

**USAGE OF SOCIAL NETWORKING SITES ON ACADEMIC  
PERFORMANCE AMONG UNDERGRADUATES IN STATE UNIVERSITIES  
IN EDO AND DELTA STATES, NIGERIA**

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**A PROJECT WRITTEN IN THE DEPARTMENT OF EDUCATIONAL  
MANAGEMENT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE AWARD OF BACHELOR (B.SC.) IN LIBRARY AND  
INFORMATION SCIENCE OF THE UNIVERSITY OF BENIN**

**FEBURARY, 2025**

## CERTIFICATION

This is to certify that this research project titled “Usage of Social Networking Sites On Academic Performance Among Undergraduates In State Universities In Edo And Delta States, Nigeria” was carried out by **PEREKE DESTINY** with matriculation number **EDU2001705**, In partial fulfillment of the requirements for the award of Bachelor (B.Sc.) In Library and Information Science of the University of Benin, is adequate both in scope and content and it is hereby approved for presentation.

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## **DEDICATION**

This project work is dedicated to God Almighty, for providence, guidance, and grace in seeing me through this study; I give Him all the glory. I also dedicate this project to my parents; MR AND MRS PEREKE.

## **ACKNOWLEDGEMENT**

My sincere gratitude goes to God Almighty, for granting me this grace and mental powers to complete this project. This project completes another milestone in my academic career. I sincerely appreciate the Head of Department, Educational management, Prof.W.A.Iguodala. It is pertinent at this junction to appreciate the effort of my project supervisor, Dr Ogenetega for his support and guidance throughout the course of this project.

I also want to appreciate the whole Academic and Non-Academic Staff for their relentless service to the student of the department.

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To my amiable siblings; Blessing, Victoria, Jessica and many others whose names were not mentioned thank you for always rooting for me and cheering me on no matter the circumstances.

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May God, in His infinite mercy, bless you all.

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## **ABSTRACT**

The advent of social networking sites (SNS) has significantly influenced various aspects of human interaction, including education. This study examines the impact of social networking sites on the academic performance of undergraduates in state universities in Edo and Delta States, Nigeria. The study investigates the academic performance of undergraduates in the Departments of Library and Information Science (LIS) in selected state universities, explores the reasons for their engagement with social networking sites, and determines the extent of SNS usage among these students. A descriptive survey research design was employed, with a total enumeration sampling technique used to select a sample size of 996 undergraduates from Delta State University, Abraka, and Ambrose Alli University, Ekpoma. Data collection was conducted using structured questionnaires, which were distributed randomly to available undergraduates. Descriptive and inferential statistical tools were utilized for data analysis, including frequency counts, percentages, and means to answer the research questions. Findings from the study indicate that LIS undergraduates generally maintain a good academic standing, with CGPAs ranging between 2.50 and 4.49, which falls within the Second Class Upper and Lower divisions. This suggests that despite the prevalent use of SNS, many students prioritize their academic responsibilities. However, the study also highlights that undergraduates engage with SNS for various reasons, including socialization, information-seeking, academic collaborations, and leisure. The extent of SNS usage varies among students, with some demonstrating controlled usage that complements their academic activities, while others exhibit excessive engagement, which may negatively impact their academic performance.

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

Schools, colleges and universities have no worth without students. Students are most essential asset for any educational institution. The social and economic development of the country is directly linked with students' academic performance. The students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic and social development (Abdulkareem, 2001). This has been corroborated by Ifejika (2014), who reported that the key manpower needed for the rapid development of a nation is education. This is because it is the manpower that induces the acceleration of scientific and technological development; in order for a country to advance technologically.

In Nigeria, just like in any other developing countries, education is considered to be a way of escape from poverty, illiteracy and under-development. Improved academic performance among undergraduates in universities is therefore paramount in order to navigate the currents of under-development (Oghenekohwo, 2008).

The Federal Republic of Nigeria (2004) on the National Policy on Education noted that, "university education shall make maximum contribution to national development by intensifying and diversifying its programme for the development of high level manpower within the context of the needs of the nation" (p.12). In view of

the foregoing policy, Nigeria has established many universities for the production of the much needed manpower. The aims and objectives of university education in Nigeria as enshrined in the National Policy on Education, FRN (2004) are to:

- i. contribute to the development of the nation through high-level relevant manpower training;
- ii. develop and inculcate proper values for the survival of the individual and the society;
- iii. develop the intellectual capability of individuals to understand and appreciate their local and external environments;
- iv. acquire both physical and intellectual skills which will enable individuals to be self-reliant and useful members of the society;
- v. promote and encourage scholarship and community service;
- vi. forge and cement national unity; and
- vii. promote national and international understanding and interactions.

The concept of academic performance is a vital tool in the measurement of the academic achievements of undergraduates during or on completion of a programme. The word academic is usually applied in relation to a university, college or any institution of higher learning. It pertains to scholarly human activities conducted in a formal educational environment (Ebenuwa-Okoh, 2010).

Academic performance has been considered to be an essential factor in the educational life of an undergraduate; this is because excellent academic performance predicts future job performance and it accounts for the total work force of a nation (Awala, 2017).

Academic performance has been considered to be an essential factor in the educational life of an undergraduate; this is because excellent academic performance predicts future job performance and it accounts for the total work force of a nation (Awala, 2017). Education is a unique investment and it has great potentials for the transformation of the individuals and the society, and it has become the major yardstick for measuring progress, civilization and development of mankind in any organized society. Most governments hence, have an abiding faith in the efficacy of education as an instrument for social reconstruction and economic development (Harris-Bowlbey, 2003).

According to Wikipedia (2013), Undergraduates' academic performance refers to the enhancement of the undergraduates' current state of knowledge and skills reflected in their GPA and also in the formulation of their personality and academic growth from lower levels of study to higher levels. Academic performance or academic achievement is the extent to which an undergraduate or institution has attained their short or long-term educational goals. Completion of educational benchmarks such bachelor's degrees represent academic achievement. Academic achievement is commonly measured through examinations or continuous assessments.

Tuckman (2017) refers to performance as a person's outward proof of understanding, concepts, skills, ideas, and knowledge. He suggested that grades evidently describe the undergraduates' performance. Therefore, undergraduates' academic performance must be carefully taken care of and controlled keeping in mind all the factors that can positively or adversely affect their performance academically. In the same vein, Kobal and Musek (2018) refers to academic performance as an

undergraduates' knowledge, representing the degree of his/her adaptation to schoolwork and the educational system expressed in numbers.

According to Tuckman (2017), academic performance is seen as undergraduates' reporting of past semester CGPA/GPA and their expected GPA for the current semester. The grade point average or GPA is now used by most of the tertiary institutions as a convenient summary measure of the academic performance of their students. The GPA is a better measurement because it provides a greater insight into the relative level of performance of individuals and different group of undergraduates.

Okpala (2011) defined students' academic achievement as indicators of students' performance in curricular- driven tasks as a result of exposure to the curricula experiences (p.5). Academic performance is also seen as success or failure in a school curricula-based examinations or tests. It is influenced by personality, motivation, opportunities, education and training. Academic achievement is very important in any educational setting, as it indicates the level of students' competence in respect of their academic content. The concept of academic performance has become a source of great concern to researchers, educationist and scholars especially as the academic performance of undergraduates in universities is declining.

The declining academic performance in universities may be as a result of excessive usage of social networking sites and usage of library information resources. Social networking sites are web-based services that allow undergraduates to construct a public or semi-public profile within a bounded system, to articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system (Boyd & Ellison, 2007).

People around the globe have been addicted to the internet which has given rise to more undergraduates using social networking sites more often than before. Nalwa and Anand (2013) advised and recommended that those who are addicted users love to use the internet to set back their personal and professional responsibilities in which the final outcome is poor academic performance. It was highlighted in the finding of Karpinski (2012) that social networking platforms users usually devote lesser time to their studies has to compared to non-users did and subsequently has lower GPAs.

According to Kubey, Lavin, and Barrows (2001), there is a correlation between academic performance and the dependency on social media platforms. Researchers have conducted different studies to find out the influence of social platforms users, for instance a study on ‘impact of Facebook on undergraduates’ academic performance stated that social platforms have negative impact on undergraduates. According to the outcome, undergraduates’ academic performance is affected the more they use social networking sites. Social platforms are mainly used by undergraduates for socializing activities rather than academic purpose (Oye, 2012).

San-Miguel (2009) investigated the relationship between time spent on Facebook and the academic performance of undergraduates. The findings indicated that the more time undergraduates spend on Facebook equals slightly lower grades (p.12). In his study, the average facebook user had a GPA of 3.0 to 3.5, while the non-facebook user had a GPA of 3.5 - 4.0. Also, the average facebook user study for 1 – 5 hours per week, while the non- facebook user would study 11 – 15 hours per week. Enriquez (2010) in his study revealed that undergraduates who multi-task between social networking sites and home work are likely to have 20% lower grades than

undergraduates who do not have social networking sites. He believed that even running a social networking site on the background on a student's PC while studying or doing homework could lower a student's grade" (p.65).

### **Statement of the Problem**

Academic performance has been considered to be an essential factor in the educational life of an undergraduate; this is because excellent academic performance predicts future job performance and it accounts for the total work force of a nation (Awala, 2003). In Nigeria and all over the world, academic examinations are inevitable for any undergraduate who wishes to progress in his/her studies. However, it has been observed in most literature such as the ones of Abdulkareem (2001), Ebebuwa-Okoh (2010) and Okpala (2011) that there is a descending trend in the academic performance of undergraduates in Nigerian universities. Personal observation by the researcher also indicated the same situation in State Universities in Edo and Delta States. This phenomenon may not be unconnected with usage of social networking sites tools such as spending excessive time for non-academic purpose as well as low usage of library information resources. However, there may not been any empirical investigation to establish the relationship between social networking sites and academic performance among undergraduates. Therefore, this study will investigate the influence of social networking sites on academic performance of undergraduates in State universities Edo and Delta States, Nigeria.

## **Research Questions**

The following research questions guided this study:

1. What are the academic performance of undergraduates in the Departments of Library and Information Science in state universities in Edo and Delta States?
2. What are the undergraduates' reasons for the usage of social networking sites?
3. To what extent do the undergraduates make use of social networking sites?

## **Purpose of the Study**

The purpose of this study is to investigate the influence of social networking sites on academic performance of LIS undergraduates in state universities in Edo and Delta State. The specific objectives are to:

1. Find out the academic performance of undergraduates in the Departments of Library and Information Science in state universities in Edo and Delta States.
2. To know the undergraduates' reasons for the usage of social networking sites.
3. To determine the extent the undergraduates' make use of social networking sites.

## **Significance of the Study**

This study will be of benefit to the following categories of people: university policy makers, library managers, researchers and scholars, parents and guardians. Findings of the study will enable university authorities to review, design and implement policies to improve undergraduates' academic performance and the quality of education by changing the mind set of undergraduates towards learning and improving teaching procedures.

The study will enable library managers in general and those in Edo and Delta States, Nigeria, specifically, to put together informed decisions on improving their library collection and services to achieve a standard quality and positively trigger academic performance.

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

The study focused on the influence of social networking sites on academic performance of undergraduates in state universities in Edo and Delta State. It is restricted to determining the academic performance of undergraduates, the amount of hours invested on social networking sites by the undergraduates in a day, the undergraduates' reasons for the usage of social networking sites, determine the extent the undergraduates' make use of social networking sites, the undergraduates' reasons for the usage of library information resources, the level of usage of library information resources by the undergraduates.

This study covered 200, 300 and 400 level undergraduates in regular programmes in the Departments of Library and Information Science in two state universities in Edo and Delta States. These universities are Delta State University, Abraka and the Ambrose Alli University, Ekpoma.

These universities were chosen based on the fact that they are the state universities that offer LIS in Edo and Delta State. Regular undergraduates in 200, 300 and 400 levels in the Departments of LIS were chosen based on the fact that they are those with Cumulative Grade Point Average (C.G.P.A) which was used to measure their academic performance. 100 levels were excluded from this study because as at the time of carrying out this study they did not have Cumulative Grade Point Average.

## **Operational Definition of Terms**

The terms below are defined as used in this study:

**Undergraduates:** Is a learner, or someone who attends an educational institution.

**Academic Performance:** This is the performance of undergraduates in a semester which is measured with the Cumulative Grade Point Average (C.G.P.A).

**Social Media:** Social Media is regarded as a group of internet based applications used by undergraduates and which permit the creation and exchange of user generated content, for example, Facebook, YouTube, Blogs, Twitter, MySpace or LinkedIn, etc.

**Social Networking Sites:** Social networking sites are web-based services that allow undergraduates to construct a public or semi-public profile within a bounded system, to articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

The literature review was carried out under the following sub-headings:

- Conceptual model.
- Academic Performance of Undergraduates.
- Usage of Social Networking Sites and Academic Performance of Undergraduates.
- Appraisal of the Reviewed Literature.

#### **Conceptual model.**

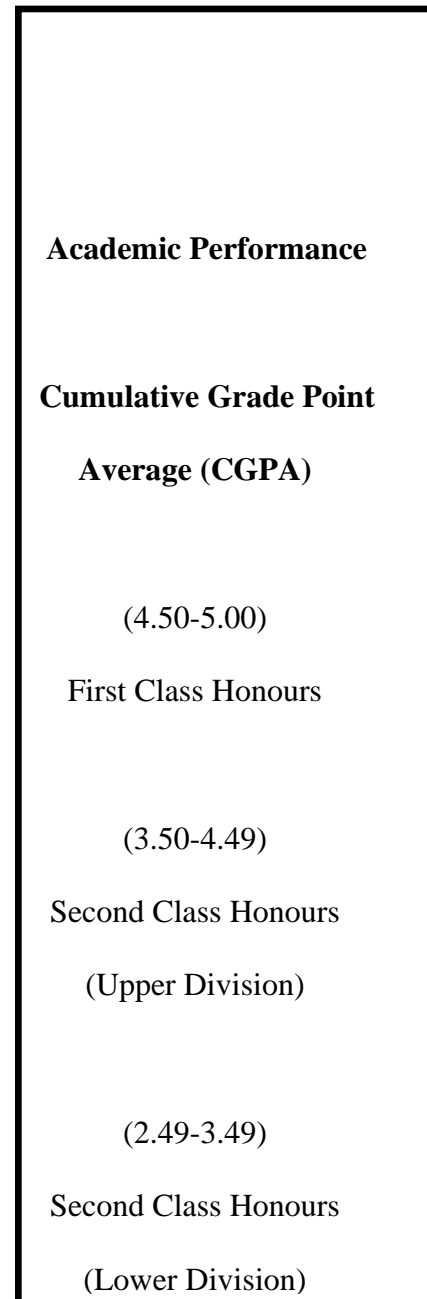
Models are designed to simulate the efforts that represent certain aspects of the real world. Models also identify particular variables with possible linkages among them in a way that clarifies, simplifies and promotes understanding. The understanding of models can thus contribute to the truth and accuracy of the real system. For the assessment of social media as predictors of academic performance among undergraduates in universities in Edo and Delta State, Nigeria, the conceptual model in figure 1 will be applied to describe the relationships that exist between the independent and dependent variables. The conceptual model presented in figure 1 explains the process by which the study was carried out. The model projected the relationship and interaction between the independent variables of the study; social media and the dependent variable – academic performance. Simply put, it illustrates how social media could predict the academic performance of undergraduates. The model proposes that there exists some relationships between some identified independent variables and the

academic performance of undergraduates in other words (dependent variable). It is proposed that academic performance of undergraduates is dependent on social media. The relationship is shown on the next page.

## Independent variables



## Dependent variables



**Figure 1:** Self Developed Conceptual Model for Social Media as Predictors of Academic Performance of Undergraduates

## **Academic Performance of Undergraduates**

A number of studies have been carried out to identify and analyse the numerous factors that affect undergraduates' academic performance in various institutions of learning. Their findings identify undergraduates' effort, previous schooling, parents' education, family income, self-motivation, age of student, learning preferences, class attendance and entry qualifications as factors that have a significant effect on the students' academic performance in various settings (Kobal & Musek, 2018).

Aremu (2001) differentiated between good and bad academic performances. He stated that "good academic performance is a performance that is creditably adjudged to be above average. It is a performance that is greater than a ceiling or specified standard; while poor academic performance is a performance adjudged by the examinee/testee as falling below an expected standard. In the same vein, Bakare (2019) described low academic performance as any performance that falls lower than a preferred standard. Poor academic performance is usually worrisome to the undergraduates, parents and society.

The concept of academic performance is a vital tool in the measurement of the academic achievements of undergraduates during or on completion of a programme. The word academic is usually applied in relation to a university, college or any institution of higher learning. It pertains to scholarly human activities conducted in a formal educational environment (Joe, Kpolovie, Osonwa & Iderim 2014). Academic performance refers to how well an undergraduate is accomplishing his or her tasks and studies (Scott, 2012). Grades are certainly the most well-known predictors of academic performance. They are the undergraduates "scores" for their classes and overall tenure.

Grading systems vary greatly by schools and countries; the scales usually include lettering systems from A-F, a percentage form of 1-100 and cumulative grade point averages (CGPA) from 1.50 -5.00. According to Ward, Stocker and Murray-Ward (2006), academic performance is seen as the outcome of education; the degree to which the institutions, undergraduates or lecturers have achieved their educational goals. Academic performance is also the ability to communicate one's Academic performance is regarded as undergraduates' examination grades (Grade Point Average) at the end of a particular semester or programme. It could also be seen as the level of performance in a particular field of study. High scores indicate better academic performance while low scores indicate poor academic performance. Undergraduates' academic performance has a very significant place in education as well as in the learning process. It is regarded as a yardstick to judge one's total potentialities and abilities which are constantly measured by examination results.

### **Extent and Purpose of Usage of Social Networking Sites and Academic Performance of Undergraduates**

Social networking sites have grown astoundingly over the past few years. According to (Digital Insights, 2013) there are over 1.15 Billion Facebook users compared to 700 million in 2011; over 500 million Twitter users compared to 250 million in 2011; over 238 million LinkedIn users compared to 115 million in 2011 and there are over 500 million Google Plus users opposed to 25 million users in 2011. However, exposure and use of these networks sites tend to have both positive and negative implications among undergraduates. Some see it as distraction to learning

which may result to poor academic performance as it involves multitasking, while others attest to the potentials of social media for learning and a driver to good academic performance. Several studies have been carried out on social networking site usage and academic performance in Nigeria. Almost all of these studies rely on self-reported, cross-sectional and the grade based data. The independent variable in most of these studies was the time spent using social media (Junco, 2012).

Boyd and Ellison (2017) wrote that social network sites (SNS) are web centered service which permits individuals or persons to sign up in a bordered system, identifying the group of persons within the same system so as to share academic related information or personal information. This indicates that social network sites entail a place where people connect with each other and share common issues relating to relationship, sports, politics and academics. However, Boyd and Ellison argued that participants from certain social media sites are not primarily there to connect with people they are not familiar with, rather they sign up to connect and catch up with loss but found offline friends as well as close ones (p.41).

Social networking sites according to Asur and Huberman, (2009), is defined as a sort of online communication in which its users easily share, participate and create content. It includes blogs, social networking sites, wikis, forums and virtual worlds. Kaplan and Haenlein (2010) described social media as “a collection of internet applications that build on the technological foundations of Web 2.0 and it permits the exchange of user- generated content and bank on Web technologies to create remarkable interactive platforms through which undergraduates and communities of persons create, share, discuss and modify user- generated content.

Junco and Cotton (2011) investigated a large sample of college students and discovered that sending text messages and using facebook while studying or doing homework were commonplace. Furthermore, this behavior hindered their study and was negatively correlated to overall college GPA. Wood (2012) examined the effect of multi-tasking with several media technologies (texting, e-mail, MSN messaging, facebook) on real-time learning. Subjects were randomly assigned to different situations (multi-tasking with one of the four technologies or no multitasking) while taking place in classroom setting. After they had finished the learning tasks, the students were given a 15-item multiple choice test to assess learning. Results showed that multi-tasking with any of the assigned technologies were negatively related to learning and academic performance.

Al-Menayes (2015) investigated the effect of social media usage, engagement and addiction on academic performance. The study shows that the amount of time one spends using social media effects academic performance in a negative way. The more time one spends using social media, the worse their academic performance. This suggests that the time devoted to using social media come more than likely at the expense of time that should have spent for academic purposes. Heavy users of social media probably do poorly in exams and assignments because they do not put enough time into it. Rosen (2013) studied the behavior of middle school, high school and college students and observed that participants were distracted by media like Facebook and texting in less than 6 minutes after the start of a studying session. In addition, measurements of daily Facebook use and texting behavior were strong predictors of off-task behavior during study periods. More importantly, all of the media related

technologies associated with increases in multi-tasking and decrease in academic achievement is now commonly accessed with a single internet-enabled mobile phone.

Olubiyi (2012) lamented that Nigerian students are so engrossed in the usage of social media that they are almost 24 hours online. Even in classrooms and lecture theatres. He observed that some students are always busy pinging, 2going or Facebooking, while lectures are on. Times that ought to be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times they are busy discussing trivial issues. Hence most students' academics suffer setback as a result of distraction from the social media which may result into poor academic performance.

David (2014) investigated the effect of facebook on students' academic performance. The result showed that "26% of respondents agreed that the use facebook affects their academics positively, 32% are not affected in any way by their use of these social media while 42% are affected negatively" (p.12). This implies that students' activities on facebook have effect on their academic performance.

Paul, Hope and Cochran (2012) in their study of the effect of online social networking on student academic performance revealed that a statistically significant negative relationship between times spent on social media and academic performance. They found out that online social networking media heavily influenced the attention span of the students, particularly the higher the attention span, the lower is the time spent on social media sites .

Asemah, Okpanachi and Leo (2013) studied the influence of social media on the performance of the students of the Kogi State University. The study showed that

undergraduates of the institution make use of the social media and the degree to which they access the social media is high and it is the mostly used new media. Daluba and Maxwell (2013) investigated the consequences of the usage of social media on academic library by undergraduates in Kogi State University. The study population comprised 2053 undergraduates and 90 academic staff from the department of Agriculture Science and Education. The study revealed that male and female lecturers agreed that the use of academic libraries by undergraduate students is influenced by social media.

Onyeka, Sajoh and Bulus (2013) investigated the consequences of the usage of social media network on the academic work of Nigeria undergraduates. The questionnaire was the instrument used to gather data from 600 undergraduates of various higher institutions in Adamawa state. A Polytechnic, a State University and a State owned college of health technology were used for the study. Out of the 600 copies of the questionnaire distributed, 536 were completely filled in and returned. The results of this study shows that the undergraduates of tertiary institutions in Adamawa state make use of the facebook (almost all the students have facebook account) more than any other social network followed by youtube and 2go. The study also revealed that they mostly use these sites for keeping in correspondence. They do this by updating their status regularly, writing on friends' walls and uploading pictures. Some of these undergraduates also go online just to while away their time; these times would have been used for more important things in that they allocate more time for social media sites and less time for studying in the library. The study also noted that undergraduates make use of two to four hour on a daily basis on the social media network carrying out

updates, postings and other visitations, also majority of the undergraduates agreed to use the social media sites for their academic assignment.

### **Appraisal of the Reviewed Literature**

The review of literature has shown usage of social networking sites have great influence on the academic performance of undergraduates in tertiary institutions in Nigeria and the world in general. It is important to note that mainstream of the studies reviewed were carried out in the developed countries. The review of literature has shown that in tertiary institutions of learning, educational accomplishment is measured by academic performance. However, several issues influence the academic performance of the undergraduates.

None of the literature reviewed globally collectively attempted to explain the influence of social networking sites on academic performance among undergraduates in the departments of LIS in Edo and Delta States, Nigeria. This is the knowledge gap this study intends to fill.

## **CHAPTER THREE**

### **RESEARCH METHODS AND PROCEDURE**

The methods and procedure used in conducting this research are described in this chapter. This is done under the following sub headings:

- Research Design.
- Population of the Study.
- Sample and Sampling Technique.
- Research Instrument.
- Validity of the Instrument.
- Reliability of the Instrument.
- Method of Data Collection.
- Method of Data Analysis.

#### **Research Design**

The research design adopted for this study is a survey design type of descriptive research. The descriptive research was used for this study because it describes the state of affairs as at the time of a study and states the relationship between two or more variables without any hint of attributing the effect of one variable on another. It also does not manipulate the independent variables (Salkind as cited in Ogbomo, 2012).

## **Population of the Study**

The population for the study is 771 undergraduates. It is made up undergraduates in the Departments of Library and Information Science in State in the Delta State University, Abraka, and Ambrose Alli University, Ekpoma. The details are presented in Table 3.1

**Table 3.1: Population for the Study**

States Universities in Edo and Delta	Population
Delta State University, Abraka	459
University of Uyo	225
Ambrose Alli University, Ekpoma	312
Total	996

Academic Planning Office of the respective universities (209/2020 Academic session)

## **Sample and Sampling Techniques**

The sample size for this study is 996. The entire population was used for this study. Two sampling techniques will be used for this study. They are the total enumeration and accidental. The total enumeration sampling technique was used to select a sample size of 996 undergraduates in the Departments of Library and Information Science in State universities in Edo and Delta States, Nigeria due to the manageable population of the study.

## **Research Instrument**

The research instrument that will be used for this study is a self-designed questionnaire with the title “Influence of Social Networking Sites on Academic

Performance Questionnaire (ISNSAQ)” and the Cumulative Grade Point Average Scores of the undergraduates for 2023/2014 academic session. The instrument consists of six sections: A-F. Section A sought for the personal information of the undergraduates. Section B is the undergraduates’ reasons for the usage of social networking site such as communicating and interacting with friends, online learning, leisure / entertainment and group discussion. Section C is the extent of use of social networking sites such as facebook, YouTube, Twitter and My space.

### **Validity of the Instrument**

The questionnaire was given to the researcher’s supervisors and other experts in the Department of Library and Information Science and Department of Counselling Psychology, Delta State University, Abraka, and the Ambrose Alli University, Ekpoma for their judgment, to establish the face and content validity of the instrument.

### **Reliability of the Instrument**

The test–retest method was employed to establish the reliability of the instrument using 30 undergraduates of the University of Benin, which is outside the sample of this study. Two weeks later, the researcher administered the same questionnaire to the respondents. The results from the two sets of questionnaire administered were analyzed using the Pearson’s Product Movement Correlation coefficient. The index correlation obtained  $r$  is 0.763 which translates to a high reliability of the instrument and therefore is considered adequate.

### **Method of Data Collection**

The researcher and one research assistant will administer the questionnaire on the respondents. The research assistant will be instructed to administer the questionnaire

randomly to available undergraduates in the respective universities that were present as at the time of the administration. They will be advised to respect the privacy of the respondents and never to temper with their responses. Finally, the researcher will make a multiple follow-up contacts to the research assistant by telephone calls and email to encourage high responses from the respondents.

### **Method of Data Analysis**

Data generated was analyzed using descriptive and inferential statistical tools. Descriptive measures such as frequency count and percentage will be used to analyze the demographic information of the respondents. Simple percentage and mean was used to answer the research questions.

## CHAPTER FOUR

### DATA ANALYSIS AND PRESENTATION OF RESULTS

The chapter presents the results and discussion of the findings in line with the research questions. It is discussed under five sections. Section 4.1 deals with the questionnaire response rate, section 4.2 is concerned with the analysis of the demographic information of the respondents, sections 4.3 deals with the answering of the research questions and section 4.4 is concerned with the discussion of the findings.

#### Section 4.1: Questionnaire Response Rate

**Table 4.1: Questionnaire Response Rate**

Number of Questionnaire Administered	Number of Questionnaire Returned	Percentage of Questionnaire Returned
996	996	100%

A total of 996 copies of the questionnaire were distributed and 996 (69%) of them were returned. The response rate of 100% is considered adequate for the study because the standard and acceptable response rate for most studies is 60% (Dulle, Minish-Majanja & Cloete, 2010).

#### Section 4.2: Analysis of the Demographic Information of the Respondents

**Table 4.2: Gender of the Respondents**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Males	457	45.9
Females	539	54.1
Total	996	100.0

From Table 4.2, it can be seen that there were 457 (45.9%) males while there were 539 (54.1%) females. This implies that there were more female undergraduates in the Departments of LIS in federal universities in Edo and Delta State Nigeria than their male counterpart.

**Table 4.3: Level of Study of the Respondents**

<b>Level</b>	<b>Frequency</b>	<b>Percentage (%)</b>
200	374	37.5
300	335	33.6
400	287	28.8
Total	996	100.0

Table 4.3 shows that 374 (37.5%) of the respondents were in 200 level, 335 (33.6%) of them were in 300 level and 287 (28.8%) were in 400 level. This implies that majority of the respondents were in their 200 and 300 levels respectively.

#### Sections 4.4: Answering of the Research Questions

Research Question One: What are the academic performance of undergraduates in the Departments of LIS in Edo and Delta States?

**Table 4.5: Academic Performance of Undergraduates of Library and Information Science**

CGPA	Frequency	Percentage (%)
1.50-2.49	116	11.6
2.50-3.49	380	38.2
3.50-4.49	405	40.5
4.50-5.00	95	9.5
Total	996	100.0

Table 4.5 shows the academic performance of Library and Information Science undergraduates. The results showed that, there were 405 (40.5%) respondents whose CGPA was within 3.50-4.49, 380 (38.2%) of them were within 2.50-3.49, 116 (11.6%) of them were within 1.50-2.49 and 95 (9.5%) of them were within 4.50-5.00. This means that most of the respondents were within the CGPA of 2.50-4.49 which is Second Class Upper and Lower divisions. This implies that the academic performance of LIS undergraduates in Edo and Delta is in good academic standing.

Research Question Two: What are the undergraduates' purposes for the usage of social media tools?

**Table 4.6: Undergraduates Purpose for Usage of Social Media Tools**

<b>Reasons for the use of social media tools</b>	<b>Mean</b>	<b>SD</b>
To communicate and interact with friends.	3.27	0.77
Send and receive messages from friends.	3.23	0.78
To read news update.	3.18	1.01
To be informed about social events.	3.08	0.87
For leisure/entertainment.	3.05	0.88
To come together with people of common interests.	3.01	0.84
For academic work and research purposes.	2.98	0.87
For online learning.	2.96	0.83
To exchange academic information.	2.95	0.88
To chat, send videos and pictures.	2.89	0.91
To comment on peoples post and pictures.	2.79	0.92
Communicating, mobilizing and organizing national issues like politics, economy and religious matters.	2.65	1.00
For religious propagation.	2.62	1.02
To create/join forum for self-expression.	2.61	0.90
Watch movies.	2.59	0.95
For group discussion and getting study partners online.	2.52	0.94
To search for job.	2.45	1.00
Play games.	2.33	1.01
To connect and communicate with lecturers.	2.27	1.02
To view pornography.	1.86	0.99

<b>Aggregate Mean</b>	<b>2.76</b>
<b>Criterion Mean</b>	<b>2.50</b>
<b>Average SD.</b>	<b>0.92</b>

Table 4.6 indicates the respondents' reasons for the usage of social media tools. The results show that, undergraduates use the social media to communicate and interact with friends, send and receive messages from friends, to read news update, to be informed about social events and for leisure/entertainment. However, the undergraduates do not use it to view pornography, to connect and communicate with their lecturers, search for jobs and to play game

**Research Question Three: To what extent do the undergraduates make use of social media?**

**Table 4.7: Use of Social Media**

Use of social media tools	Very often		Often		Rarely		Never		Mean	SD
	No.	%	No.	%	No.	%	No.	%		
Facebook	504	5.06	329	33.0	134	13.5	29	2.9	3.31	0.81
Youtube	253	25.4	319	32.0	308	30.9	116	11.6	2.71	0.97
Twitter	222	22.3	206	20.7	320	32.1	248	24.9	2.40	1.09
Myspace	149	15.0	162	16.3	281	28.2	403	40.5	2.06	1.08
2go	155	15.6	14	14.9	350	35.1	343	34.4	2.12	1.05
Google+	322	32.3	324	32.5	205	20.6	144	14.5	2.83	1.04

Bebo	111	11.1	135	13.6	260	26.1	488	49.0	1.87	1.03
Linkedin	87	8.7	173	17.4	296	29.7	439	44.1	1.91	0.98
My life	98	9.8	156	15.7	262	26.3	479	48.1	1.88	1.01
RSS	91	9.1	147	14.8	266	26.7	490	49.2	1.84	1.00
Live journal	143	14.4	257	25.8	266	26.7	329	33.0	2.22	1.06
Online groups/forums	181	18.2	345	34.6	256	25.7	214	21.5	2.49	1.02
Blackberry messenger	192	19.3	211	21.2	277	27.8	316	31.7	2.28	1.11
Wikipedia	314	31.5	343	34.4	199	20.0	140	14.1	2.83	1.03
Live sport	228	22.9	244	24.5	264	26.5	260	26.1	2.44	1.11
Library Thing	181	18.2	280	28.1	296	29.7	239	24.0	2.40	1.04
ResearchGate	172	17.3	264	26.5	283	28.4	277	27.8	2.33	1.06
Hi 5	128	12.9	162	16.3	278	27.9	428	43.0	1.99	1.05
WhatsApp	528	53.0	237	23.8	141	14.2	90	9.0	3.21	1.00
Flickr	89	8.9	163	16.4	285	2.6	459	46.1	1.88	0.98
Orkut	72	7.2	124	12.4	238	23.9	562	56.4	1.70	0.94
<b>Aggregate Mean</b>										<b>2.3</b>
										<b>2</b>
<b>Criterion Mean</b>										<b>2.5</b>
										<b>0</b>
<b>Average SD</b>										<b>1.0</b>
										<b>2</b>

Table 4.7 shows the extent to which undergraduates make use of social media tools. The results shows that, with an aggregate mean of 2.32 which is less than the criterion mean of 2.50, it can be concluded that the undergraduates either rarely or never make use of social media tools for academic purposes.

### **Discussion of the Findings**

The findings of the study were reported in this section and were discussed in line with the findings from previous studies.

#### **Academic Performance of the Undergraduates**

The study established that undergraduates in the Departments of LIS in Universities in Edo and Delta were within the CGPA of 2.50-4.49 which is Second Class Upper and Lower divisions indicating a good academic performance. This implies that the undergraduates have a good academic standing. The finding gives a clear signal that undergraduates who are academically ambitious are more inclined in devoting a sizeable proportion of their time to their studies rather than doing other activities. This may be as result of the fact that undergraduates with high academic achievement used a wide range of reading habit skills as compared to undergraduates with lower academic achievement. This finding is in line with that of Aremu (2001) that, good academic performance is a performance that is creditably adjudged to be above average. It is a performance that is greater than a ceiling or specified standard; while poor academic performance is a performance adjudged by the examinee/testee as falling below an expected standard.

## **Undergraduates' Reasons for the Use of Social Media**

The study revealed that the reasons for undergraduates' usage of social media are to communicate and interact with friends, to receive and send messages from friends, to read news update, to be informed about social events and for leisure/entertainment. This implies that the social media have made a change in the lifestyle of the undergraduates as a portion of them have turned towards the technology in the name of development and it has become one of the most important communication tools among them. This finding agrees with that of Shehu and Shehu (2014) that, undergraduates of the Ahmadu Bello University use the social media network for non academic purposes than for academic purposes. This indication was expressed with the highest number of undergraduates who stated their reasons to be for chatting with friends, creating groups of likeminded persons, photo sharing and academic purpose.

## **Extent of Usage of Social Media**

The result of the analysis on the extent undergraduates make use of social media showed that undergraduates, either rarely or never, make use of social media for academic purposes. This implies that social media tools are being used by the undergraduates for socialization purpose. This finding is in conformity with the one by Anyanwu, Ossai-Onah and Iroeze's (2013) which stated that, undergraduates in three tertiary institutions in Imo State have knowledge of social media tools but are not exploring them to the advantage of their academic career; rather they are manipulating them for socialization purposes.

## CHAPTER FIVE

### SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

#### Summary of the Study

The investigated the usage of social networking sites on academic performance among undergraduates in state universities in Edo and Delta States, Nigeria. It was carried out to ascertain the influence of the usage of social networking sites on academic performance among undergraduates. A proper review of related literature was carried out. The survey type of descriptive research method was adopted for this study and data gathered from 996 respondents through the questionnaire were analyzed using frequency, percentage and mean statistics as analytical tools in answering the research questions. The summary of the findings of this study are presented as follows:

- i. undergraduates in the Departments of LIS in Universities in Edo and Delta were within the CGPA of 2.50-4.49 which is Second Class Upper and Lower divisions indicating a good academic performance. This implies that the undergraduates have a good academic standing.
- ii. The study revealed that the reasons for undergraduates' usage of social media are to communicate and interact with friends, to receive and send messages from friends, to read news update, to be informed about social events and for leisure/entertainment.
- iii. undergraduates make use of social media showed that undergraduates, either rarely or never, make use of social media for academic purposes. This implies

that social media tools are being used by the undergraduates for socialization purpose.

## **Conclusion**

The study provided empirical data on variables that predicted the academic performance of LIS undergraduates in universities in Edo and Delta State, Nigeria. The results indicated that undergraduates are within the CGPA o of 2.50-4.49 which is Second Class Upper and Lower divisions indicating a good academic performance; undergraduates either rarely or never make use of social media tools for academic purposes.

## **Recommendations**

In view of the findings of the study, the following recommendations were made:

- i. Orientation, workshop and seminar should be organized by the universities for the undergraduates on the proper use of social media sites.
- ii. University counsellors should provide small group or individual counselling for students who are addicted to the social media.
- iii. Undergraduates in the Departments of Library and Information Science in universities in Nigeria should make more regular use of library resources as this will enable them perform better academically.

## **Contributions to knowledge**

This study has contributed to knowledge in the following ways:

The study has provided information on the academic performance of undergraduates in the Departments of Library and Information Science in state universities in Edo and Delta State, Nigeria.

The study has established that undergraduates don't make use of social media tools for academic purposes.

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