

**THE INFLUENCE OF SOCIAL MEDIA ON UNDERGRADUATE STUDENTS  
ACADEMIC PERFORMANCE IN THE FACULTY OF EDUCATION  
UNIVERSITY OF BENIN EDO STATE**

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BENIN CITY**

**JUNE 2024**

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**BEING A PROJECT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION IN  
PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF  
B.S(ED) IN EDUCATIONAL MANAGEMENT, UNIVERSITY OF BENIN,  
BENIN CITY**

**JUNE, 2024**

## **DECLARATION**

This project is based on the study undertaken by me in the Faculty of Education in the Department of Educational Management University of Benin, Benin City under the supervision of Dr Phillip Igenegbai all ideas and views are product of my personal research, where the views of others have been used and expressed, they are duly acknowledge.

**Ilawe Jose IDADA**

## CERTIFICATION

This research was carried out by **Ilawe Jose IDADA** of the Department of Educational Management, University of Benin, Benin City. And it was adequate in Scope for the award of Bachelor of Science (Education) Educational Management.

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Dr Philip Igenegbai  
Project Supervisor

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Date

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Dr Imakpokpomwan  
Project Co-ordinator

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Date

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Dr Mrs U. Momoh  
Head of Department

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Date

## **DEDICATION**

This project is dedicated to God Almighty, my source and pillar of strength and wisdom, knowledge and understanding, and for shielding and protection throughout the period of the course to Him alone be all the glory.

To my late parents for the care and Lessons I learnt from them and the blessings they gave me.

Thank you Lord

## ACKNOWLEDGEMENT

My greatest gratitude goes to God Almighty for strength, wisdom and Knowledge to sail through every Hurdle.

My profound gratitude to my project Supervisor Dr. Philip Igenegbai for His patience and guidance to make this project work a success. To Dr. Monday Imakpokpomwan the project Co-ordinator for always been there to assist when the need arises, and for his fatherly love, to Dr. (Mrs.) U Momoh and Also to Dr. (Mrs.) Awanbor for her guidance.

Much Regards to my Late Parents Pa Idada Anderson Ekhoragbon and Grace Ehigbemwonkan Idada

For the gift of Life and everything that was bestowed on me through them.

To my Brothers and (Late sisters) for their support and concern

My Lovely Wife for prayers and moral support.

My Nephews and Nieces and to my friends

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## ABSTRACT

*The purpose of this research study is to examine the influence of Social Media and Academic Performance on undergraduate students' academic performance in Faculty of Education University of Benin, Benin City, Edo State. Research questions and Research hypotheses guided the study. To achieve this, the descriptive survey research design was adopted. The study focused on Faculty of Education University of Benin, Benin City, Edo State hence, population consists of 120 students in different Departments The simple random sampling technique was used to select a sample of students.*

*A Questionnaire type, titled: Social Media and Academic Performance of Students Questionnaire (SMAAPOS) was used to collect data from the participants. The descriptive statistics of frequency counts and percentage, were used to analyze the demographic data. Research findings showed that a great number of students in Faculty of Education University of Benin, Benin City, Edo State, are addicted to social media.*

*To this end, the researcher recommended that social media should be used for educational purposes as well; Social Networking 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 Lectures 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 studentsp.*

## CHAPTER ONE

### INTRODUCTION

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

In recent years technology has tried to fulfil its role in helping humanity leading to the substantial medium of interaction in the social world as well as in teaching and leaning over the years those in higher education has explore the exciting opportunities new technologies bring into institutions. Educators and students Technology has changed the way people interact and has brought about the emergence of an open social platform such as social media that allows the inhabitants of this planet earth to connect with each other making the world a global village. Social media such as Instagram, Facebook, X (Twitter) , whatsapp Google plus, and so on are being used in leaning for the purpose of convenient communication with other students and potentially with others outside the class such as student of the same topic and subject experts. The advent of social media has impacted significantly on how students learn and the mode of instruction that is being though in today higher education settings social media has influenced instructors, students and others to cooperate with each other on the tasks of knowledge construction in learning.

Social media application can strengthen class material and positively influence discussion collaborative work and authoring educators and researchers are constantly experimenting with social media technologies hoping to stimulate critical thinking

skills, collaboration and knowledge construction. However, the fact that these media are generally open to the world implies a need to carefully consider its benefits, impact and risk of openness as well as need for ongoing communication with students in order to address their concerns and deal with issues in the use of social media as they arise.

The academic performance has a direct relationship between Social media usage and the academic performance of students in universities haven't linked all the variables. 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 to 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 networking sites although has been recognized as an important resource for education today, studies however shows that students use social networking 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 networking activities, with many students blaming the various social networking 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 networking opportunities the sites offered.

### **Statement of the problem**

With the explosive growth in the number and use of social media in everyday communication method for individuals and organization there has been a corresponding increase of its incorporation in teaching and learning in higher

institution. In view of this, this study examine and assess the impact social media has on teaching and learning in higher education be it positive or negative impact.

### **Research Questions**

- 1) What is the level of undergraduate Students utilization of social media?
- 2) What is the perception of undergraduate students on the influence of social medial on academic performance?
- 3) What is the perception of male and female undergraduate on the influence of social media on academic performance?
- 4) What is the perception of science and humanities undergraduate students have on the influence of social media on academic performance?

### **Purpose of the Study**

The purpose of this study generally is to examine the influence of Social Media on the Academic Performance of students in Faculty of Education University of Benin, Benin City, Edo State.

Specifically, the study seeks;

- 1 To examine the level of student utilization of social media .
- 2 To determine the perception of how undergraduates are influenced by social media
- 3 To ascertain how the male and female undergraduate perception on social media influence the academic performance in Faculty of Education University of Benin

- 4 To ascertain the difference in students' usage of social media network by gender.

### **Significance of the Study**

An understanding of social media, its usage and how it is influencing students learning environment would be of great relevance to students, researcher, students affairs practitioners and all the various bodies that comes to play when talking of social media and school life. The outcome of the study will help to strategize and reconstruct their attitude regarding the use of social media. It will also push people further to identify the exciting opportunities social media add to human and students life as a whole environment would be of great relevance to students, researcher, student affairs practitioner and all the various bodies that comes to play when talking of social media and school life.

### **Scope and Delimitation of the Study**

The study focuses on undergraduate students' use of social media such as WhatsApp, X (Twitter), Instagram, Facebook, etc and their influence on academics such as class attendance, assignments, examination etc. The study is limited to full-time undergraduate students in the University of Benin, Benin City.

### **Definition of Terms**

As words may mean differently in different contexts, the following definitions are given as the words used as intended to be understood for the purpose of this study.

- **Social Media:** They are forms of electronic communication which facilitate interactive base on certain interests. Social media include web and mobile technology
- **Academic Performance:** academic performance involves meeting goals, achievements and objectives set in the program or course that a student attends. Academic performance is the measurement of student achievement across various academic subjects.
- **Humanities Students:** students in the non-science faculties or courses such as Art, Economics English etc.
- **Sciences Students:** students studying courses such as Chemistry, Biology, Micro-Biology etc.
- **Perception:** the ability to see, hear, or become aware of something through the senses. Perception is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information or environment.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter attempts a review of the relevant literature and materials that the related to the study. The review will be discussed under sub-headings;

#### **Theoretical Framework**

This work is hinged on information processing theory which find out that influx of information through social media may affect students' cognitive processes, attention span, and memory, subsequently influencing their academic performance.

The Information Processing Theory was not introduced by a single individual but rather developed by multiple psychologists and researchers over time. However, one of the prominent contributors to this theory is George A. Miller, a cognitive psychologist. Miller's work on the cognitive aspects of information processing, particularly his influential paper "The Magical Number Seven, Plus or Minus Two: Some Limits on Our Capacity for Processing Information," has had a significant impact on the development of the Information Processing Theory.

#### **Concept of Social Media**

Social Media is defined as the application that allows users to converse and interact with each others; to create edit and share new forms of textual visual and audio content, and to categories label and recommend existing form of content (Selwyn 2012) Social media therefore denotes to the wide collection of internet based

and mobile services that connect people together to communicate participate collaboratively interact, discuss and exchange ideas and information on an online community.

The kind of internet services commonly associated with social media (sometimes referred to as “Web 2.0”) include the following.

Weblogs or blogs, as they are branded are easily created and updateable websites that allow authors to publish to the internet instantly, hence allowing instructors and students to communicate easily. Basically a blog is an online journal in which pages are usually displayed in chronological order. Blogs can be hosted for free on websites such as word press etc. A wiki on the other hand is a collective websites where any participant is allowed to modify any page or create a new page using her web browser” (Dewing 2010). Anyone can add and edit what has already been published. One well known example is Wikipedia, a free online encyclopedia that makes use of wiki technology.

Social Bookmarking sites allow user to organize and share links to websites. This enables users to produce a searchable personalized internet. (Boyd and Ellison 2007) defined social media sites as a public web-based services that allow users to develop a personal profile, identify other users with whom they have a connection to read and react to postings made by other users on the sites and to send and receive messages either privately or publicly. These web based services allow individuals to construct a public or semi-public profile within a bounded system. Among the most

popular are X (Twitter), Facebook and Instagram Status update services is also known as micro blogging services, status update services such as Twitter which allows people to share short updates about people or events and to see update Tweeted by others, although they are limited list that are certain to revolution quickly.

### **Level of Undergraduate Students Academic Performance**

Academic performance in these context is describe as the activities that relates to the work done in colleges and universities especially which involves studying and reasoning rather than practical or technical skills. Higher education on the other hand is an educational level that primarily describes post learning that takes place at the universities as well as other colleges and institutions that awards academic degrees and professional qualification. Despite most deliberations of social media being perceived as either on the very straight forward or the very philosophical, emergent numbers of educationalist exploring and aspiring in this field and beginning to consider the possible significance and likely implication of social media for education practice and provisions with respect to higher education.

Social media constitute a increasingly important context in one's academic everyday lives indeed some critics talk of social media as a self-networked acknowledging avenue serving as a key site for sociality and identify recognition in many people's lives (Papacharissi, 2010). The apparently changing nature of a student's who is entering university, will ultimately see the significance of social media in higher education in a practical sense, the attribute of social media reflects a

highly connected collective and creative qualities application that are more flexible, fluid and accelerated in nature. Social media are therefore associated with an increased tendency for young people to multitask (Subrabmanyam and Smahel, 2011) . More subtly, it enables young adults to be autonomous in accessing information and performing task independently for many educationalist the existence of social media in higher education settings is essential if universities are to (re) connect with these students. For instance social networking sites such as We Chat which is predominant in china. LinkedIn and the flipped classroom such as Schoology are now being used by universities as alternative spaces in which students can adapt to the universities lifestyle through interacting online with peers and faculty. Certainly, many universities now maintain profiles and groups on social networking sites such as Facebook where students and faculty can interact share resources and express learner voice. Social media poses a liberal environment for students to discuss share their views and opinions easily freely on issues that otherwise would not have been done in a normal traditional classroom just as (Mason and Rennie 2007) reasoned that, shared community spaces and inter group communications are a massive measure of what excites young people and therefore should contribute to their persistence and motivation to learn.

Browns (2011) description of a technology enhanced new of Learning According to him, he states the “learning is based around principles of collective exploration play and innovation rather than individualized instruction” it could be

argued that social media supports the aspect of knowledge consumption and construction that are very different to the epistemological principle of formal education and individual instruction as well as sounding with currently fashionable constructivist and socio cultural learning theories. These ideas are reflected most explicitly in the notion of connectivism the idea the learning in a social media age now rests upon the ability to access and use distributed information on a “just in time basis”. Simply put learning can be seen as an individual ability to connect to specialized information modes and source as and when required. Thus knowledge ability would demand nurturing and maintenance of these connection (Chati et al.,2010). As (George Siemens2004) put it, learning can therefore be conceived in terms of the “the capacity to know more” via social media rather than a reliance on the individual accumulation of prior knowledge in terms of what is currently known.

### **Relationship Between Social Media and Undergraduate Academic Performance**

Social media provides students a new mechanism for a familiar exercise. It provides students a direct medium by which to publicly evaluate and comment on their campus environments, institutional policies, classes, professors and administration and fellow students in real-time. Social media zips through our campuses nearly unseen dragging behind in the heavy weight of social injustices and complicated jurisprudence accumulated from decades of students speech (Gurcan 2015). Given social media’s potential for positive impact no one is suggesting we pull

the breaks on it and in many ways the technology is already out of our grasp Today's students communicate via technology and if you say absolutely no to Facebook or texting you are cutting off an important relationship with students technology as an online teacher are used through variety of tools such as Skype, text email Whatsapp Facebook twitter etc. Social media open up new ways for collaboration and discussion in the sense that in offers a great deal of content posting coping sharing and search ability by easily using online search tools. According to (Dewing 2010) Students today use social media anywhere and at any time where internet connection is available in order to meet their educational needs. Students use social media to communicate with their Teachers as a group outside of class and to plan school events and lot more it also allowed students to get help on social work from teachers during the evening weekends and holidays so that they never fell behind.

The cell phone numbers and WeChat are equally used to get in touch with teachers quickly during the school day. For instance if a student is going to be late absent or outside of school in an emergency etc on the other hand as (Tapscott and Williams 2007) argue that young people are not content to be passive consumers and they increasingly satisfy their desire for choice convenience customization and control by designing producing and distributing products themselves.

According to (German 2010) Although there have numbers of complaints about the inappropriate contact involving social media the possible threats are too great. Student engaging in a private relationship outside the classroom circles begs for

inappropriate behaviour to commence” there is the likelihood to users not being respectful to others such that profanity vulgarity obscenity or language that is harassing derogatory or otherwise inappropriate for the school environment sometimes circulates in these platform. Users could easily display, send retrieve or download any items that are sexually explicit or contain hate-based or discriminatory material without the notification of a teacher school administrator or even their peers in the event. This in turn could make students concede that they have no right or expectation of privacy with respect to their use of school technology and therefore would not want to participate fully says (German) There is always the potential for things to go wrong and that is true before technology as well. So commentators would have to stop worrying about what could go wrong and realize that there is a huge opportunity associated with social media that broaden the learning experience of students.

### **Influence of Undergraduate Students Gender and Course of Study on The Influence of Social Media on Academic Performance**

Today’s University students (which consist of Generation Y or also named Millennial) are exposed to all types of technologies in many aspects of their lives (Browning Gerlich & Westermann 2011). On a daily basis they use desktop computers laptops E-readers, tablets and cell phone to actively engage in social networking, text, messaging, blogging, content sharing, online learning and much more (Cassidy, Griffin, Manolovitz, Shen & Turney 2011). Online social networking sites (OSNs) have

permeated all generations of internet users becoming a prominent communications tool particularly in the student community. Thus academic institutions and faculty are increasingly using social networking sites such as Facebook and LinkedIn to connect with current and potential students and to deliver instructional content (Paul Baker, Cochran 2012). On the contrary some authors and researches disagree with the previous statement such as (Lenhart et al. 2010; Tiriyakioghu & Erzurum 2010).

According to (Chen & Bryer. 2010 “despite the popularity of social media for personal use only a low percentage of students and faculty use them for academic practice”. Online social networking (OSN) sites such as: whatsapp Facebook X (Twitter) and Instagram are used on a regular basis by many millions of people. The majority of this online networking community is made up of University students in fact a recent survey of 3000 students from across the US revealed that 90% of college students use Facebook and 37% use X (Twitter) (Dahlstrom de Boor Grunwald & Vockley, 2011) (Reynol Junco 2012) in this article named “too much face and not enough book” The relationship between multiple indices of Facebook use and academic performance found that time spent on Facebook and checking Facebook were negatively related to overall GPA and time spent on Facebook is slightly negatively related to time spent studying. In addition the ability of time spent on Facebook to significantly predict overall GPA shows that there may be negative academic effects for students who use Facebook in certain ways.

In addition (Paul, Baker, Cochran, in 2012) wrote an article named effect of online social networking on student academic performance. The researcher's results revealed a statistically significant negative relationship between time spent by students on Online Social Network (OSN) and their academic performance. Time spent on OSN is shown to negatively impact academic performance. As time spent on social networking sites increases the academic performance of the students is seen to deteriorate. This ties in well with the findings presented in (Kirschner and Karpinski 2010) which reveals that over – involvement or obsession with social networking by students can have negative impact on academic performance. Moreover (Rosen, Carrier and Cheever 2013) wrote an article named “Facebook and texting made me do it “Media-induced task-switching while studying. They believe that it is an era of a technologically rich world where multitasking is the norm and is more prominent among youth and University students. In their research they found out that students manage to do their work and also interact with the virtual environment effectively.

According to Smith (2012) Facebook has nearly one billion users with more than 90% of teens (Common Sense Media 2012) and University students actively engaged. However the author found that corroborating the work on the impact of social media on academic performance participants who accessed Facebook once or more times during the study period had lower grade point averages. Furthermore Junco (2011) discovered that sharing links and checking up with friends on Facebook more often predicted higher college grades: making status updates more often

predicted lower grades: and that overall GPA dropped 12 points for every 93min above the average of 106 min per day spent on Facebook. On the other hand in August 2014 WhatsApp was the most globally popular messaging app, with more than 600 million active users. By early January 2015, WhatsApp had 700 million monthly active users with over 30 billion message being sent every day. (In April 2015) Forbes predicted that between 2012 and 2018, the telecommunication industry will lose a combined total of \$386 billion because of OTT services like WhatsApp and Skype that month, WhatsApp had over 800 million active user. By September 2015, the user base had grown to 900 million and by February 2016 it had grown to one billion.

Privacy concerns include online information collection techniques such as cookies. Technology involving extreme surveillance. The use and analysis of data are also a concern due to unethical merging and data mining practices to profile customers. The instant recording and permanence of activity, loss of control and ownership of data also creates barriers to online activity (Tavani, 2011). Social media users claim to be concerned about risks to privacy yet do little to safeguard their information (Dwyer *et al.* 2007). Often times, user openly disclose detailed and personal information on these networks, comfortably living a part of their lives online (Rosenblum, 2007). However, Facebook has continually introduced new features and services including the Newsfeed, Facebook Beacon, Facebook Advertisements and Facebook Platform which subsequently lead to changes in the privacy setting and the

privacy policy (less privacy) (Fletcher, 2010) with each additional expansion to the websites has come a growing level of discontent and concern and a general feeling that the company was coding privacy and making substantial information public (Rothery, 2010).

Though there have been many social, economic, and environmental factors that have added to the pressure of university students in the past ten years, the drop-out rate for students is still a major national problem (Bowen, 2008). Current statistics show that university students in Nigeria are under increased pressure due to higher academic standards in other countries, and it has become more important than ever for educators to encourage graduation and further education (Bowen, 2008). However, with more and more students being preoccupied with social media networks and technological social lives, how will this affect their studies? It is estimated that even those students who do graduate from University, one out of three does not possess the knowledge and skills that would lead him or her to the next level, or an advanced trade school (Bowen, 2008).

The top academic areas that many school professionals are concerned about are English (ELA) and advanced literacy (Williams, 2008). The current generations of teens live in a fast-paced technological world with many different types of communication happening all at the same time. For example, he or she may be on the computer on a Social Networking Site (SNS), while also talking on the phone, sending instant messages to a friend, and emailing someone else all at the same time (Williams,

2008). While there may be some advantages to this, such as the teen learning how to type faster and multi-task many things at once, there may also be a breakdown in much of that communication (Williams, 2008)..

The social media engages students and have to be examined as entrepreneurs of understanding. The medium of internet is marketing with increase in its programs. The interactive character of online conditions has extended with social networking. Hooking up through social networking began as being a niche activity, though time it's a phenomenon. The web sites are employed in many ways like developing metropolitan areas, speaking, blogging etc. Additionally different institutions even nowadays are developing groups on several Websites (Saba Mehmood 2013).

The improved usage of Websites has become a worldwide phenomenon for quite some time. What began out as being a hobby for several computer literate people has converted to a social norm and existence-style for individuals from around the globe (Nicole Ellison, 2007).Teens and teenagers have especially recognized these internet sites to be able to contact their peers, share information, reinvent their personas, and showcase their social lives Nicole Ellison,(2007).While using the increase of technology helpful for getting together with others along with the recognition on the internet, Internet sites are now being an activity that's done mainly on the web, with Websites Vaughn, Coyle (2008).

According to Khan U (2009), social media users often time experience poor performance academically. 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. Internet addiction consequently gave rise in internet usage within the last couple of decades. Nalwa & Anand (2003).recommended that addicted users prefer using internet setting back their personal and professional responsibilities which ultimately leads to poor academic performance. In the same vein, Karpinski (2009) pointed out that social media users devoted lesser time to their studies in comparison to nonusers did and subsequently had lower GPAs. Karpinski & Duberstein (2009). Also mentioned that among various unique distractions of every single generation, Social media remains a major distraction of current generation.

### **Gender Usage Of social Media**

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 networks (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 networks 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 networks 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 networking sites are primarily placed to reinforce pre-existing friendships; for boys, the networks 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).

Study has 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 networking, 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 networking sites is staggering, and this may explain why certain problems arise from these sites that have become a major problem in today’s society.

### **Summary of Literature Review**

There are many issues concerning students in Faculty of Education University of Benin, Benin City, Edo State and social networking site 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 networking websites. It was discovered that social networking sites are the most common used social media networks 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 students cannot go for two-three hours without

checking and updating their profiles on these social networks 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 network 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 networks are equally divided. Majority of students in Nigeria visit at least one social networking 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.

Hence, for the purposes of this research project, the researcher will examine the level of student addictiveness to social media, how often they use them, how they use them, and how this is affecting their academic studies. A comparison will also be made between male students and female students, since much research has shown a difference in SNS participation based on gender as well as in age. At the conclusion of this research project, there will be a better understanding regarding students in Faculty of Education University of Benin, Benin City, Edo State and whether or not they are able to balance a life of social networking and academic performance.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents the detailed description of the following:

- \* Research Design
- \* Population for the Study,
- \* Sample and sampling Technique
- \* Research Instrument
- \* Validity of instrument
- \* Reliability of the Instrument
- \* Method of Data Collection
- \* Method of Data analysis

#### **Research Design**

A survey design was used in this study to investigate and establish the influence of social media on student's academic performance. A descriptive survey design helps the researcher to collect information from various respondents. In this study, survey design was selected because of its ability to collect data that explores describes and explains the relationship between social media and students academic performance. This research methodology was used to investigate both the positive and negative influence of social media on student's Academic performance. The research method enabled the researcher not only to describe such relationship that exist between social media and students academic performance but also to find out their

impacts on their academic performance conclusion suggestions and recommendations were made to improve the situation. The location of the study is the Faculty of Education University of Benin, Benin City Edo State Nigeria.

### **Population for the Study**

In this study the population comprised of the Students of different Departments in the Faculty of Education in the study area which constituted the total population.

### **Sample and Sampling Techniques**

In order to get a representative sample from the target populating the stratified random sampling was used. Therefore a sample size of 120 which is 20% of the entire population was used for this study, i.e total number of 120 students.

### **Research instruments**

For the purpose of this study research instrument, the structured questionnaire was develop and administered by the researcher. The questionnaire was developed for the students with 22 items aimed at getting appropriate information from the students.

### **Reliability of the instrument**

Reliability of the data collecting instruments refers to the extent to which an instrument is capable of generating similar results when used more than once to collect data from two samples drawn from the same target population (Mulusa 1990).

The following measures were taken to enhance reliability in this research:

- \* Ensuring clarity of items in the questionnaire

- \* Use of clear instructions
- \* Use of unambiguous words

The test re-test reliability method was used. The questionnaire was administered to the respondents first and after an interval of one week the same exercise and questionnaire were given to the same respondents without further instruction the scores obtained from both exercises were correlated using Pearson's Product Moment Correlation Coefficient to determine the reliability of the instrument.

### **Method of Data Collection**

In education and social sciences research, the most commonly used instruments are: questionnaire, interview schedules and observation forms. In this study, the questionnaires were used. These were developed and administered by the researcher for the purpose of data collection. Data were collected by use of questionnaires. Each question in the questionnaire was developed to address a specific objective or research question in the study. Each respondent in the selected Department was given a questionnaire to fill and the researcher later collected the filled questionnaire.

This data collecting instrument was appropriate for read individually that understand the questionnaire and responds appropriately. The questionnaire was used to get information from the students in the Departments on what they considered to be major influence of social media on student's academic performance. They had closed ended questions.

## **Method of Data Analysis**

The data that was collected in the field was analyzed by use of descriptive statistics e.g frequency count and simple percentage, there was also the use excel to aid the analysis.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDING

In this chapter, results obtained after data analysis are presented and findings are discussed.

Research Question 1: What is the level of under graduate student's utilization of social media?

Table 1: Basic statistics of the level of utilization of social media by undergraduate students of the University of Benin

Test-value = 2.5

	<b>N</b>	<b>Mean</b>	<b>STD</b>	<b>DECISION</b>
Level of utilization of social media	1440	2.4028	.98155	Moderate

From table 1, mean score approximately 2.40 which is less than the test value (mid-point) of 2.5 was obtained. It therefore means that the level of utilization of social medial by undergraduate students of the University of Benin is moderate.

Hypothesis 1: Undergraduate students perceive that social media does of significantly influence the academic performance of students.

Table 2: One – sample statistics of the perception of the influence of social media on students’ performance

	<b>N</b>	<b>Mean</b>	<b>STD</b>	<b>T</b>	<b>Df</b>	<b>Sig(2-)</b>
Influence of social media on performance	1200	2.7375	1.02931	7993	1199	.000

Test value = 2.5

From table 2, mean score of approximately 2.74 along side with standard deviation of approximately 1.03 which is higher than the test value of 2.5 was obtained also p-value of .000 which is less than 0.05 level was obtained. It therefore means that undergraduate students’ of the University of Benin perceive that social media significantly influence the performance of students. Hence, the null hypothesis is not retained.

Hypothesis 2: There is no significant difference in the perception of male and female undergraduate students’ of the University of Benin about the influence of social media on academic performance of students.

Table 2: Independent t-Test on the influence of social media on students performance as perceived by male and female students.

<b>Sex</b>	<b>N</b>	<b>Mean</b>	<b>Std</b>	<b>T</b>	<b>Df</b>	<b>Sig</b>
Male	45	26.7111	7.09552	.461	117	.646
Female	74	27.2162	4.85762			

From table 3 male scores of approximately 26.71 and 27.22 along side with standard deviations of approximately 7.10 and 4.86 were obtained for male and female undergraduate students of the University of Benin respectively. Also P-value of 0.646 which is higher than the 0.05 – level was obtained which means that there is no significantly difference in the perception of male and female students of the University of Benin about the influence of social media an academic performance of students. Hence the null hypothesis is retained.

Hypothesis 3: There is no significant difference in the perception of students from the different departments in the faculty of Education about the influence of social media an academic performance of students.

Table 4: ANOVA statistics of Mean difference of the perception of students from different Department about the influence of social media on performance

<b>Score</b>	<b>Sum of squares</b>	<b>Df</b>	<b>Mean</b>	<b>F</b>	<b>Sign</b>
Between groups	235.149	9	26.128	.775	.640
Within groups	3710.718	110	33.734		
TOTAL	3945.867	119			

From Table 4, P- value of 0640 which is higher than the 0.05 – level was obtained. It therefore means that there is no significant difference in the perception of students from the different departments in the faculty of Education (Adult, CIT, DEF, DEM, EECP, HKS, HSE and VIT) of the University of Benin about the influence of social media on academic performance of students Hence, the null hypothesis is retained.

## CHAPTER FIVE

### SUMMARY CONCLUSION AND RECOMMENDATIONS

This chapter summarized the entire study under the following sub-heading Summary, conclusion and Recommendation it also highlight some suggestion further study.

#### Summary

This study examines the influence of social media on undergraduate students academic performance in Faculty of Education University of Benin are exposed to especially, this study seek to find out if the students of Faculty of Education University of Benin are exposed to social media the influence the use of social media have on the student's academic performance be it negative or positive how often the student of the Faculty make use of social media, the extent to which usage of social media has supported the learning and finally the nature of social media the Faculty undergraduate students are more exposed to this study used the descriptive survey research method. The population for this study consist of 120 undergraduate students in different faculties in the Faculty of Education. The questionnaires were collated. Coded and analyzed. The demographic and the items relating to the research questions were analyzed using simple percentage and frequency count.

#### Finding

The following are the major finding in this research work:

1. The Students of the Faculty of Education are exposed to social media and the use of these social media have positive influence on the student's academic performance, students make use of social media very often and that it has supported the students learning to a very great extent, finally the study show that University of Benin students are more exposed to the usage of whatsapp followed by Facebook, Wikipedia, YouTube, Google, Linked in Skype, Instagram (X)twitter netlog and MySpace.

### **Conclusion**

From the analyzed data obtained using structured questionnaire, the following conclusion have been drawn:

The researcher was able to establish that the use of social media have a positive influence on the undergraduate student's academic performance. Therefore it helps to promote the E-Learning (learning things online via their electronic devices) that may not be available in their school library. In addition the use of social media by the students also enhances effective communication among the students and between the students and their lecturers and faculty.

### **Recommendations**

Based on the foregoing it is recommended that:

1. Students are encouraged to have devices that can aid their learning in the social media space
2. Virtual classes should be encouraged.
3. Social media should be encouraged and made available in the school library by the school administration so that the undergraduate students can have access to information that may not be available in hard copies.
4. Lecturers should make efforts to educate undergraduate students on the ideal consequences of excessive use of social media on their academic performance, this should be a continuous exercise to ensure that addition to social media specially for social activities is reduced.
5. Students of the faculty of Education should have a central portal where all complaints and observation concerning the Department should be dropped electronically.
6. Restrictions to the access of the school social media should be minimal so that some of the unfortunate students who do not have personal social media can derive the same benefit with those that have.

Suggestion for Further Studies Since this research was conducted in only Faculty of Education investigations in this study should be carried out in other faculties in the University of Benin and also in other University in Nigeria.

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## APPENDIX 1

### QUESTIONNAIRE ON

THE INFLUENCE OF SOCIAL MEDIA ON UNDERGRADUATE STUDENTS

ACADEMIC PERFORMANCE IN THE FACULTY OF EDUCATION

UNIVERSITY OF BENIN EDO STATE

Dear respondents

The above research topic is purely for academic purpose. Respondents are kindly requested to give their opinion on the topic.

All information will be treated confidentially. Indicate your answer by ticking in the appropriate column for .

SA (Strongly Agreed); A (Agreed); D (Disagreed); SD (Strongly Disagreed)

Thanks for your precious time and cooperation.

Kindly respond to the questionnaire. It is designed solely for academic purpose and as such, your response shall be treated with utmost confidentiality.

**SECTION A:** Demographic Data where necessary.

Kindly tick ( ) where necessary and fill an where necessary

Level: 100 ( ), ( ), 200 ( ), 300 ( ) , 400

**SECTION B:** Items on the focus of the study

Kindly tick ( ) the option that is applicable to you

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

Course of Study \_\_\_\_\_

Sex: Male ( ) Female ( )

Faculty of Students \_\_\_\_\_

<b>S/N</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	I am always on the social media				
2.	I am totally glued to my phone for internet usage				
3.	Social media is a part of me. So, I cannot do without being on line frequently.				
4.	I always make use of Social media for communication with friends				
5.	I communicate with my loved ones mostly via Social media, so I am always online				
6.	I only make use of social media when the need arises				
7.	I restricted myself to a limited time for the use of internet facilities' a day				
8.	I am highly addicted to the use of social media				
9.	I spent more time on socializing on social media than I spend on my reading generally				
10.	I always make use of social media for my effective learning				
11.	I engage the use of social media for carrying out my school assignments				
12.	I always make use of social media for pleasure				
13	Many students do not do well academically because they have replaced studying with specializing in social media platforms.				

		<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
14.	Social media has linked so many students to fraud. So, they take time to relate with fraud to the detriment of their studies				
15.	Many students would have been passing very well if not for the invention of social media platforms				
16.	Those who always use social media for pleasure, do not always perform well in school				
17.	Those who engage the use of social media for the sole purpose of learning from friends to enhance their studies, perform.				
18.	The frequent engagement of studies in social media has nothing to do with their outstanding performance.				
19.	Constant socialization on social media is a distracter of students from effective learning.				
20.	Those who often make use of Social media for the enhancement of their learning have access to sufficient relevant academic materials.				
21.	Social media frequent users gain access to current information in their field of learning which enhances their studies.				
22.	Students can do very irrespective of their engagement with social media.				