comprise of students in University of Benin Edo state Nigeria.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with related literature. The view was undertaken under the following sub-headings.

- Theoretical Framework
- Concept of Social Media
- Concept of Academic Performance
- Social Media and Gender
- Social Media and Age
- Social Media and Classroom
- Effects of Social Media on Students Academic Performance
- Factors Militating Against Student Reform
- Review of Related Empirical Studies
- Summary of Literature Reviewed.

#### **Theoretical Framework**

This research is anchored on two theories: The Uses and Gratification theory and Connectivism theory.

According to Olise & Makka, (2013) the theory was developed by Elihu Katz in the early 1970's Uses and gratification theory suggests that social media users have power over their media consumption and assume an active role in interpreting and integrating media into their own lives and that they are responsible for choosing

media to meet their desires and needs to achieve gratification (Olise & Makka, 2013). Uses and gratification of the social media approach focuses on why and how people use social media to satisfy their needs (Larose, Mastro, & Eastin, 2001). This study aims to explore to what extent do undergraduate students using social media in academic related purposes and whether it affects them positively or negatively. Connectivism learning approach emphasizes the role of social media context in how learning occurs and explains how Internet technologies have created new opportunities for people to learn and share information across the World Wide Web and among themselves (Siemens, 2005).

Uses and gratification theory (UGT) is an approach to understanding why and how people actively seek out specific media to satisfy specific needs. It focuses on the question, 'what media do to people' but rather 'what people do with the media'. It discusses how users deliberately choose media that will satisfy given needs and allow one to enhance knowledge, relaxation, social interaction, diversion or escape.

Uses and Gratification theory also called functional theory is concerned with the social and psychological origin of needs, which generate expectation of the mass media which leads to different patterns of media exposure, resulting in need gratification and other consequences, mostly unintended ones. (Olise & Makka, (2013) in Kats). It is purely audience centered and addresses needs like surveillance, excitement, guidance, relaxation, tension release, socialization, escape and integration. To be able to gratify these needs, it must be able to realize that the mass media audience may belong to the low, middle or high post brow group.

These uses (exposure to the media) and gratification (benefits) are determined by the needs of members of the audience. Such needs may include information, entertainment, self-esteem and prestige. Through the uses and gratifications research, communication scholars have shown that everywhere, people selectively expose themselves to mass media content, choosing only those media messages that would serve the function of satisfying or gratifying their needs.

The theory was developed by Stephen Downes and George Siemens (Transue, 2013). Connectivism theory suggests that students are encouraged to seek out information on their own online and express what they find and that learning may reside in non-human appliances. Connectivism suggests that the use of technology to help individuals to be connected with knowledge and information ought to improve the learning process not vice versa (Evans, 2014).

### **Concept of Social Media**

Social media is that means that employs mobile and web based technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modifies user-generated content (Kietzmannn, 2012). Social media is a phrase being tossed around a lot. It is a website that does not just give you information but interact with you while giving you information. It is a group of internet based application that allows the creation and exchange of users generated content. It is easy to confuse social media with social news because we often refer to members of the news as the media. Adding to it, that social news site is also social media site. Some media website includes:

- **Social Bookmarking:** interact by tagging website and searching through website book marked by others (Blink list, simple).
- **Social News:** interact by voting for articles and commenting on them (Digg, propello).
- **Social Media:** interact by adding friends, commenting on photo and profiles, sharing groups for discussions (Facebook, 2go, BB chat)
- **Social Photo and Video Sharing:** interact by sharing photos or videos and commenting on the user submission. (Youtube and Fliki).
- **Wikis:** interact by adding articles and editing existing articles. (Wikipedia, wikia).

Social media refers to the means of interaction among people in which they create, share, exchange and comment among themselves in different medias. Andreas and Michael (2010) are of the opinion that social media is a group of internet based application that builds on the ideological foundation and allows the creation and exchange of users – generated content. Social media has become one of the major channel of chatting through platforms such as 2go, BB chat, blogger and wiki a. There has been an increase in the mobile social media which has created new opportunity for browsing. The internet usage effect of social media, in views of Nielsen (2012) is that, students continue to spend more time on the social media than any site. The total time spent on social media across mobile devices increased by 37%, 121 billion minutes in July 2012 compared to 88 billion minutes in July 2011.

Kaplan and Haenlein (2010) classified social media into six different classes as follows:

1. Collaborative Project (Wikipedia)
2. Blogs and Micro blogs (Twitter)
3. Content Communities (Youtube)
4. Social Media Site (Facebook; 2go; BB chat)
5. Virtual Game World (World of war craft)
6. Virtual Second World (Second life)

Technology includes the blogs, picture sharing, music sharing, crowd sourcing, e-mail, instant messaging and voice over. These services could be integrated via social media aggregation platforms.

### **Concept of Academic Performance**

The complexity of the academic performance starts from its conceptualization. Sometimes it is known as school readiness, academic achievement and school performance, but generally the difference in concepts is only explained by semantics as they are used as synonyms. Conventionally, it has been agreed that academic performance should be used in university populations and school performance in regular and alternative basic education populations. We will point out just a few because there is a diversity of definitions.

Several authors agree that academic performance is the result of learning, prompted by the teaching activity by the teacher and produced by the student. From a humanistic approach, Martinez (2007) states that academic performance is “the product given by the students and it is usually expressed through school grades” Fifteen years ago, Martinez (2007 in Pizarro 1985) referred to academic performance

as a measure of the indicative and responsive abilities that express, in an estimated way, what a person has learned as a result of a process of education or training.

For Caballero (2007), academic performance involves meeting goals, achievements and objectives set in the program or course that a student attends. These are expressed through grades which are the result of an assessment that involves passing or not certain tests, subjects or courses. On their part, Torres and Rodríguez (2006 quoted by Willcox, 2011) define academic performance as the level of knowledge shown in an area or subject compared to the norm, and it is generally measured using the grade point average.

The purpose of the school or academic performance is to achieve an educational goal, learning. In this regard there are several components of the complex unit called performance. They are learning processes promoted by the school that involve the transformation of a given state, into a new state, and they are achieved with the integrity in a different unit with cognitive and structural elements. Performance varies according to circumstances, organic and environmental conditions that determine skills and experiences.

The academic performance involves factors such as the intellectual level, personality, motivation, skills, interests, study habits, self-esteem or the teacher-student relationship. When a gap between the academic performance and the student's expected performance occurs, it refers to a diverging performance. An unsatisfactory academic performance is the one that is below the expected performance. Sometimes it can be related to teaching methods. (Marti, 2003).

## **Social Media and Gender**

When reviewing the literature related to gender and adolescents, results are mixed as to which group spends more time on the Internet as well as on social media medias (Lin & Subrahmanyam, 2007). Studies have shown that boys have been online more than girls in previous decades because of earlier forms of technology such as video or computer games (Lin & Subrahmanyam, 2007). Girls have reported that they use social media for things like chatting and downloading music (Giles & Price, 2008). Because of this, one may hypothesize that girls will be more likely to be attracted to social media medias and other online social groups (Giles & Price, 2008). According to most research done on the topic, the number of teenage girls and boys who communicate on these social media medias are equally divided (Bonds-Raacke & Raacke, 2008).

Research has shown that though girls and boys are both likely to have a SNS account, the reasons for the accounts may vary based on gender (Bonds-Raacke & Raacke, 2008). For girls, social media sites are primarily placed to reinforce pre-existing friendships; for boys, the medias also provide opportunities for flirting and making new friends (Bonds-Raacke & Raacke, 2008). Girls are also more likely than boys to post sexually explicit pictures of themselves, and to talk about sexual activity in public forums (Rafferty, 2009). However, boys are more likely to create an account simply because they are trying to meet a significant other, or because they are already in a relationship with someone who has requested them to join (Bonds-Raacke & Raacke, 2008).

Girls are also more likely than boys to share personal information about their daily lives (Merten & Williams, 2009). Results of a recent study involving Facebook, MySpace, and Xanga showed that though most teenagers aged 13-17 used these sites for fun and positive reasons, 55% of girls shared personal stories about depression, anxiety, and relationship problems (Merten & Williams, 2009). Only 15% of boys shared any personal information besides their hobbies, interests, and friendships (Merten & Williams, 2009). This study also showed that adolescents use SNS when dealing with a death of a peer, and use forums and member profiles to help their grieving process (Merten & Williams, 2009).

In a recent study, it was shown that boys seem to benefit more from social media use and communication technology than girls do (Peter & Valkenburg, 2009). This was hypothesized because boys tend to have more difficulty expressing their thoughts and emotions face-to-face with others than girls do (Peter & Valkenburg, 2009). The early stages of social media, as mentioned earlier, included web technology such as AIM, which helped many “chat” with others on the computer rather than in person (Peter & Valkenburg, 2009). The number of teenagers, both male and female, participating on social media sites is staggering, and this may explain why certain problems arise from these sites that have become a major problem in today’s society.

### **Social Media and Age**

In the beginning years of personal computers and Internet access, social media websites were used primarily for information gathering and research (Alexander &

Salas, 2008). In the past several years, the Internet has become the center of communication between people, as well as being their prime source of entertainment (Alexander & Salas, 2008). It has also become the tool used for almost every project or paper that a student will write in high school, and in their later years in college (Alexander & Salas, 2008). In recent studies, university students have shown to be the greatest consumers of the Internet, particularly for social interactions (Lin & Subrahmanyam, 2007). Social media sites, as well as email, instant messaging, blogging, and online journals have completely changed the way that adolescents interact and gather information (Bonds Raacke & Raacke, 2008).

Teenagers have become accustomed to this lifestyle much more than older generations have in recent years, as this way of living is all they know (Lewis, 2008). Teenagers now use the social media for the majority of their daily activities and information gathering, as opposed to older generations who used resources like the television or newspaper (Lewis, 2008). A recent survey showed that approximately ninety percent of teens in the United States have Internet access, and about seventy-five percent of these teens uses social media more than once per day (Kist, 2008). This study also showed that approximately half of all teens who have Internet access are also members of social media sites, and use the Internet to make plans and socialize with friends (Kist, 2008). As one researcher stated, “Teens use the social media as an extension of their personality, to show their friends – and the world – who they are, what they care about, and to build connections with other like-minded people” (Goodman, 2007, 84). It is estimated that the vast majority of teenagers in

Nigeria visit at least one social media site approximately twenty times each day (Peter & Valkenburg, 2009).

There is often controversy as to whether or not students should be able to freely use social media for communicating with others (Tynes, 2009). Parents in particular are strongly cautioned by the media and school officials about online predators and the influence of certain websites on teenagers (Tynes, 2009). They may use Internet services such as Cyber Nanny to block certain websites and keep records of what their children may be looking at on the Internet (Tynes, 2009). Other parents make house rules about when the Internet may be used or insist that the computer be located in a central area of the house so that they may monitor what is being looked at by their teen (Tynes, 2009).

Social media sites have also been in the center of concern for many parents because of safety concerns and risks (Tynes, 2009). Other parents just simply do not want their children staring at the computer too long. The risks and dangers of teen internet usage are constantly flooding television shows, newscasts, and magazines, always warning parents to educate parents on teen internet behaviours (Tynes, 2009). Sharing inappropriate information or disclosing “too much information” is another concern that many adults have about teens that participate in social media online (DeSouza & Dick, 2008). In a recent study done on teens and their MySpace participation, it was estimated that at least 65% of teens who had a MySpace account had very personal information on their profile pages (DeSouza & Dick, 2008). This personal information included where they live, their phone number and email

addresses, where they attend school, where they work, and a number of things that they enjoy doing in their spare time (DeSouza & Dick, 2008). Also, many teens, especially females, posted information about their sexual behaviour and their alcohol and substance use (DeSouza & Dick, 2008).

On the other side of the issue, there are other adults and many professionals, including teachers and school faculty, who encourage the use of social media sites like Facebook because they allow students to connect with one another and discuss school related issues (Alexander & Salas, 2008). Students can form online communities in order to plan for a project, have group discussions about class material, or use the SNS as a way to keep in contact when a student has been absent and needs to be updated on current academic information (Alexander & Salas, 2008). In response to the question of how much time adolescents spend on social media websites, it is significant to note that there are other parents who are in favour of these sites (Bryant, Sanders-Jackson, & Smallwood, 2006). Some parents are concerned about their children's social lives and are grateful that they may have an outlet for their potential depression and loneliness (Bryant, Sanders-Jackson, & Smallwood, 2006).

### **Social Media and Classroom**

Having social media in the classroom has been a controversial topic for the last several years. Many parents and educators have been fearful of the repercussions of having social media in the classroom (Kist 2012). As a result, cell phones have been banned from classroom and schools have blocked many popular social media

websites. However, despite adult's apprehensions, students are using social media. Schools have realized that they need to incorporate these tools into the classroom and rules are changing. The Peel District School Board (PDSB) in Ontario is one of many school boards that has begun to accept the use of social media in the classroom. In 2013, the PDSB introduced a "Bring Your Own Device" (BYOD) policy and have unblocked many social media sites. Fewkes and McCabe (2012) have researched about the benefits of using Facebook in the classroom.

In early 2013, Steve Joordens, a professor at the University of Toronto, encouraged the 1,900 students enrolled in his introductory psychology course to add content to Wikipedia pages featuring content that related to the course. Like other educators, Joordens argued that the assignment would not only strengthen the site's psychology-related content, but also provide an opportunity for students to engage in critical reflection about the negotiations involved in collaborative knowledge production. However, Wikipedia's all-volunteer editorial staff complained that the students' contributions resulted in an overwhelming number of additions to the site, and that some of the contributions were inaccurate.

Facebook represents a potentially useful tool in educational contexts. It allows for both an asynchronous and synchronous, open dialogue via a familiar and regularly accessed medium, and supports the integration of multimodal content such as student-created photographs and video and URLs to other texts, in a platform that many students are already familiar with. Further, it allows students to ask more minor questions that they might not otherwise feel motivated to visit a professor in person

during office hours to ask (Moody 2010). It also allows students to manage their own privacy settings, and often work with the privacy settings they have already established as registered users. Facebook is one alternative means for shyer students to be able to voice their thoughts in and outside of the classroom. It allows students to collect their thoughts and articulate them in writing before committing to their expression. Further, the level of informality typical to Facebook can also aid students in self-expression and encourage more frequent student-and-instructor and student-and-student communication.

Twitter also promotes social connections among students. It can be used to enhance communication building and critical thinking. Domizi (2013) utilized Twitter in a graduate seminar requiring students to post weekly tweets to extend classroom discussions. Students reportedly used Twitter to connect with content and other students. Additionally, students found it “to be useful professionally and personally”. Junco, Heiberger, and Loken (2011) completed a study of 132 students to examine the link between social media and student engagement and social media and grades. They divided the students into two groups, one used Twitter and the other did not. Twitter was used to discuss material, organize study groups, post class announcements, and connect with classmates.

Junco and his colleagues (2011) found that the students in the Twitter group had higher GPAs and greater engagement scores than the control group. Gao, Luo, and Zhang (2012) reviewed literature about Twitter published between 2008 and 2011. They concluded that Twitter allowed students to participate with each other in

class (back channel), and extend discussion outside of class. They also reported that students used Twitter to get up-to-date news and connect with professionals in their field. Students reported that microblogging encouraged students to “participate at a higher level” Since the posts cannot exceed 140 characters, students were required to express ideas, reflect, and focus on important concepts in a concise manner. Some students found this very beneficial. Other students did not like the character limit. Also, some students found microblogging to be overwhelming (information overload). The research indicated that many students did not actually participate in the discussions, “they just lurked”.

YouTube is the most frequently used social media tool in the classroom (Moran, Seaman, & Tinti-Kane 2012). Students can watch videos, answer questions, and discuss content. Additionally, students can create videos to share with others. Sherer and Shea (2011) claimed that YouTube increased participation, personalization (customization), and productivity. YouTube also improved students’ digital skills and provided opportunity for peer learning and problem solving. Eick & King (2012) found that videos kept students’ attention, generated interest in the subject, and clarified course content.

### **Effects of Social Media on Student’s Academic Performance**

According to Metropolitan school of business and management (2013), there is no doubt that social networking communities are here to stay because since the last decade, the popularity of the social networking sites have increased rapidly. In many ways, social media has led to positive changes in the way people share information

and communicate. This is not to say that there are no negative sides to the use of social media, in fact the negative effects outweigh the positive ones. With most social media platforms having well over 200 million users, there is no doubt that students are actively engaged in these networking sites. It has been proven that students who are actively engaged in social media networking sites perform more poorly than other students who are not.

It is easier to get distracted by the various social media networking sites. Business education students are more likely to be faced with the temptation of surfing the web, chatting with friends and visiting the various social and media websites rather than focus on getting their school work done in time. For a business education student, the negative effects of social media networking sites on academic performance include:

1. **Decrease in productivity:** Social media networking sites decrease productivity as so many students end up spending the better part of their study hours checking those sites. Rather than get their assignments done, they spend the whole time either tweeting or posting messages on facebook. There is bound to be a reduction in students focus of attention when they are studying and at the same time trying to get involved in activities on these social sites. This often time causes a drastic reduction in their academic performance.

2. **Encourages Poor Grammar usage** Not only does the active involvement in the social sites encourage the poor use of grammar but also spellings, as students mostly use slang or shortened forms of words. Using twitter as an example, twitter limits its

users to the use of 140 characters. Therefore users will have no other option than to abbreviate their words as much as they can, just to enable their thoughts fit into the 140 character provision. “There is, after all, only so much information that can be obtained in 140 characters. While the option to dig deeper may be present through embedded links in Tweets, for example, there may be little reward in pursuing those connections for students.” As a result of the excessive use of abbreviated words and slang by students on social networks, they start to rely on the computer grammar and spell checkers on their devices. This results in the reduction of their command over English language and also their writing skills (David, 2014).

3. **Reduction in research capabilities:** Learning and research capabilities have experienced drastic low reduction as a result of students relying more on the information accessible easily on these social networking sites and web in general.

4. **Addiction:** Constant visitation to social sites can become very addictive and this is not a good thing because it is sure to affect one’s academic performance. A greater part of students’ time is spent on the social sites and they do not even have time for themselves let alone their studies. Being addicted to social sites will turn students mind from important things like studies to trivial ones and this will tell on their grades as they are most likely to experience a drastic drop in their grades. And it will certainly lead to bad academic performance.

5. **Reduction in real human contact:** Students spend so much time on social sites that they begin to spend little or no time at all socializing in person. As a result of this, students are not able to effectively communicate in person. It should be known that

effective communication skills are key to success in the real world and employers are getting more and more dissatisfied with the communication skills of graduates due to this reason. Also, Olubiya (2012) lamented that Nigerian students (business education students in particular) are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theatres, the Oubiya observed that some students are always busy pinging, 2going or Facebooking, while lectures are on. Times that ought to be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times they are busy discussing trivial issues. Hence most students' academics suffer setback as a result of distraction from the social media. In Obi, Bulus, Adamu and Sala' at (2012), it was observed that the use of these sites also affects students' use of English and grammar. The students are used to short forms of writing words in their chat rooms; they forget and use the same in the classrooms. They use things like *4* in place of *for*, *U* in place of *You*, *D* in place of *The* etc. and this could affect their classroom assessment. Ibrahim (2012) posited that most students prefer being on the site than reading their books. Students are often being observed during school time in the various hiding places either discussing social networks or browsing with their phones

### **Factors Militating Against Student Reform**

A review of extant literature has led to the identification of the following key determinants of Factors Militating against Student Reform, which include;

- a) **Learning Facilities:** Robert and Sampson (2011) found that students' performance is significantly correlated with satisfaction with academic environment and the

facilities of library, computer lab, etc in the institution. With regard to background variables, he found a positive effect of high school performance and school achievement but found no statistical evidence of significant association between family income level and academic performance of the student. Robert and Sampson (2011) opined that members of educational boards should be educated in order to ensure that their impact on the various schools they preside over is positive for the professional and socio-psychological development of the students. According to them, it is prerequisite that is highly essential for student learning. Young (1999) holds the view that student performances are linked with the use of library and level of their parental education. His research revealed that the use of the library positively affected student performance. The academic environment is an effective variable for students and has a significant positive relationship with their grade level (Kirmani and Siddiquah, 2008).

**b) Proper Guidance and Motivation:** Noble (2006) noted that students' academic accomplishments and activities, perceptions of their coping strategies and positive attributions, and background characteristics (i.e., family income, parents' level of education, guidance from parents and number of negative situations in the home) were directly related to their academic achievements in high school. The students face a lot of problems in developing positive study attitudes and study habits. Guidance is the factor through which a student can improve his study attitudes and study habits and is directly proportional to academic achievement. The students who are properly guided by their parents have performed well in the exams. The

guidance from the teacher also affects the student performance. The guidance from the parents and the teachers indirectly affect the performance of the students (Hussain, 2006). It is generally assumed that motivation influences people's attitude and performance at work. Taylor and Vest (2002) asserts that pay is an important reward used in motivating the behaviour of employees. Teacher motivation is directly linked to the instructors' desire to take part in the pedagogical process and interest in sharing their knowledge with the students. It determines their involvement or non-involvement in the teaching activities. Teachers put educational philosophy and objective into the knowledge they transfer to their students. Meanwhile, they are the most important factor in a generation's education process, so it is important that they perform to the best of their abilities in the educational activity. Each country's authorities must pay attention to the factors that affect teachers' performance which has a direct effect on students' performance.

c) **Parental factors:** Parental factor is one of the most important factor contributing to the academic performance of students. This factor is so important because students spent most of their life with their parents, Fan (2001) demonstrated that parents' educational aspiration for their children proved to be strongly related to students' academic growth. In fact, all parents have desired to do something better for their children according to their available resources. But the extent and effectiveness of parental support depends on a variety of reasons, such as, ethnicity,

family income, and home environment and their awareness about the importance of education.

d) **Engagement time on Social Media:** Several factors have been alleged to affect students' academic performance. According to Aghaunor and Ekuobase (2015) grades are the most predictive factors of school performance and thus, would also constitute the main indicator of academic success. However, they went further to opine that the dark side of technological advancement has resulted in dilemmas such as the setback of real values of life especially among students who constitute the majority of social media users. Social media focus on building and maintaining social associations among people who share interests and or activities. With so many social media available on the Internet, students are tempted to abandon their homework and reading times in preference for virtual gaming, watching YouTube clips, sharing Instagram photos and blogging with friends. In light of this, the objective of his study is to investigate the impact of social media on academic performance of students and to determine whether it has a negative or positive relationship.

e) **Romantic Relationship:** Seeing students of the opposite sex walking hand-in-hand and caressing is now a common place thing in some Nigerian Universities. While undergraduates are involved in this type of relationship, they are faced with the choice of either concentrating in their school work or spending time with the significant other. And if the relationship is exclusive (and not just casual dating), it can go a long way to affecting the performance of the students concerned. In a

study conducted by Quatman, Sampson, Robinson and Watson (2001) among High School students in California, the relationship between dating and academic achievement, academic motivation, depression and self-esteem was examined and the result showed a relationship between dating more frequently and lower academic performance.

f) **Lack of Interest in Learning:** The research has observed certain behaviour among undergraduates in the University which depict that many of them are not interested in academic work. These deviant behavior include deliberate lateness to lectures, absenteeism, inattentiveness in class, paying colleagues to do assignments for them, unwillingness to acquire textbooks and other reference material useful for their study and engaging excessively in uneducative activities at the detriment of their studies. To buttress these points, Oyensusi (2008) has this to say: “Most students in this generation are frivolous in their approach to learning. They are just not as interested in having a sound education as listening to the latest pop album or watching the latest, move from Hollywood”.

g) **Poor Study Habit:** An important skill a learner should possess is effective method of studying and once this is acquired, the student will perform well in his /her school work. Corroborating this fact. Rimfat (2006) enumerated poor reading habits to include reading aimlessly without a planned time-table, rote learning and inability to study in a group. Geleto (2008) carried out a research on Factors Affecting Students’ Academic Performance in Higher Education in Ethiopia and the result indicated that students who started reading for examination from the

beginning of classes or early after classes began, performed far better than those who started reading for examination after examination dates have been scheduled.

**h) Wrong Choice Career:** Through her interaction with students, during individual counseling, the investigator has discovered that the low academic performance of some students is traceable to wrong choice of career that have been imposed on them by their parents, Mezieobi and Meziobi (2006) opined that: “a number of Nigerian parents including the “educated”, out of sheer ignorance of their children’s abilities, aptitudes and interest, impose their career choice on their wards and force them to offer subjects/courses that are related to such careers”. And when this situation occurs, according to Mezieobi and Mezieobi, the students’ performances are adversely affected.

### **Review of Related Empirical Studies**

Onoja (2012), in a study title “Use of Social networking sites and Academic Performance among Students of Selected Tertiary Institutions in Kogi State (International Journal of African and Asian Studies)”. The study assessed the use of Social networking sites and Academic Performance among Students of Tertiary Institutions in Kogi State with a focus on Facebook, by looking into the specific use of facebook among students of some selected higher institutions in Kogi state (KSU, FPI and FCE; its level of usage; and also to identify the possible effects of facebook on their academic performance. Anchored on uses and gratifications theory, the study employed survey research method and relied on questionnaire as instrument for the collection of primary data. A sample of 384 students was selected from the students’

total population of 23,474 using fitcher formula. Through multi-stage sampling technique, the questionnaire was proportionately administered in each of the schools on the randomly selected students. The data were quantitatively analyzed using tables showing frequencies and simple percentages. Results revealed amongst other things that, Students use facebook primarily to escape from boredom, for communication; make new friends; update status; chats; post/comment on photos; and admonition among others. Finding also reveals that majority of the students hardly ever visit the site during class period, studying hours or miss classes because of facebook; that facebook usage does not have negative effect on the students' academic performance (except on their spoken and written communication). The study concludes that the utilization of social media by students of tertiary institutions in Kogi state portends both beneficial results of the uses and gratifications highlighted in this study which show that facebook has a significant positive influence on the students limited danger to the academic performance of students and recommends among other things that students should be encouraged to adequately utilize the potentials of facebook for academic excellence and also that, lecturers should look out for and completely discourage the use of facebook and other Social networking sites gadgets during classes

Asemah (2013), In a study title "Influence of Social Media on the Academic Performance of the Undergraduate Students of Kogi State University", Anyigba, Nigeria. (Journal of Research on Humanities and Social Sciences) The paper examined the influence of social media on the academic performance of the

undergraduate students of Kogi State University. The rationale behind the study is to find out whether the exposure of the students to social media has effect on their academic performance. The paper was anchored on two theories; namely: social information processing theory and media equation theory. The survey research method was adopted, employing the questionnaire as an instrument of data collection. The findings show that undergraduate students of Kogi State University, Anyigba, Nigeria, have access to social media and that their exposure to social media is to a very great extent. Findings also show that exposure to social media has effect on the students and that the effect is negative. Findings also show that facebook is the most used social media by undergraduate students of Kogi State University. Based on the findings, the paper concludes that exposure to social media by the undergraduate students of Kogi State University has negative effect on their academic performance. To this end, the paper recommends that the students should pay minimal attention to social media and focus more on their academic activities.

Ifeanyi-obi (2014) Perceived Effects of Facebook on Academic Activities of Agricultural Students in University Of Port Harcourt (IOSR Journal of Mobile Computing & Application) The study assessed the perceived effects of Facebook on academic activities of Agricultural students in the University of Port Harcourt, Nigeria. Data were collected with the use of structured questionnaire from randomly selected 80 agriculture students and analyzed using descriptive statistical tools namely frequency, mean and percentages. Result shows that 64% of the agriculture students were females and fall mostly (87.4%) within the age brackets of 21-30years.

Facebook (94%), blackberry messenger (90%) and Whatsapp (72.5%) were found to be the most frequently used social media by the students. Result on frequency of use of facebook shows that students visit facebook page mainly once in three days (60%). Majority (60%) spends an hour or less on Facebook daily while the major action mostly performed is chatting (36.25%). The agriculture students agree that facilitation of networking with other agric students (Mean = 3.00), collaboration with other students (Mean = 3.00 and ease of information flow ( Mean = 3.41) were the major effects of facebook on their academic activities. The overall rating of effect of facebook shows that facebook affect the academic activities of agriculture students positively (67%). Based on the findings of the study, it was recommended that the positive effect of facebook among students should be encouraged while the excessive use of facebook for recreational purposes should be discouraged.

Ndaku (2013) In a study title Impact of social media on students' academic performance -A study of students of University of Abuja. (An undergraduate project submitted to Department of mass communication management and social sciences Caritas University. The aim of the study was to analyze the impact of social media on the student's academic performance [A study of students of University of Abuja]. To achieve this, the survey research method was used. Subjects were drawn from the University of Abuja, using the simple random sampling technique and purposive sampling. Four research questions guided the study. Research findings showed that a great number of students in University of Abuja, had access to the internet. To this end, the researcher recommended that sites should be created for educational

purposes as well. This is to create a balance between social networking and academic activities of students to avoid setbacks in the academic performance of the students.

From the above studies it could be articulated that Modern Technology in correspondence undoubtedly has transformed the whole world into a "Worldwide Village". Be that as it may, modernization like two sides of a coin, carry with it both the negative and positive sides. This implies that although social media is a very good tool that improve educational upbringing of students if used appropriately, it also have negative aspect if a student over indulge themselves to it. Social networking sites are considered to play an active role in younger generation's daily lives (Lenhart, 2009), as most of the active users are students of tertiary institutions. No wonder, Oblinger and Oblinger (2005:12) called them 'the most wired and connected generation in human history', 'Digital Natives', and 'the Net Generation'. Against this backdrop, Social networking sites have become excellent tools for education and can be used socially and collaboratively between learners and teachers as well as amongst students. Asabere (2012: 462-470) notes that "current ICT trends are providing accessibility to online services such as social networks and these enable collaboration amongst students and contribute a lot to social learning activities. Students of tertiary institutions in Nigeria are keying into the limitless opportunities". The rapid growth of this technology has improved and enabled collaborative and learning activities especially because of its high level of interactivity, accessibility and affordability. However, exposure and use of these networks tend to have both positive and negative implications on the student. Oye, Helou and Rahim (2012:25)

buttress this in their assertion emanating from their findings that “as a result of more time being dedicated to the use of Social networking sites for non-academic usage and less time to academic usage by students, it tells considerably on what becomes their academic output”. In view of this, the use of Social networking sites has raised dust among researchers. Some see it as distraction to learning for the student as it involves multitasking, while others attest to the potentials of Social networking sites for learning. There are also those who argue that young adult learners view and use Social networking sites as a platform for socializing more than learning.

### **Summary of Literature Review**

There are many issues concerning students in University of Benin and social media participation. On one hand, there may be benefits for students who use these sites properly and appropriately. Other research suggests that there are clear risks involved when students become too consumed with the Internet and social media websites. It was discovered that social media sites are the most common used social media medias among students and also Wikipedia has the main resort point for students for research purposes. Students engage themselves with one activity or the other on the various social media on day to day activities. However, Undergraduates spend more time on Facebook, Twitter and other social media through smartphones that are now in abundance among these youths. Many student cannot go for two-three hours without checking and updating their profiles on these social medias even at the detriment of other activities such as educational and career pursuit. Smart phones, android phones as well as tablets were seen to be the major ways through which

students gain easy access to the internet to be on the various social media media platforms.

Again, this chapter discussed the age usage as well as the gender usage of social media websites. According to most research done on the topic, the number of teenage girls and boys who communicate on these social media medias are equally divided. Majority of students in Nigeria visit at least one social media site approximately twenty times each day. Cell phones have been banned from classroom and schools have blocked many popular social media websites due to the repercussion the social media might have on the academic performance of students.

### **CHAPTER THREE**

## **METHODOLOGY**

This chapter gives a description of the method and procedures used in the study.

The component parts of the research methodology are

- Design of the Study
- Population of the Study
- Sample and Sampling Techniques
- Instrumentation
- Validity of Instruments
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

### **Design of the Study**

The design for this study is a survey research. This strategy was chosen because of the nature of the research topic which demands the collection of significant amount of data from a meaningful population size in an efficient manner (Choudrie and Dwivedi, 2005).

### **Population of the Study**

The total population of the study are eighty six (86) student of 400 level business education students in the university of Benin Edo State.

### **Sample and Sampling Techniques**

The sample size of this study is eighty six (86) students. The total number of students will be used as it is a manageable size.

### **Instrumentation**

The research instrument in this study is a questionnaire designed to sample “the effect of social media on the academic performance of undergraduate students.” Also known as (ESMAPUS). (ESMAPUS) is made up of two sections, A and B. Section A samples the personal data of the students like age and gender; while section B samples had items which are drawn based on the purpose of the study, it is aimed at collecting data on the effect of social media on the academic performance of undergraduate students of university of Benin Edo State. Section B is made up of 4 research questions with different questions under the four research questions. The effect of social media on the academic performance of undergraduate students has a four points scale, whereas the highest point represent strongly agree, the least points represents strongly disagree.

### **Validity of the Instruments**

To ensure that the questionnaires measure what it was intended to measure, a draft of it were subjected to the research supervisor and two other lecturers from the department of vocational and technical education who scrutinize and made some valuable correction and modification. As a result of the scrutiny, modifications were made in the final draft of the instrument before it was administered.

### **Reliability of the Instrument**

The reliability of the instrument was established using the use of test and re-test method which involves administering of the questionnaire to the respondent twice at a different time to the same set of respondents to check the correlation of results and it was correlated to a high degree of .947.

### **Method of Data Collection**

The questionnaires were administered personally by the researcher. The questions were carefully explained to the respondents by the researcher who stayed to give assistance to respondents who has some difficulty. The questionnaires were collected as soon as they were completed.

### **Method of Data Analysis**

In the analysis of this study, frequency counts and percentage will be used to determine the response of the students while chi square will be used to measure the hypothesis.

## **CHAPTER FOUR**

## PRESENTATION AND ANALYSIS OF DATA

This chapter entails the result of the responses of students used in the study. The analysis is illustrated with discussions and tables. In analyzing the data, mean is used to determine which item expressed a positive or negative attitude of student. It will be discussed under the following headings

- ❖ Answering of Research Question
- ❖ Discussion of Findings

### Answering of Research Question

#### Frequency Table for Personal Data of the Respondents

**Table 1: Descriptive Analysis of Demographic Characteristics of the Respondent**

Age	Frequency	Percent
15-20	12	13.9%
21-25	61	70.9%
26-30	9	10.5%
Above 30	4	4.7%
<b>Total</b>	<b>86</b>	<b>100.0</b>

Table 1, reveals that 13.9% of the students were aged 15-20, 70.9% were aged 21-25, 10.5% were aged 26-30 and 4.7% were above 30 years old.

**Table 2: Descriptive Analysis of Demographic Characteristics of the Respondents**

Sex	Frequency	Percent
Male	34	39.5
Female	52	60.5
<b>Total</b>	<b>86</b>	<b>100.0</b>

Table 2, reveals that 39.5% of the students were male and 60.5% were female.

**Research Question One:** What are the type of Social Media often used by Student?

**Table 3: Descriptive Analysis of the Social Media Frequently used by Students**

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Facebook	30	34.9%
WhatsApp	22	25.6%
Instagram	7	8.1%
Snapchat	3	3.5%
Linkedin	4	4.7%
Telegram	5	5.8%
Skype	2	2.3%
My space	2	2.3%
Wechat	1	1.2%
Twitter	10	11.6%
<b>Total</b>	<b>86</b>	<b>100%</b>

From the table 3 above, 30 respondents which represents 34.9% use Facebook, 22 respondents which represents 25.6% use Whatsapp, 7 respondents which represents 8.1% use Instagram, 3 respondents which represents 3.5% use Snapchat, 4 respondents which represents 4.7% use Linkedin, 5 respondents which represents 5.8% use Telegram, 2 respondents which represents 2.3% use Skype, 2 respondents which represents 2.3% use Myspace, 1 respondent which represents 1.2% use Wechat, and 10 respondents which represents 11.6% use Twitter.

**Research Question Two:** To what extent do Undergraduate Students use Social Media for Academic Related Purpose?

**Table 4: Descriptive Analysis of how Undergraduate Students use Social Media for Academic Related Purpose**

S/N	Items	Mean	SD	Decision
1	I engage in academic discussions on social media platforms	3.39	.777	VHE
2	I make use of WhatsApp or alternatives to share information with my classmate	3.23	.777	VHE
3	I follow the latest developments in my field through social media	3.22	.719	VHE
4	I solely rely on information gotten from social media to do my assignments without consulting other sources	3.23	.709	VHE
5	Sometimes I use social media to understand what I have been taught in class	3.08	.825	VHE
6	I use social media to follow changes and improvement about my school and school friends	3.21	.640	VHE
7	I make use of social media platform mainly for chatting and making friends	2.82	.821	HE
8	Online social networks distract me from my studies	2.62	.962	HE
9	My unlimited access to Facebook through my cell phone has affected my academic performance negatively.	3.25	.892	VHE
10	The hours I spend online on social media are more than the hours I spend reading	2.89	.815	HE
<b>Total</b>		<b>2.99</b>	<b>.794</b>	<b>HE</b>

Table 4 shows that the mean respondent ranges from 2.25 to 3.39, while the standard deviation range from .640 to .962. The mean value shows that the respondent, responded positively to nine items which are item 1, 2, 3, 4, 5, 6, 7,8 and 10 respectively while negatively to only one items which is item 9. The cluster mean

of 2.99 is higher than the value mean of 2.50 therefore, it is concluded that undergraduate students use social media for academic related purpose.

**Research Question Three:** What is the Student’s Academic Performance using their CGPA for 3 years?

**Table 5: Frequency and Percentage on the Student’s Academic Performance using their CGPA for 3 years**

Level	Grade	Frequency	Percentage
<b>100 Level</b>	1.00 – 1.49	14	16.3%
	1.50 – 2.49	43	50%
	2.50 – 3.49	22	25.6
	3.50 – 4.49	5	5.8%
	4.50 and above	2	2.3%
	<b>TOTAL</b>	<b>86</b>	<b>100%</b>
<b>200 Level</b>	1.00 – 1.49	5	5.8%
	1.50 – 2.49	25	29.1%
	2.50 – 3.49	40	46.5%
	3.50 – 4.49	10	11.6%
	4.50 and above	6	7.0%
	<b>TOTAL</b>	<b>86</b>	<b>100%</b>
<b>300 Level</b>	1.00 – 1.49	10	11.6%
	1.50 – 2.49	40	46.5%
	2.50 – 3.49	25	29.1%
	3.50 – 4.49	7	8.1%
	4.50 and above	4	4.7%
	<b>TOTAL</b>	<b>86</b>	<b>100%</b>

From table 5 above, in 100 level, 16.3% of respondents has a GP ranging of 1.00 – 1. 16.3%, 50% of respondents have a GP ranging of 1.50 – 2.49, 25.6% of respondents have a GP ranging of 2.50 – 3.49, and 5.8% of respondents have a GP ranging of 3.50 – 4.49, while 2.3% of respondents have a GP of 5.00 and above. While in 200 level, 5.8% of respondents has a GP ranging of 1.00 – 1.49, 29.1% of respondents has a GP range of 1.50 – 2.49, 46.5% of respondents has a GP range of

2.50 – 3.49, 11.6% of respondents has a GP ranging of 3.50 – 4.49, 7.0% of respondents has a GP ranging a GP of 5.00 and above . And in 300 level, 11.6% of respondents has a GP ranging of 1.00 – 1. 16.3%, 46.5% of respondents have a GP ranging of 1.50 – 2.49, 29.1% of respondents have a GP ranging of 2.50 – 3.49, and 8.1% of respondents have a GP ranging of 3.50 – 4.49, while 4.7% of respondents have a GP of 5.00 and above.

**Research Question Four:** Does Relationship exist between Academic Performance and Social Media?

**Table 5: Chi-square Value on Relationship between Academic Performance and Social Media**

<b>Chi-Square on Relationship between Academic Performance and Social Media</b>	<b>Value</b>	<b>df</b>	<b>Asymptotic Sig (2-sided)</b>	<b>P-value</b>
Pearson Chi-Square	11.267a	4	.024	0.05
Likelihood Ratio	11.683	4	.020	
N of Valid Cases		86		

Table 6 reveals that the responses of the relationship between academic performance and social media using chi-square analysis. The results above shows that sig. score of .024 which is lower than the p-value of 0.05 means that the null hypothesis (Ho) should be rejected. Therefore, it is concluded that there is a significant relationship between academic performance and social media.

## **Discussion of Findings**

The findings of the research question one revealed that Facebook is the most favourite social media site. This confirms Schreider's (2009) assertion that approximately 85% of undergraduate students are Facebook users.

The finding of the research question two revealed undergraduate students use social media for academic related purpose. This is in line with Aghazamani, A. (2010) which revealed that students use social networks in sharing education materials and discussing examination questions. He also revealed that students made use of these sites for sharing ideas, and exchange of examination questions. Also, "the ability to explore unasked questions inside a less formal atmosphere, getting a strong voice through web technology, and getting a location to go over issues within an open, public format are other provisions of social media" Al-Rahmi (2014).

The findings of the research question three revealed that social media has influenced student's academic performance using their CGPA for 3 years. The response of the participants GPA in this study is 3.02 out of 4.00 which may show that they are generally good students and according to Michikyan (2015) Students with low GPA are more active on Facebook. Yet, as was shown in the results the majority of the participants use social media in academic related purposes but they don't solely rely on it which might show that the students are aware that social media is not a credible pool of information or the assignments are challenging enough.

The findings of the research question four revealed that there is a significant relationship between academic performance and social media. This corresponds with

the findings of Olubiyi (2012) which states that these days' students are so engrossed in the social media that they are almost 24 hours online, even in classrooms and lecture theatres, it has been observed that some students are always busy pinging, 2going or Face booking, while lectures are on.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

This study investigated effect of social media on the academic performance of undergraduate students. (A case study of University of Benin). The descriptive survey research design was adopted in the study. A sample of 86 respondents was selected which are total population of the study from full time undergraduate students. The total population of Eighty six (86) students was used for the sample. A Questionnaire which was used as instrument for collection of data was thoroughly scrutinized by the project supervisor. The instrument was validated and found to be reliable. It was personally administered by the researcher. The data collected were analyzed with the use of descriptive statistics of frequency count and percentage, and the hypotheses were tested using the inferential statistics of Chi-square ( $\chi^2$ ) at 0.05 level of significance.

The results obtained showed that, Students' Facebook is the most favourite social media site, Undergraduate students use social media for academic related purpose, there is a significant relationship between academic performance and social media, and Social media has influenced student's academic performance using their CGPA for 3 years, and Use of social media has influence on the academic performance of the students.

## **Summary of Findings**

- ❖ Facebook is the most favourite social media site
- ❖ Undergraduate students use social media for academic related purpose
- ❖ There is a significant relationship between academic performance and social media
- ❖ Social media has influenced student's academic performance using their CGPA for 3 years

## **Conclusion**

The analysis of the data in this study has led to certain findings from which the following useful conclusions were drawn:

The study has revealed that despite the benefits that come with the participation of students on social media networks, it could impact negatively on their academic performance if not used properly. A lot of benefits abound in the use of social media networks such as sharing information and ideas, improving reading skills etc. Despite the benefits that comes with the participation of students on social media networks, its misuse could lead to addiction and affect the academic life of the student and thereby their performance.

## **Recommendation**

Based on the findings and conclusions of this study, the following recommendations are made:

1. School administrators should advised students during orientation of the dangers of addiction to social media sites. They should be introduced to sites that can add values to their academic work and research.
2. Students, especially those willing to record huge academic success should not rely only on class note but guide themselves by using online academic materials relevant to their course together with their class note to read as this will improve learning.
3. Students with phones having internet facility should be encouraged to either use it to supplement their research in the library rather than the usual chatting with friends all the time.
4. The government should consider the possibility of evolving a policy on teenagers' exposure to social media that is access to social media services should varies according to age and educational level before the students can access it.
5. Government should sponsor the re-training of lecturers on how to acquire the skills to operate ICT equipment, as these will lead to them using relevant academic media sites to support teaching in the lecture room and effective utilization of online teaching between the lecturer and the student for effective teaching and learning outcome.

6. Higher institutions should work together with other well known individuals in other to make internet connection free for students and if payment is to be made, it should be at a minimum cost which all students can afford.

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**APPENDIX 1**  
**UNIVERSITY OF BENIN**  
**FACULTY OF EDUCATION**  
**BENIN CITY**

**RESEARCH TOPIC: THE EFFECT OF SOCIAL MEDIA ON THE  
ACADEMIC PERFORMANCE OF UNDERGRADUATE STUDENTS”  
(ESMAPUS)**

**QUESTIONNAIRE**

**INTRODUCTION:**

This questionnaire is solely for research purpose. Do not write your name. Please answer each question as honestly as possible. Your response will be treated with utmost confidentiality. Answer the question by ticking (✓) in the appropriate box that best describes your view

**SECTION A: (PERSONAL DATA)**

1. Age Range. 15-20 [  ]    21-25[  ]    25-30 [  ]    Above 30 [  ]
2. Sex:    M [  ]                      F [  ]

**KEY TO SCORES:**

- Strongly agree                      - (SA)
- Agree                                      - (A)
- Disagree                                - (D)
- Strongly disagree                    - (SD)

S/N	ITEMS				
	<b>What type of social media where often used by student</b>				
	Facebook [ ] WhatsApp [ ] Instagram [ ] Snapchat [ ] LinkedIn [ ] Telegram [ ] Skype [ ] My space [ ] Wechat [ ] Twitter [ ]				
	<b>To what extent do undergraduate students use social media for academic related purpose</b>	<b>VHE</b>	<b>HE</b>	<b>LE</b>	<b>VLE</b>
1	I engage in academic discussions on social media platforms				
2	I make use of WhatsApp or alternatives to share information with my classmate				
3	I follow the latest developments in my field through social media				
4	I solely rely on information gotten from social media to do my assignments without consulting other sources				
5	Sometimes I use social media to understand what I have been taught in class				
6	I use social media to follow changes and improvement about my school and school friends				
7	I make use of social media platform mainly for chatting and making friends				
8	Online social networks distract me from my studies				
9	My unlimited access to Facebook through my cell phone has affected my academic performance negatively.				
10	The hours I spend online on social media are more than the hours I spend reading				
	<b>What Is The Student's Academic Performance Using Their CGPA For 3 Years</b>				
A	100 level CGPA 1.00 – 1.49 [ ] 1.50 – 2.39 [ ] 2.40 – 3.49 [ ] 3.50 - 4.49 [ ] 4.50 and above [ ]				
B	200 level CGPA 1.00 – 1.49 [ ] 1.50 – 2.39 [ ] 2.40 – 3.49 [ ] 3.50 - 4.49[ ] 4.50 and above [ ]				
C	300 level CGPA 1.00 – 1.49 [ ] 1.50 – 2.39 [ ] 2.40 – 3.49 [ ] 3.50 - 4.49[ ] 4.50 and above [ ]				

## APPENDIX II

### Reliability Statistics

Cronbach's Alpha	Number of Items
.947	10