

**THE IMPACT OF INTERNET SERVICE ON STUDENTS ACADEMIC
PERFORMANCE IN THE UNIVERSITY OF BENIN**

BY

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NOVEMBER, 2022
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**BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF
SOCIOLOGY AND ANTHROPOLOGY, FACULTY OF SOCIAL SCIENCES,
UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FUFILLMENT OF
THE REQUIREMENT OF THE AWARD OF BACHELOR OF SCIENCES
CERTIFICATE (B.SC)**

NOVEMBER, 2022

CERTIFICATION

This is to certify that this study was carried out by **EZIE PECULIAR ENANAEFE** with Mat No: **SSC1708398**, a student of the Department of Sociology and Anthropology, Faculty of Social sciences, University of Benin, Benin City, Edo state.

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Date

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Date

DEDICATION

This study is dedicated to the almighty God for is wisdom and understanding through the completion of this study

ACKNOWLEDGEMENT

I sincerely appreciate my project supervisor, Dr. Osunde for his intellectual acuity, constructive corrections and understanding throughout the work. God bless you sir.

I am also grateful to the following lectures who has positively affected my life throughout my stay in the university of Benin, Dr. Lucky, Mr Alenkhe, Mr longe, Mrs. Ebube, Prof Dokpesi and Dr Akaba.

I am highly indebted to my parents Mr. Gideon Owohotike Ezie and Mrs. Abigail Ogheneteteme Ezie for their constant support; encouragements and love, May the almighty God bless you in folds.

I also sincerely appreciate my siblings for their love and support throughout this journey, Ezie Anderson, Ezie Benedicta, Ezie Fegurson, Ezie perpetual, Ezie Phillipa may God bless you all.

I cannot forget to sincerely appreciate my amazing friends Owoloye Taiye, Edovia Priscillia, Osayande Aisosa and the entire students of the Department of Sociology and Anthropology university of Benin, Benin City.

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ABSTRACT

The study focused on the impact of internet service on students' academic performance in the University of Benin, to make this possible, three research questions were raised to assess the extent to which students' usage of internet service impacts their academic performance, For what purposes do students use the internet service and if there is a gender difference in the students' usage of internet service?

Descriptive survey research design which is a non-experimental method was adopted for the study. Convenience sampling technique was used to select one hundred (100) accessible respondents for the study. The instrument for data collection was questionnaire; it was a self-designed instrument, built around the research questions and was validated by the researcher. Its reliability value was established as 0.69, indicating that the instrument was reliable. The data collected for the research question was analyzed using simple percentage and mean.

The study concludes that there are many reasons why students use internet service platforms and sites. In this study, the most common reasons in the order of their popularity include; to share knowledge and information with other people, to stay in close touch with family and maintain valued relationships with other people and for entertainment purposes and also there is no relationship at all between internet service usage and student academic performance among students in the University of Benin. Finally, With internet access currently available on mobile devices owned by almost every student in universities, it is recommended that a similar study be conducted

focusing on how students use current advancement in technology available to them to satisfy their information needs.

CHAPTER ONE

INTRODUCTION

Background of the Study

Technological advancements have brought major changes to the ways and manners people conduct their affairs globally. This technological advancement continues to break communication barriers and replacing them with new methods of connecting global audience. With the enablement of technology, anyone who has access to the Internet can be connected through numerous accessible internet service platforms, and mobile telephony and be able to communicate video calls and electronic conferencing with peers regardless of distance. Sajithra and Patil (2018) express the belief that “internet service is an extension and explosion of traditional word of mouth networks. Word of mouth has always been the most effective and trust worthy means of disseminating information”.

Internet service have become very popular in recent years, this may be attributed to increasing proliferation and affordability of Internet enabled devices

such as personal computers, mobile devices and tablets. This is evidenced by the burgeoning popularity of many online internet service that include such social networking platforms as Facebook, collaborative projects such as Wikipedia, content communities like YouTube, blogs like Word Press, virtual games worlds such as World of Warcraft and virtual social worlds like Second Life. According to statistics by National Bureau of Statistics [NBS] (2016) as at September 2015, there were a total of 150,469,438 mobile subscribers in Nigeria. Of all users, a total of 97,212,364 had an Internet subscription. As a result internet service are becoming more and more popular especially among students in Nigeria.

Teenagers and young adults have especially embraced these tools as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Boyd, 2017). As a result, a lot of students happily make use of these opportunities by spending a substantial amount of their time to use various internet service platforms. However, the question remains that whether internet service have any impact on student's academic performance.

Daluba and Maxwell (2018) posit that “millions of people are using internet service tools as part of their everyday lives for work, studies and play because of

its ubiquity”. The purpose students use media and the implication the activity has on academic performance has recently become the fore of academic discuss. Similarly, Aghaunor and Ekuobase (2015) remarked that “[social media] seem to have a profound impact on the process of learning in higher education by offering new possibilities for learners and teachers. However, with the recent proliferation of ICT tools and services, students are finding it difficult to curtail its negative appeal”. Others worry that the internet service phenomenon in Nigeria is making students to spend less time studying their books and that this has resulted in dwindling academic performance.

According to Tech City (as cited in NOI Polls, 2016), in 2015, 93 million Nigerians surfed the Internet through their phones out of which 44 percent used it on social networking sites. In a survey by NOI Polls (2016) the study revealed that almost two-third (63 percent) of Nigerians who respondent stated that they are on one form of internet service or the other. Analysis of age- group revealed that 74 percent are aged between 18–25 years—a typical undergraduate ages. The survey also revealed that due to the unique features of various internet service platforms, most Nigerians use more than one, depending on preferences. Similarly, a survey

by QZ (as cited in NOIPolls, 2016) found that 91 percent of respondents mentioned Facebook as the most used internet service platform in Nigeria. And that Nigeria has about 7.2 million daily active users with 97 percent of them accessing the platform via mobile to “like”, “share” and “upload” content on the social network. This is followed by WhatsApp (73 percent), BlackBerry Messenger (BBM) (20 percent) and Twitter (17 percent) among other internet service platforms.

A number of prior studies that have examined this issue have come up with mixed results. Some studies like Hasnain, Nasreen and Ijaz (2015); Owusu-Acheaw and Larson (2015) pointed to a negative relationship. Whereas, other studies like Al-Rahmi and Othman (n.d.); Haseena and Rasith (2016) pointed to a positive relationship. Yet, some couldn't establish any direction. The contradictory results may be explained, at least to some degree, by the controllable variables used for these studies; and, the cultural background may partly account for the contradiction.

In spite of the above, however, studies on the impacts Internet service have on the academic performance of students in Nigerian universities are yet to be

given adequate attention in the literature. A recent study by Aghaunor and Ekuobase (2015) in “ICT Social Services and Students’ Academic Performance”, the study focused on ICT tools rather than any specific internet service platform. Ezeah, Asogwa and Edogor (2013) in “Internet serviceUse among Students of Universities in South-East Nigeria”, the study could not determine whether a significant difference exists in “social media” habit between male and female students. Similarly, Buhari and Ashara (2014) in “Use of Internet serviceamong Students of Nigerian Polytechnic” also conspicuously omitted the same factor. And no attempt was made to establish if a significant difference exists in “social media” habit as it relates to age. Thus, the need to make up for these gaps in knowledge in area of education in Nigeria makes the current study very significant. Its findings would further reveal the purposes students use social media, whether usage of internet service affect academic performance, the interaction of gender difference, and the interaction of age.

Statement of the Problem

Today’s university students consist of members of the ‘net generation’. That is, children who have grown up understanding the power of all types of

technologies from early in their lives (Kirschner and Karpinski, 2020). Internet service is increasingly becoming popular among Nigerian students. As such it is generating interests and concerns among researchers, school authorities and parents as to their likely benefits and damages on students as they continued to adopt internet service to cater for their social and informational needs. Researchers like Mehmood & Taswir (2013), Kist (2008) believe that the use of technology such as internet service is one of the most important factors that can influence educational performance of students positively or adversely.

The various purposes for which student use internet service have ignited inquiries in academic cycle. Regardless of this, whether the student is a teen, young adult, or old, internet service users the all over the world use them for different reasons. Internet service provide users with facilities such as: promoting themselves in online environment and continuing to communicate with other users (Ellison, Steinfield & Lampe, 2007), for entertainment, education and information purposes (Ezeah et al., 2013) and chatting (Owusu-Acheaw & Larson, 2015; Buhari & Ashara 2014).

It is assumed in some quarters that the academic performances of students are facing a lot of neglect and challenges. There are deviation distractions and divided attention between internet service activities and their academic work. This may be as users continue to find them useful, comforting and amusing. In an examination of the patterns of student' ownership and use of cell phones and use of instant messaging, Junco, Merson & Salter (2010) however submitted that excessive use of internet service tools by students has led to debate over whether or not it has changed the very shape and structure of students' social behaviour and academic practices. This has thus become a source of worry to many leading educators who believe in knowledge and skill acquisition.

Internet service can provide flexibility in learning, stimulate innovative ideas, and increase interpersonal relationships among students and instructors. However, Alhazmi and Rahman (2013) posit that students who are currently using internet service for academic purposes have a negative perception of the use of internet service for academics. This raises series of questions regarding the nature of the current academic use and its relationship with lecturers and the learning

environment. According to Kist (2013) a significant number of parents are sceptical about the educational value of these internet service tools on their wards.

As several studies demonstrate, the use of internet service could affect academic performance of students negatively (Owusu-Acheaw & Larson, 2015) or could positively impact academic performance (Buhari & Ashara, 2014; Haseena & Rasith, 2016). In the light of the above, this study intends to explore some of the trending issues facing students' academic performance as a result of internet service usage.

Research Questions

The following research questions were raised;

1. To what extent does students' usage of internet service impact their academic performance?
2. For what purposes do students use the internet service?
3. Is there gender difference in the student's usage of internet service?

Purpose of the Study

The main aim of the study is to assess the impact of internet service on students' academic performance in the University of Benin. Specifically, the purposes are to:

- To examine the relationship between students usage of internet service and student academic performance.
- Ascertain the purpose for which students use the internet service
- Find out if there is a difference in students' usage of internet service by gender.

Significance of the Study

It is expected that the outcome of this research will benefit the lecturers, parents, students and researchers. This study will help the lecturers of universities to know the influence that internet service have on their students, so as to assist them to enlighten and create awareness to the students on the possible damages or likely benefits that internet service usage have on them. The study is of significance to parents, in the sense that, they will know the possible effects these internet service have on their children, so as to serve as watch-dog to their children

on the usage of the social media. It will provide relevant material for students and other researchers undertaking similar research.

Scope and Delimitation of the Study

The scope of this seeks to the impact of internet service on students' academic performance but will be delimited to students in University of Benin

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents all the reviewed literature used in the current study discussed under the following sub headings:

- Concept of Internet Service
- Functions of Internet Service
- Reasons for internet service Use by Students
- Gender Difference and Use of Social Media
- Internet service in Classroom
- Problems of Internet Service
- Internet Service Usage and Students Academic Performance

Concept of Internet Service

Internet service is a new phenomenon that has generated a lot of interests from various fields and disciplines. And social media research has been developing at a rapid pace. Different scholars have described social media according to the ‘colour of the lens of their microscope’. For example, Kaplan and Haenlein (2010) describe social media as a group of Internet-based applications that build on the ideological and technological foundation of Web 2.0, and that allow the creation and exchange of user-generated contents. In the opinion of Dewing (2012:1) “social media refer to the wide range of Internet-based and mobile services that allow users to participate in online exchange, contribute user-created content or joining online communities”. According to Ezeah, Asogwa and Edogor (2013:23) “social media are modern interactive communication channels through which people connect to one another, share ideas, experiences, pictures, messages and information of common interest”. On their part, Ngai, Moon, Lam, Chin, and Tao

(2015:769) summarize the definition by dividing the compound term “social media” into its two components—“social” and “media.” The “social” part they refer to as the activities carried out among people, whereas “media” they refer to the Internet- enabled tools and technologies used to carry out such activities. Social media is an extension of the traditional word of mouth networks (Sajithra & Patil, 2013). With the increasing wave of technological advancement, social is changing the very nature of interpersonal communication. This cultural shift is even more profound among undergraduate students.

Social Networking Sites

This category of social media allow users to connect by creating personal information profiles, inviting friends and colleagues to have access to those profiles, and sending messages between each other (Kaplan & Haenlein, 2010). SNSs have achieved phenomenal success since the launch of sixdegrees.com in 1997 (Kent, 2008). According to Statista 1.4 billion people used social networking sites around the globe in 2012; by 2016, this number will grow to an estimated 2.13 billion. While Facebook remains the dominant platform with just over 1.5 billion registered users many other platforms and apps have considerable audiences.

Created in 2004, Facebook according to NOIPolls (2016) is the most popular SNS in Nigeria. To join Facebook, a user had to have a harvard.edu email address. Beginning in September 2005, Facebook expanded to include high school students, professionals inside corporate networks, and, eventually, everyone. The change to open signup did not mean that new users could easily access users in closed networks—gaining access to corporate networks still required the appropriate dotcom address, while gaining access to high school networks required administrator approval (Boyd and Ellison, 2007).

Facebook allows each user to create a profile, updating it with personal information such as home address, mobile phone number, interests, religious views, and even data like relationship status. In addition to creating individual profiles, Facebook users can also “designate other users as friends, send private messages,” join groups, post and/or tag pictures and leave comments on these pictures as well as on either a group’s or an individual’s wall (Grossecka et al., 2011). Other SNSs include Pinterest (a site where the user can “pin” the things he/she likes in a particular category to create a “board” to group them all together, for example, future research ideas) and Instagram (a site dedicated to taking pictures and

allowing them to tell an entire story) allow members to instantly see the creativity of a friend and can help the user to brainstorm new ideas (Diercksen, DiPlacido, Harvey & Bosco, n.d.).

Functions of Internet Service

Considering that social media offer different opportunities, Kietzmann, Hermkens, McCarthy, and Silvestre (2011:423); and Kietzmann, Silvestre, McCarthy and Pitt (2012) provided a framework for examining the functionality of social media. According to them, the seven functional blocks of social media are anchored on:

- Identity: The identity functional block represents the extent to which users reveal their identities in a social media setting. This can include disclosing information such as name, age, gender, profession, location, and also information that portrays users in certain ways. Aggarwal (n.d) is of the opinion that social media contain tremendous information about the individual in terms of their interests, demographic information, friendship link information, and other attributes. This can lead to disclosure of different kinds of information in the social network, such as identity disclosure, attribute disclosure, and linkage information

disclosure. For instance, Kaplan and Haenlein (2010) explain that the presentation of a user's identity can often happen through the conscious or unconscious 'self-disclosure' of subjective information such as thoughts, feelings, likes, and dislikes.

According to Steinfield, Ellison, Lampe, and Vitak (2012), the information disclosures on social media are key to their successful functioning—facilitating relationship initiation, development, and maintenance that permits the establishment of bridging and bonding social capital. Identity is core to many social media platforms.

- **Conversations:** The conversations block of the framework according Kietzmann et al (2011) represents the extent to which users communicate with other users in a social media setting. Many social media platforms are designed primarily to facilitate conversations among individuals and groups. These conversations happen for all sorts of reasons. People tweet, blog, ping and chat to meet new like-minded people, to find true love, to build their self-esteem, or to be on the cutting-edge of new ideas or trending topics. Social media makes it easy for one to get involved discussion by answering questions or taking part in the conversation without having to take a day off school. Cabral (2011) express the

opinion that social media is a web-based technology that transforms how people communicate by enhancing interactive conversations. There is more about conversation than identity in most social media networks.

- **Sharing:** Sharing represents the extent to which users exchange, distribute, and receive content. The term ‘social’ often implies that exchanges between people are crucial (Kietzmann et al, 2011). Social media technologies comprise a wide range of tools and technologies, such as media sharing sites, blogs, social bookmarking sites, virtual communities, SNSs, and virtual worlds. These tools provide people with various ways to interact and share information and knowledge with friends and the public. Steinfield et al (2012) are of the opinion that rich interaction such as sharing photos and videos among friends can enhance and sustain strong ties that are a source of bonding social capital.

- **Presence:** The framework building block presence represents the extent to which users can know if other users are accessible. It includes knowing where others are, in the virtual world and/or in the real world, and whether they are available. In the virtual world, this happens through status lines like ‘available’ or ‘hidden.’ Given the increasing connectivity of people on the move, this presence

bridges the real and the virtual (Kietzmann et al, 2011). Social media afford users who prefer to engage in real- time communication the platform to stipulate their presence or status line indicator, along with a suitable mechanism through which these users can contact each other and interact.

- Relationships: The relationships block according to Kietzmann et al (2011) represents the extent to which users can be related to other users. By ‘relate,’ they mean that two or more users have some form of association that leads them to converse, share objects of sociality, meet up, or simply just list each other as a friend or fan. The popularity of social media by implication, provide a simple interface for individuals to establish some form of association.

- Reputation: Reputation is the extent to which users can identify the standing of others, including themselves, in a social media setting. Reputation can have different meanings on social media platforms. In most cases, reputation is a matter of trust, but since information technologies are not yet good at determining such highly qualitative criteria, social media sites rely on ‘mechanical Turks’: tools that automatically aggregate user-generated information to determine trustworthiness.

- **Groups:** The groups' functional block represents the extent to which users can form communities and sub-communities. The more 'social' a network becomes, the bigger the group of friends, followers, and contacts. Facebook and WhatsApp have groups, for instance, with administrators who manage the group, approve applicants, and invite others to join. The direct implication of groups is fairly straightforward. It can be assumed that a social media community would enjoy a way to group its users, even when the number of likely contacts is low for each member initially. Groups in social media are more than just a listing of users.

Mobile Social Media

When social media is used in combination with mobile devices, it is called mobile social media (Al-Menayes, 2015). Mobile social media is a group of mobile applications that allow the creation and exchange of users generated content. The introduction of anytime anywhere Wi-Fi in mobile phones and the prevalence of free social media applications according to Al- Menayes (2015) have made them indistinguishable from personal computers when it comes to Internet use. The rising importance of the mobile social media is reflected when we looked at the average time per day that people are spending on the mobile web, this metric

according to Global Web Index (2015) has jumped from 1.24 hours in 2012 to 1.99 hours in 2015. According to ExactTarget (2014) half of the planet now owns a mobile phone. Out of the total global population: 7.18 billion Active mobile users: 3.61 billion (50% penetration). Similarly 77% of all social media users are now accessing them via mobile devices. 22% of people on the planet use social media on a mobile device (Ibid.). Mobile phones are portable, providing easy access to the Internet regardless of time and place (Al-Menayes, 2015). Mehmood and Taswir (2013:) remarked that as a result of smart features available on social networks like reading RSS feeds, location tagging and status updates have ignited popular uses of social media on mobile phone. With mobile social media one not only knows the “status” of friends and acquaintances, but additionally where they are currently located (Kaplan & Haenlein, 2012). Due to the fact that mobile social media runs on mobile devices, it differs from traditional social media as it incorporates new factors such as the current location of the user, time delay between sending and receiving (Al-Menayes, 2015). This factors formed the basis by which mobile social media is differentiated.

According to Kaplan and Haenlein (2012), mobile social media can be differentiated along four lines and these include:

Space-timers (location and time sensitive): This enables exchange of message with relevance for specific location and time. Facebook, Foursquare and BlackBerry Messenger are the examples in this category.

Space-locators (location sensitive): This exchange message with relevance for one specific location which are tagged to certain place. Yelp and Qype are examples in this category.

Quick-time (time sensitive): transfer of traditional social media application to mobile services to increase immediacy. Posting twitter messages, Facebook status updates fall within this category.

Slow-timers (neither location nor time sensitive): transfer traditional social media application to mobile devices. Reading a Wikipedia entries and watching Youtube videos fall within the distinct group of slow-timers.

Reasons for internet service Use by Students

Research on the reasons students embrace social media is still deficient. Nevertheless the purpose for which social media are deployed appears to be expanding. A handful of studies addressed some specific category of social media rather than the generality of social media. For example, in investigating the purpose students of the University of Nigeria Nsukka use the SNSs Eke, Omekwu and Odoh (2014) surveyed 150 students and found that the students use the SNSs to communicate with friends; watch movies; discuss national issues like politics, economy and religious matters; and for academic purposes which particularly is relevant to their academic pursuit. Citing the National School Board Association, Klopfer et al. (2011) reported that the topic of most conversation on SNSs is education—60 percent of the students' surveys said they use the sites to talk about education topics and more than 50 percent use it to talk about specific schoolwork.

In a similar study to ascertain how university students from a range of European countries (Lithuania, Romania, Ukraine, Czech Republic, Turkey) use social networking websites; Lamanauskas et al (2013) found that the most important function of social media use by respondents from all countries they surveyed were communication, learning and exchanging information. Another

study by Ünal and Köroğlu (2013) revealed that prospective teachers (students) use SNSs for social interaction and communication, identification and recognition, and education. A similar study by Mehmood and Taswir (2013) revealed that of the 80 percent students who reported that they used a social networking site on phone and that the smart features available on social networks like reading RSS feeds, location tagging and status updates were popular uses of social network on mobile phone. These were not directly related to their educational pursuit. Other studies have delimited their attention to some popular platforms of the major category of social media. One of such studies was carried out by Alhazmi and Rahman (2013) when they studied the purpose students of Universiti Teknologi Malaysia use Facebook.

Their findings revealed that the students use it to keep in touch with their friends, to let others know what is happening in their life, communicate with friends on classwork, sharing of news and other issues and these do not relate to their academic goals. In an analysis among Serbian students, Milošević, Živković, Arsić and Manasijević (2015:584) showed that the implementation of Facebook as virtual classroom that was aimed at Facebook student-users, who participated in

the study, use Facebook to improve communication with peers and professors, improve and expand the discussion with other students, post announcement related to lectures, exams and other events at the university, thus providing support in task execution, quality improvement of educational process and expansion of the total quantum of knowledge. Yet in a survey of German students, Skiera, Hinz and Spann (2015) found that on average, students use platforms such as Facebook to gather valuable information from their peers, as well as to cultivate relationships, which reduces the time available for their academic studies. Similar, Akyıldız and Argan (n.d.) surveyed 1300 undergraduate students and found that students use Facebook for both social purposes and educational purposes. Some of the studies that have paid attention to the generality of social media in this area include: Ebele and Oghentega (2014) studied the impact of social media on academic performance of students of four universities in Nigeria. They sampled 100 students-25 students each from Nnamdi Azikiwe University Awka, Delta State University Abraka, Madonna University Okija and Anambra State University and found that undergraduates in the four universities paved together, do not use social

media for academic purposes but mainly for general information that are not relevant to their academics.

Similarly, Ezeah, Asogwa and Edogor (2013:29) sampled 300 students from selected universities in South-East Nigeria and found that students in South-East Nigeria “use the social media partly because of the pleasure and fun they derive from the pornographic contents and watching movies using the social media”. In another survey of 93 students in University of Benin, Aghaunor and Ekuobase (2015:24) found that over 75% of activities carried out with the aid of ICT tools (social media); do not have any direct link to students curricular. Implying that students use social media in pursuing activities that do not have bearing with their academics. In a similar study to ascertain the purpose students use social media. Evidence from a survey of 2605 students in King Abdulaziz University, Saudi Arabia carried out by Al-Sharqi, Hashim, and Kutbi (2015) reveals that students use social media tools for a blend of academic and non-academic purposes. And that a significant number of students use social media for entertainment, information searching and learning. In a survey of students of Koforidua Polytechnic in Ghana, Owusu-Acheaw and Larson (2015) concluded that student

use social media to chat than academic purpose. Evidence emanating from a polytechnic setting is provided by an insight from a study by Buhari and Ashara (2014:304) who surveyed 932 students of Kaduna Polytechnic. The study revealed that students of Kaduna Polytechnic, Nigeria use social media to connect; interact; share information and chat with friends. Constituting activities that are meaningless to their academic agenda.

Gender Difference and Use of Social Media

When reviewing the literature related to gender, results are mixed as to which group spends more time on social media. One school of thought believes that women are significantly more likely to use social media than men. Although the original gender gap in computer and Internet use appears to have narrowed to the point of nonexistence (Perrin, 2015; Hargittai, 2008). According to Perrin (2015) women and men use social media at similar rates – women were more likely than men to use social networking sites for a number of years, although since 2014 these differences have been modest. Today, 68% of all women use social media, compared with 62% of all men. In 2005, 8% of men and 6% of women used social media. Starting in 2009, women started using social media at slightly higher

rates than men, although this balance has shrunk yet again in recent years. Today, 68% of women and 62% of men report social media usage, a difference that is not statistically significant. Akyildiz and Argan, (2012) found that male students use Facebook more frequently than female students with more friends and spend significantly more time on Facebook than female students. A study conducted by Brenner and Smith (2013) found that 71% of women were users of SNSs compared with 29% of men. However, others believe that more men use the Internet in its nascent years than did women. Others have found female to be more frequent on social media than male. For example Skiera et al. (2015) found that women and men seem to use the social network differently, which may also explain differences in academic performance. While men connect to generate and exploit social capital, women groom their relationships, which requires more time (that could also be used for studying) than does the goal-oriented approach that men pursue.

In terms of the type of connections among gender, Salvation and Adzharuddin (2014) discovered that women are more likely to conform to a majority opinion and more relationship oriented than men. 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). Males' motivations have roots in social compensation, learning, and social identification gratifications. In other words, females use SNSs for relational purposes more frequently than their male counterpart (Chan- Olmsted, Cho & Lee, 2013).

Peluchette and Karl, (2008); Nemetz, (2010) found that significant gender differences were found regarding the type of information posted on SNSs. Also, Shen, et al. (2010) found that men are more likely to engage in task-oriented or instrumental behaviour and therefore attitude toward the use of information technology will be more salient for men than women. Whereas there is no significant difference in the amount of social media use and sharing of user-generated media content between males and females, studies have shown some dissimilarity in social media preferences and motives by gender (Barker, 2009; Raacke & Bonds-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). Women in a study by Junco et al.

(2010) reported using social communication services more than men; and that they spent more time to be social online.

A study by Peter and Valkenburg (2009) showed that boys seem to benefit more from social media use and communication technology than girls do. This can be hypothesized because boys tend to have more difficulty expressing their thoughts and emotions face-to-face with others than girls do (Peter & Valkenburg, 2009). A research to explore motivations for SNSs users revealed that the primary motives to use the sites for females are communication, entertainment, and passing time (Barker, 2009). An empirical study found that women are more likely to engage in SNSs than men, reflecting that women prefer person-to-person communication online to men (Hargittai, 2007). Pew Research Center (as cited in NOIPolls, 2016) reported that more women tend to belong to the social media platforms that has dating features like Facebook, BBM, and WhatsApp, unlike men who prefer those platforms that have forums for sharing business ideas or information like LinkedIn, Twitter. And that boys use social media to expand their networks by making new friends, while the major purpose of social media for girls is to maintain existing friendships. Girls have reported that they use social media

for things like chatting and downloading music (Giles & Price, 2008). Interestingly, while male users tend to use wikis more frequently female users use SNSs more frequently. 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). Girls are also more likely than boys to share personal information about their daily lives (Merten & Williams, 2009). Only 15% of boys shared any personal information besides their hobbies, interests, and friendships (Merten & Williams, 2009).

Internet service in Classroom

Rapid development of information and communication technologies has brought changes in various pedagogical and technological applications and processes (Mazman & Usluel, 2010). 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 and mobile devices have been banned from classroom and schools have blocked many popular social media (Abdulahi et al., 2014). However, despite this apprehensions, students are using social media.

Schools have realized that they need to incorporate these tools into the classroom and rules are changing. Currently, social media are being adopted rapidly by millions of users most of whom are students with a great number of purposes in mind (Willems & Bateman, 2011; Wolf, Wolf, Frawley, Torres, & Wolf, 2012; Selwyn, 2007). Studies showed that social media tools support educational activities by making interaction, collaboration, active participation, information and resource sharing, and critical thinking possible (Ajjan & Hartshorne, 2008; Mason, 2006; DeAndrea et al., 2011; Junco et al., 2010; Junco et al., 2012).

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. So, in a nutshell, the social media have contents that can contribute positively to studies, but unfortunately most students do not use the beneficial

aspects of the networking sites (Ezeah et al., 2013, Wolf et al., 2012). One social media that has supplemented classroom discussion activities is Blog. According to Yang and Chang (2011) blogging acts as a supplement to a traditional face-to-face course, both inside and outside of school. Classroom discussion is often teacher–student centred, rather than a student–student dialogue. The blog is a vehicle to ensure that everyone has a voice and is a valued member of the learning community (Ibid.). In a college - wide survey, Dunn (n.d.) found that 68% of respondents thought social media could enhance their learning experience.

Facebook has quickly become the social network site of choice by college students and an integral part of the “behind the scenes” college experience (Selwyn, 2007). Researchers who favour the use of Facebook in education claim it can have a positive influence on students’ lives, such as providing a way to contact fellow classmates and instructors about course assignments or group projects (Milošević et al., 2015; Petrović et al., 2012). Others indicate that Facebook can have a negative impact on academic performance, leading to lower GPAs and less time spent on academic work (Skiera et al., 2015; Junco, 2011; Kirschner & Karpinski, 2010). Characteristics noted in the literature which recommend Facebook as a tool

that can contribute significantly to the quality of education are: fostering positive relationships among students and encompassing students' motivation and engagement (West et al., 2009; Kabilan et al., 2010). Facebook researchers claim that, "the experience with communication technologies that teenagers today possess must be tapped by educators and connected to pedagogy and content in order to address learning objectives in schools" (Fewkes & McCabe, 2012).

Facebook 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 (Milošević et al., 2015; Moody 2010). Further, Facebook enables teachers to: provide constructive educational outcomes in a variety of fields (Pempek, 2009, DeAndrea et al., 2011); practice a differential pedagogy, in the best interests of the students (Hew, 2011); integrate diagnostic formative evaluation in the learning process and to calibrate didactic activities accordingly (Pasek & Hargittai, 2009); achieve a change in strategy, mentality, attitude and behaviours by using Facebook (Petrović et al., 2012; Roblyer, 2010); establish efficient educational relations on a social network (Selwyn, 2009); accept the student as an interaction partner (Schwartz, 2009); analyse and compare ways of learning and the knowledge

achieved by students (Roblyer, 2010); develop knowledge and skills in order to perform efficient didactic activities (Petrović et al.,2012;Hew, 2011). To begin to understand how it can be used in an educational context, Mazman and Usluel maintain that instructors should know how students use Facebook and why it has become so popular.

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. Junco et al. (2011) completed a study of 132 students to examine the link between Twitter and student engagement and students grades. They divided the students into two groups, one used Twitter and the other did not. From the findings, they concluded that using Twitter in educationally relevant ways had a positive effect on student engagement. Their results suggest that Twitter can be used to engage students in ways that are important for their academic and psychosocial development.

Twitter assignments promoted active learning by helping students relate the course material to their own experiences both inside and outside of the classroom. They also found that Twitter was used to discuss material, organize study groups, post class announcements, and connect with classmates. 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. Since the posts cannot exceed 140 characters, students were required to express ideas, reflect, and focus on important concepts in a concise manner.

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. Eick & King (2012) found that videos kept students' attention, generated interest in the subject, and clarified course content.

Learning and Society group have extensively written about, created materials for, and implemented virtual games in educational settings. They contend that playing a game like Civilization and World of Warcraft can be a profoundly powerful way for learning about just anything. Both of these games – Civilization and World of Warcraft – provide us with clear demonstrations of the educational implications and possibilities (Klopfer et al., 2009). Therefore, one of the most obvious benefits to using these technologies for learning is that students are often already familiar with these interfaces and the “language” of interacting with and utilizing them (Ibid.). Students and teachers can learn about activities, where students apply, analyse and problem-solve using course content and ideas. This can include: role-play, operating simulated equipment, designing and building things (Angel Learning, 2008).

Students today demand more autonomy, connectivity, interaction and socio-experiential learning opportunities in their learning contexts (McLoughlin & Lee, 2007). However, Pearson does hypothesize that the benefit of using social media is the potential to “transform from pushing content outward to a way of inviting conversation, of exchanging information...” (Moran et. al., 2011). Social

technologies can provide new opportunities to engage learners and many educators are discovering impactful strategies for using them in face-to-face, blended and online classrooms (Seaman & Tinti-Kane, 2013).

Problems of Internet Service

The numerous problems of social media usage have recently been the major focus of attention worldwide (Buhari & Ashara, 2014). Even though many schools have created many strict rules that forbid the use of handheld technology during school activities or that block certain social media applications, many students are still able to connect during lecture hours as they please (Subrahmanyam & Greenfield, 2008). According to moralists like Onah and Nche (2014) while social media have fuelled or deepened the level of immorality among the youths in the country; new acts of immorality have cropped up as result of the negative influences available on these social sites. According to them, some of the moral issues that have arisen from the abuse and obsession with social media include: Sexual promiscuity, Internet crimes, indecent dressing and sexual harassment, loss of sense of sacredness of human life and neighbourliness, impatience and quick syndrome. Other scholars have equally expressed their concerns about the

problems of social media. They are angered that social media have caused distractions during instruction time (Al-Sharqi, Hashim & Kutbi, 2015), encourage terror (Buhari & Ashara, 2014; Bloem et al., 2013), cause students to become less sociable, make students become mentally dull (Al-Sharqi, Hashim & Kutbi, 2015; Bloem et al., 2013).

Bloem et al., (2013) remark that social media have brought us attention and knowledge deficits that tend to darken the bright benefit which was so badly sought after. They have given rise to information overload. Information is causing lack of focus and flow and this corrodes the productivity and innovation capability of students (Bloem et al., 2013). Based on the information in our profiles, social media will automatically bury all true serendipity if we do not watch out, and thus also eliminate an important source of creativity and innovation, resulting in increasing cocooning and tunnel vision (Bloem et al., 2013).

Internet Service Usage and Students Academic Performance

The direct link between social media usage and students' academic performance has been the focus of extensive literature during the last two decades

(Aghaunor & Ekuobase, 2015). Results of available studies indicate that while some students use social media for socializing, others might use it for learning activities thus enhancing academic performance. Although social media is a very helpful tool in students' hands, it was found by many studies that a negative impact of social media usage on academic performance could occur (Maqableh, Rajab, Quteshat, Masa'deh, Khatib & Karajeh, 2015). Social media users devote lesser time to their studies in comparison to nonusers do and subsequently get lower GPAs (Kirschner & Karpinski, 2010). Results of a study by Hasnain, Nasreen and Ijaz (2015) indicated that the usage of social media has an inverse relationship with academic performance of students. This implies that the more students spend time on social media, the more their GPA is affected. According to Khan and Balasubramanian (2009), social media users often time experience poor performance academically. In a study to find out the direct consequences of ICT in Nigeria Universities, Enikuomihin (2011) surveyed 1,860 Facebook users from the Lagos State University and found that 90 percent of the students could not get up to cumulative grade point average (CGPA) above 3.50 because they had spent a

large part of their time on social media than on their homework and study time that could have contributed to the attainment of higher grade.

Similarly, Englander, Terregrossa & Wang (2010) posit that social media is negatively associated with academic performance of student and is a lot more momentous than its advantages. Evidence from a survey of 152 students of Asia Pacific University, Abdulahi, Samadi and Gharleghi (2014) shown that usage of social network sites negatively impact academic performance of students. However, In a bid to analyse the effects of social media on academic performance of business education students in south-east Nigeria, Nwazor and Godwin-Maduiké (2015) distributed 600 copies of questionnaire to four universities in south- east Nigeria and subsequently concluded that activities on social media have negative effects on students' academic performance. In a bid to examine the purposes of Facebook use in an undergraduate sample and explore time investment of the students to Facebook social network site, Akyildiz and Argan, (2012) administered questionnaire to 1300 undergraduate students at Anadolu University in Turkey and thereafter concluded that social media users spend more time for socializing rather than learning. This indicates that excessive use of social media reduces student's

academic performance since time meant for studies is used on non-academic issues like chatting and making friends.

Nevertheless, (Junco, 2015) studied the impact of college students' academic level and found that Facebook affected Grade Point Averages (GPAs) negatively for freshmen, sophomores, juniors but not for seniors. Seniors spend less time on Facebook, and they are less likely to post status updates comments, chats, posts, videos or photos than others.

A handful of other studies have also found social media usage to positively impact academic performance. Griffith and Liyanage, (2008) found that support from instant messaging, wikis, blogs, discussion boards, and other Web 2.0 facilities can complement what is taught in a traditional classroom setting. Also, Boyd and Ellison, (2007) assert that the copy and paste practices on MySpace serves as a form of literacy involving social and technical skills. Whereas according to Pasek, More and Hargittai (2009) the use of Facebook has a positive relationship with academic performance.

In another study, Haseena and Rasith (2016) conducted a survey of 200 students among the students of Eastern University, Sri Lanka. Their findings concluded that there is a significant positive relationship between social media usage and academic performance. Indicating that if the students spend more time on social media it will help the students to easily discuss about the study task, assignment and exams. When the time spending on social media is increasing it will also increase the performance of the students. Findings from a survey of 932 students of Kaduna Polytechnic by Buhari and Ashara (2014) revealed that students perceived social media usage as something interesting that they can use to improve their academic performances.

CHAPTER THREE

METHODOLOGY

Research Design

A descriptive survey research design was used for the study. Survey according to Nwodu (2006) is a research method which focuses on a representative sample derived from the entire population of study. This design is considered apt because it enables the researcher to generate data through the standardized collection procedures based on highly structured research instrument and well defined study concepts and related variables.

Population of the Study

The population for this study therefore comprised of all full time undergraduate students of the University of Benin.

Sample and Sampling Technique

To determine the sample size for the study, a simple random technique will be used to Select 108 student from 16 faculties in university of Benin.

Research Instrument

In carrying out this research, a well-constructed and self-developed questionnaire was used to get the desired information from the students. The questionnaire was divided into two sections (A and B). Section A was for collection of information on personal data of respondents while Section B consisted of questions that elicited responses about the dependent variable and the independent variables from the respondents with response options: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Anonymity was ensured in this process to ensure confidentiality for all participants. Students were also reminded not to write their names and that their response was completely voluntary.

Method of Data Collection

The researcher collected the needed data through the use of questionnaire and its administration was at the various faculties. The administration of copies of the questionnaire was carried out by the researcher and colleagues in other faculties.

To ensure that each faculty is represented, a total of 112 questionnaires was equally distributed (eight each) to elicit responses from the students and retrieved on the spot by the researcher and those who assisted.

Method of Data Analysis

Responses from the questionnaire were analysed using the Statistical Packages for Social Science 22. Descriptive statistics of frequency counts and percentages were used in analysing demographic variables and research questions while the Pearson correlation matrix was used to test the stated hypotheses at a 0.05 level of significance.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

This chapter presents the analysis of the data collated from the administered questionnaire. The analysis was carried out with the aid of the IBM SPSS Statistics 21 software. The IBM SPSS Statistics 21 software is statistical software used for data analysis in the social sciences. The presentation and analysis of the data in this chapter was guided by the underlying rationale of achieving the research objectives stated earlier in previous chapters.

Presentation and Analysis of Data on Sample Background Variables

The demographic variables of respondents that pertain to this study are faculty, gender, age and current level. The demographic distribution of the respondents is presented in table 4.1 below.

Table 4.1 Demographic Distribution of Respondents

VARIABLES	CATEGORY	FREQUENCY	PERCENTAGES(%)
FACULTY	Medicine	8	7.4
	Basic Medical Sciences	8	7.4
	Dentistry	7	6.5
	Social Sciences	8	7.4
	Physical Sciences	8	7.4
	Pharmacy	8	7.4
	Life Sciences	7	6.5
	Management Sciences	8	7.4
	Agriculture	7	6.5
	Arts	8	7.4
	Education	8	7.4
	Engineering	8	7.4
	Environmental Sciences	8	7.4
	Law	7	6.5
		108	100
GENDER	MALE	50	46.3
	FEMALE	58	53.7
	TOTAL	108	100

Source: Field work, 2022.

The information in the table shows that although copies of the questionnaire were shared to equally to all faculties, the rate of retrieval was not the same. With

respect to gender, 50 (46.3%) of the respondents were male while 58 (53.7%) of the respondents were female.

Descriptive Analysis of Data Collated from Respondents

In this section, the collated data will be presented and analysed in terms of the frequencies of the various responses. Subsequently, the first research purpose will be addressed with the aid of frequency distribution and percentage analysis in this section.

Table 4.2 Field Frequencies on students’ usage of internet service and it impact their academic performance

S/N	Statements	Frequencies					\bar{X}	Verdict
		1	2	3	4	5		
1	I usually understand the lectures	3	11	3	43	48	4.13	High
2	I apply knowledge from my lectures to my daily activities	6	14	15	33	40	3.81	High
3	I am capable of teaching my colleagues any topic within my academic curriculum	5	9	15	36	40	3.95	High
4	I have acquired unique skills in the course of my studies	4	13	8	46	36	3.91	High
5	My level of competence has improved since I commenced my academic program	1	8	12	44	42	4.10	High
6	I apply the unique skills I have acquired to my daily activities	5	25	15	38	24	3.48	High

7	I am highly satisfied with the quality of my education	6	11	16	28	45	3.90	High
8	My value of my university education has been demonstrated with public praise, word-of-mouth referrals and recommendations to other peers	5	19	13	34	34	3.70	High
9	I have little or no regret with my university education	5	6	9	37	47	4.11	High
10	I have successfully completed every aspect of my programme	3	30	10	36	27	3.51	High

Decision rule: There is unanimous agreement about a particular statement when the mean value of the item in the questionnaire is above 3, otherwise a unanimous disagreement is said to be the case.

Interpretation: All the mean values of items in the questionnaire that pertains to the overall performance of students in the areas of their academic achievements, accomplishment of learning objectives, acquisition of skills and competencies, satisfaction and persistence are above 3. Thus, it can be inferred that students generally perform excellently in their academics.

Table 4.3 Field frequencies on Usage of internet services

S/N	Statements	Frequencies					\bar{X}	Verdict
		1	2	3	4	5		
1	I have highly demanding network of friends on my social media accounts	4	23	6	43	31	3.69	High

2.	I interact frequently with a lot of friends on my social media accounts	4	29	7	50	17	3.44	High
3	I feel very bad when I cannot access my social media accounts	11	35	11	37	13	3.06	High
4	I would rather chat on social media site than read a book	22	39	12	20	13	2.65	Low
5.	I could spend long hours on my social media accounts without getting bored	20	32	13	27	14	2.86	Low
6.	I agree that social media platforms should be used for entertainment and social purposes and not academic purposes	28	19	11	26	22	2.95	Low
7.	I consistently make efforts to make new friends on social media	13	30	10	39	14	3.10	High
8.	I am very affected by the opinions and comments of my friends on my social media	12	30	12	32	19	3.15	High
9.	I am registered on a lot of social media apps and forums	17	22	14	36	16	3.11	High
10.	I maintain a strong presence and identity on all my social media sites and forums	11	36	16	32	12	2.98	High

Decision rule: There is unanimous agreement about a particular statement when the mean value of the item in the questionnaire is above 3, otherwise a unanimous disagreement is said to be the case.

Interpretation: All the mean values of items in the questionnaire that pertains to students' extent of social media usage are above 3 except for the some of the

items: I would rather chat on social media site than read a book (with mean value of 2.6; I could spend long hours on my social media accounts without getting bored (with mean value of 2.86; I agree that social media platforms should be used for entertainment and social purposes and not academic purposes (with mean value of 2.95); and I maintain a strong presence and identity on all my social media sites and forums (with mean value of 2.98). Thus, it can be inferred that students generally use social media at a level above average as evidenced by a grand mean of 3.10.

To ascertain the purposes for which students use the internet service

Table 4.4 Field Frequencies of purpose for Use of internet service

S/n	Reasons	Frequencies	Percent(%)	Rank
1.	To learn new things and acquire information	24	12.5	5th
2.	To share knowledge or an information with other people	35	18.2	1st
3.	To improve academic performance	10	5.2	7th
4.	To make new friends and build existing network of contacts	25	13.0	4th
5.	To stay in touch with family and maintain valued relationships with other people	30	15.6	2nd
6.	For online dating purposes	7	3.6	9th
7.	To stay updated with recent events and trends in the environment	21	10.9	6th
8.	For entertainment purposes	26	13.5	3rd
9.	To promote business interests	5	2.6	10th
10.	To get in touch with long lost contacts for re-connection purposes	9	4.6	8th
	Total	192	100	

Table 4.4 above shows that there are various reasons for which students use social media with respect to the frequencies and percentages of each reason. Also, for the purpose of providing a comprehensive explanation of the analysis carried out, the reasons were ranked in the order of their frequencies. A detailed analysis of the

responses reveals that the most popular reason for which students use social media platforms is to share knowledge and information with other people as evidenced by the highest frequency value of 35 (18.2%). The second most popular reason discovered in the course of this study was to stay in close touch with family and maintain valued relationships with other people as evidenced by the second highest frequency value of 30 (15.6%). Other popular reasons include for entertainment purposes, to build existing new friends and build existing network of contacts and to learn new things and acquire new information.

4.5 ANOVA table of internet service with respect to gender

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	4.408	1	4.408	5.140	.025
Within Groups	90.893	10	.85		
Total	95.301	10	7		

The results in table 4.5 above show that there is no significant difference between male and female level of engagement on internet service. This is corroborated by the probability value of 0.025 which is higher than the specified level of significance, i.e. 0.05. Thus, the hypothesis is unacceptable.

Discussion of Findings

In the course of addressing the first objective of the study, it was discovered that the main reason for which students visit social media platforms and sites is to share information and share knowledge perceived by them to be of relevance to others who may access the information. Other notable reasons were to stay in close touch with family and friends and maintain valued relationship with others and entertain themselves when bored and less busy, this is in line with Aghaunor and Ekuobase (2015) who previously suggested that results of available studies indicate that while some students use social media for socializing, others might use it for learning activities thus enhancing academic performance. On the other hand, Haseena and Rasith (2016) who conducted a survey of 200 students among the students of Eastern University, Sri Lanka indicated that if the students spend more time on social media it will help them easily discuss their the study tasks, assignment and exams easily. In the same vein, Oye (2012) noted that most of the younger students use social networking sites mainly for socializing activities,

rather than for academic purposes. Oye (2012) further observed that students were of the view that social media have a more positive impact on their academic performance and this may be a reason for their increased presence on various social media platforms. In another study conducted by Shana (2012), it was revealed that students use social media mainly for making friends, chatting and interacting. According to Shana (2012), very few use the social media for academic purposes. While no study was found to corroborate or refute the findings of this study with respect to reasons adduced for students' use of social media, it is hoped these reasons may be able to offer future researchers a basis for the formulation of key variables in their research. To achieve this aim, it is advocated that empirical study should investigate social media logs of students.

Another remarkable finding was the fact that students' activities or level of engagement on social media has zero correlation with their academic performances. This is rather remarkable and somewhat new because previous studies such as Kirschner and Karpinski (2010) have reported a negative correlation between both variables. Similarly, Khan (2009), Enikuomihin (2011) and Hasnain, Nasreen and Ijaz (2015) indicated that the usage of social media has an inverse relationship with

academic performance of students. This implies that the more students spend time on social media, the more their GPA is affected. According to Khan (2009), social media users often time experience poor performance academically. On the other hand, some scholars such as Boyd and Ellison (2007), Griffith and Liyanage (2008), Pasek, Hargittai (2009) and Haseena and Rasith (2016) have all reported a positive relationship between social media usage and academic performance. Interestingly, Kirschner and Karpinski (2010) reported a negative correlation between both variables while Haseena and Rasith (2016) reported a positive relationship between social media usage and academic performance but no study to the best of knowledge reported a zero correlation.

Lastly, while addressing the third objective of this study, it was found that the level of engagement on social media is the same for both genders. In other words, male and female students use social media platform and sites at a similar rate. This is not dissimilar to the study of Perrin (2015) who posited that there was little or no difference in the usage of social media by men and women. Other authors such as Akyildiz and Argan, (2012), Brenner (2013) and Skiera et al. (2015) have differed with respect to their contributions to this subject. Akyildiz and Argan,

(2012) found that male students use Facebook more frequently than female students with more friends and spend significantly more time on Facebook than female students. A study conducted by Brenner (2013) found that 71% of women were users of SNSs compared with 29% of men. Also, Skiera et al. (2015) found that women and men seem to use the social network differently, and even went ahead to suggest that it may explain the observed differences in their respective academic performances. Regardless of the foregoing, on the basis of the results from the analysis of data collated, the author submits that there is little or no difference in the rate of social media usage by men and women.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

Introduction

This chapter provides the summary of findings, conclusions as well as the necessary recommendations.

Summary of Findings

- There are many reasons why students use internet service platform and sites. In this study, the most common reasons in the order of their popularity include; to share knowledge and information with other people, to stay in close touch with family and maintain valued relationships with other people and for entertainment purposes.
- There is no relationship at all between internet service usage and student academic performance among students in the University of Benin
- There is no difference between male and female students in the University of Benin with respect to their level of engagement on social media.

Conclusions

The following conclusions were made base on the findings of the study,

The study concludes that there are many reasons why students use internet service platform and sites. In this study, the most common reasons in the order of their popularity include; to share knowledge and information with other people, to stay in close touch with family and maintain valued relationships with other people and for entertainment purposes and also there is no relationship at all between internet service usage and student academic performance among students in the University of Benin

The study finally concludes that there is no difference between male and female students in the University of Benin with respect to their level of engagement on social media.

Recommendations

Base on the conclusion derived, the following recommendations were made,

1. With internet access currently available on mobile devices owned by almost every student in universities, it is recommended that a similar study be conducted focusing on how students use current advancement in technology available to them to satisfy their information needs.
2. Educational psychology and counseling centers may offer different types of services, including individual and group therapy options on a variety of issues ranging from using internet for pornography.
3. Centres should be established in and around tertiary institutions of learning especially for educational psychologists and counselors where students could visit and find solutions to problems they are facing in using internet.
4. Nigerian government and educational agencies should encourage and sponsor the publication of books relevant to internet use for undergraduates.
 - Contents of internet surfing need to be monitored by parents, internet service provider and telecommunication regulators.

5. Duration of the internet surfing should be predefined by the university authorities.
6. Internet surfing should be encouraged in open places to prevent immoral and indecent use of the facility.
7. Telecommunication regulators should be empowered by Government to block uncensored sites.
8. Parents and guardians should help to ensure that students utilize the benefits of social media.
9. Scholars and opinion leaders should make efforts to eliminate the paradigm that internet service is harmful to the academic development of students.

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APPENDIX
FACULTY OF SOCIAL SCIENCE
DEPARTMENT OF SOCIOLOGY AND ANTHROPOLOGY
UNIVERSITY OF BENIN
QUESTIONNAIRE

I am a Final year student of the Department Of Sociology And Anthropology, Faculty of Social Sciences, University of Benin, Edo State. I am conducting a research on **THE IMPACT OF INTERNET SERVICE ON STUDENTS ACADEMIC PERFORMANCE IN THE UNIVERSITY OF BENIN**, kindly give your candid opinion on the said topic as it will be used strictly for academic purpose.

Please tick (✓) the option that best apply to you

SECTION A: SOCIO DEMOGRAPHIC CHARACTERISTICS

1. Sex: male () female ()

2. Faculty _____

S/N	Variables	SA	A	U	D	SD
1	I usually understand the lectures					
2	I apply knowledge from my lectures to my daily activities					
3	I am capable of teaching my colleagues any topic within my academic curriculum					
4	I have acquired unique skills in the course of my studies					
5	My level of competence has improved since I commenced my academic program					
6	I apply the unique skills I have acquired to my daily activities					
7	I am highly satisfied with the quality of my education					

8	My value of my university education has been demonstrated with public praise, word-of-mouth referrals and recommendations to other peers					
9	I have little or no regret with my university education					
10	I have successfully completed every aspect of my programme					
11	I have refrained from participating in activities that could sabotage the completion of my academic programme					
12	I consistently make efforts to maintain and improve my academic performance					

	Variable	Options				
	Use of Internet Service	SA	A	U	D	SD
13	I have highly demanding network of friends on my social media accounts					
14	I interact frequently with a lot of friends on my internet services accounts					
15	I feel very bad when I cannot access my internet service accounts					
16	I would rather chat on internet service site than read a book					
17	I could spend long hours on my internet service accounts without getting bored					
18	I agree that internet service platforms should be used for entertainment and social purposes and not academic purposes					
19	I consistently make efforts to make new friends on social media					
20	I am very affected by the opinions and comments of my friends on my social media					
21	I am registered on a lot of internet service apps and forums					