

INFLUENCE OF SOCIAL MEDIA ON STUDENTS' ACADEMIC PERFORMANCE
(A CASE STUDY OF STUDENTS OF UNIVERSITY OF BENIN)

BY

NWAGHODOH EMMANUEL NNAEMEKE
ART1702405

UNIVERSITY OF BENIN
BENIN CITY, NIGERIA

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF MASS
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PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE BACHELOR OF
ARTS (B.A) DEGREE IN MASS COMMUNICATION**

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DECLARATION

This project work is based on a study undertaken by me, in the department of Mass Communication, Faculty of Arts, University of Benin, under the supervision of Dr. (Mrs) Grace Shalom-Israel. All findings and analysis in the study are products of my personal research and where the views of others have been used and expressed, was duly acknowledged.

NWAGHODOH EMMANUEL NNAEMEKE

ART1702405

CERTIFICATION

This is to certify that this research work was duly carried by Nwaghodoh Emmanuel Nnaemeke in the Department of Mass Communication Faculty of Arts, University of Benin, in partial fulfillment of the requirement for the Bachelor of Arts (B.A) degree in mass communication.

Dr. (Mrs) Grace Shalom-Israel
Project supervisor

Date

Ag. Dr.F.P. Olise
Ag Head of Department

Date

DEDICATION

This work is dedicated to God, the source of all knowledge; wisdom and His blessings for making this work and easy accomplishment.

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Firstly, praises and thanks to God the Almighty, for his showers of blessings throughout my research work to complete the research successfully.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

I worry that eventually technology will replace human interaction. There will be a generation of fools in the world, said Albert Einstein.

John Tudor once said, "Everything but the technology is under human control thanks to technology."

Without a doubt, modern communication technology has made the world a small, interconnected community. But as things stand, technology, like a coin, brings both advantages and disadvantages. The news will be what it is, and it will always have a variety of effects on candidates. It will be good, it will be bad, it will be both. (Mark E. Hyman)

Prior to the internet, certain methods of learning and conducting research were put in place and appeared to be effective at the time. Some of these methods are still in use today, while others have faded with the passage of time and modern technology. The library, which is one of the oldest forms of research and could be referred to as the internet of olden days, had an index called the card catalog, and webpages were pages in paper books. The procedure was the same: come up with search terms, look them up in the index, and then read the referenced pages. The

term "research" is somewhat ambiguous, but many types of research were conducted prior to the widespread use of the internet. The internet affected some people while having no effect on others. For library research, reading materials were presented in bite-sized chunks. Before the internet, people used to go to libraries and look through books or periodicals to get knowledge. Students in our era have no concept how to perform innovative research due to the effect of social media. All they do is type in the questions asked on Google or Wikipedia, and whatever answers are returned, they download for the lecturer without even reading through, removing excesses, and adding relevant points. During the pre-internet era, we also had indigenous education as a means of learning and research. This entails learning from more experienced members of a community. People who wanted to conduct research on specific topics would seek out these members of the community because they were regarded as veritable sources of information due to their experiences in the ostensible field of study, and the researcher (student) would write down as much as he could and would ask questions where he felt lost. It was almost like being in a formal school setting, but it was more relaxed.

Newspapers were typically published daily or weekly, but sporadically semi-weekly (twice a week), bi-weekly (every two weeks), or monthly, according to Swallowtail Prints. On the other hand, magazines were usually released weekly, bimonthly, monthly, or quarterly (four times a year). At newsstands, grocery stores, book stores, train stations, and other places, newspapers and magazines may be bought individually or by subscription (in which the reader pays in advance for a year's worth of issues). Anyone interested in using this method would have to begin collecting older newspaper and magazine editions on the specific topic in order to have a comprehensive report on what they're researching. This was stressful, time consuming, and could only be accessed by the well-to-do in society who had newspaper subscription plans.

Also, television and cinemas, which were older forms of research before the Internet. Prior to using this type of research, researchers would have to watch programs that were broadcast. Students back then learned through television, movies seen in theaters, or documentaries. Again, this was intended for the affluent in today's society because how many people could afford to eat, let alone buy a television or go to the movies? Anyone who wanted a clip of what was shown in the cinema could pay the cinema and have a private copy of the movie or documentary mailed to them. Before the Internet, one of the most popular forms of research and learning was the use of encyclopedias. This type of research was time-consuming because it required a researcher to leaf through the pages of a large book. If you wanted to do research with the encyclopedia, you'd have to go through the pages one by one until you found the topic you were looking for, or other related research. It necessitated a lot of scribbling and referencing. Again, only the wealthy could afford an encyclopedia, which was also cumbersome to transport.

A study by Adebisi, Akinbode, Okuboyejo, et al. (2015) found that the prevalence and ongoing use of online social networking services by the student population group was growing, which had a detrimental effect on their academic performance. Similarly, Kogi State University undergraduate students' academic performance was observed by Asemah, Okpanachi, and Edegah (2013), as well as Olise (2021). University of Benin researchers from Benin City, Nigeria and Anyigba, Nigeria came to the conclusion that undergraduate students at the university were exposed to social media heavily, which had a negative impact on their academic performance. However, there are many adults and experts at school, including professors and staff, who urge children to utilize social networking sites like Facebook because they enable students to communicate with one another and talk about academic concerns (Alexander and Salas; 2008). They added that students can create online communities to discuss course material in groups or to plan projects. When a student is away and needs to be informed about recent advancements in the classroom, they can also use social networking sites to stay in touch. Social media is quickly replacing traditional electronic media like radio and television among a vast number of people. There have been voiced worries about how this social media trend may affect society in general and

young people in particular. Despite the fact that many people may be eager to attribute the widespread poor academic achievement on other issues, such as subpar teachers, it could be advantageous to reorient our attention to the role that social media plays in advancing (Oche and Aminu; 2010) in Osharive; 2015. Academic progress is the main aim of a higher education experience. There is a need for more research on this crucial subject, whether or not social media use contributes to this outcome. The study therefore investigates the impact of social media on University of Benin students' academic performance.

1.2 Statement of the Problem

Despite the fact that social media's introduction has increased prospects for academic brilliance, it is obvious that students' performance in class lately has significantly declined. In addition to using it for learning and having fun, students have been observed using social media. The majority of individuals are not motivated to learn, and instead of reading their books, they spend their time conversing and making new friends on social networking sites. It is common to see children using their phones while in class, even in places of religion, when moving through the streets while strolling or driving, and the list goes on. Although it can be a lot of fun, technology can also consume us. According to Daniel J. Boorstin, "the veil of information can drive out knowledge." these and other factors prompted Albert Einstein to say, "I fear the day when technology will surpass human interaction. There will be a generation of idiots in the world.

Encyclopedia Britannica African insights stated; Students' failure rate today can also be linked to their abusive use of social media, which has resulted in a total loss of ability to engage in and conduct creative research. They don't want to stress themselves,' so they quickly pour whatever they find on the internet for the lecturer and zoom off to resume chatting. Students do not know how to engage in constructive and beneficial conversations because they generally have nothing to offer, so when educational and

constructive programs are organized, there is a low turnout of students, despite the fact that these are the leaders of tomorrow. Social media has also ushered in students' habitual reliance on soft-copy study materials. As a result, the students fear and dislike anything typed or printed on paper. Even when they are required to buy textbooks in school, they only do so to get the lecturers off their backs, not because they actually read them. In the event of a network outage, how will these students access study materials, posing a barrier to academic excellence?

There is also the issue of information validity to consider. Most of the information available on the internet can be questioned because, regardless of how vast the internet is, the result is uploaded by a human being who provides answers from his perspective; thus, most answers on the internet, while true, are not entirely factual. Furthermore, despite the abundance of information available to students of this dispensation via the internet, students still do not know how to use it to improve their academic performance (at large), essentially using the information for "knowing sake." An average student today can easily list and tell you the net worth of all the musicians and footballers in the world without having to hold his phone, but a large population of these same students do not know the 36 states of Nigeria and their capitals, which is usually due to distraction from social media platforms. The aim of this study is to identify the beneficial and detrimental effects of social media on students' academic performance. Specifically, by responding to the following questions;

- What exactly is social media, and why are students using it?
- How much of a student's time is spent on social media?
- What influence does social media have on students' academic performance?

1.3 Objectives of the Study

The study's goal is as follows;

1. Determine the various social networking sites to which the students had access.
2. Determine how frequently University of Benin students go online.
3. Determine how many hours per day the students spend on social networking sites.
4. Determine how students' use of social media has affected their academic performance.

1.4 Research Questions

The following are the study's research questions:

1. How does student academic performance change as a result of social media use?
2. Do both positive and negative effects of social media use on students' academic achievement exist?
3. What additional benefits do students typically experience when using social media sites?

1.5 Importance of the Study

The study will provide specialists with more information about the impact of social media on academic achievement in students. It will be helpful in helping pupils grasp the scope of social media. Students and other scholars pursuing related research will find it useful.

1.6 Scope of the Study

Investigating how social media affects students' academic performance is the goal of this study. The study will focus on students at the University of Benin in order to facilitate data processing. This will

save money and prevent any complications that can occur from a large population. However, because most student characteristics are comparable, the research results will be applied to all students at Nigerian universities.

1.7 Definition of Key Terms

Key terms utilized in the research work include the following:

- **Social media:** These online communication channels enable interaction based on specific interests. Web and mobile technology are included in social media. Kaplan and Helen (2010) defined Social Media as a group of internet based application that allows the creation and exchange of user generated content.
- **Social networking sites (SNS):** A website where users can upload and share information about themselves.
- **Social networking:** is the use of the internet to send messages to others and to make information about oneself available to others, particularly those with whom you have common interests.
- **Media:** All media technologies that aim to communicate with a big audience through mass communication. "They are messages communicated through a mass media to a number of people" (Bittner, 1980, p.10).
- **Academics:** This field is concerned with book learning as opposed to practical labor.
- **Student:** A person enrolled in school or an institution of higher learning. a person who is passionate about a certain topic.

- Internet: A global network of electronic communications that links computer networks and corporate computer facilities.

CHAPTER TWO

LITERATURE REVIEW

2.1 History Of The Internet In Nigeria

13 Years of Internet Growth From Ground Zero in Nigeria From 1960-1996 Seven years after it was implemented in the United States, it had taken a while, but the Nigerian Communications Commission (NCC) eventually acted appropriately in 1996. There are 38 internet service providers authorized in Nigeria. Linkserve Limited got going right away with business ventures there, becoming Nigeria's first Internet service provider on January 1st of the following year (ISP). Finally, the nation has reached the internet era, but fourteen years later, the nation is still having trouble with the infrastructure of this technology.

Like every other nation in the globe, Nigeria struggled to comprehend the internet's seeming omnipotent power, and we venture to argue that it still does. The rise, though, has been tremendous so far, according to academics and industry observers who have closely tracked the nation's initial hesitant steps in this direction.

2.1.1. Internet Group For Nigeria Is Founded.

A non-governmental group called the Nigeria Internet Group was established in 1995—the year before these businesses were established—with the aim of promoting and supporting full access to the internet in Nigeria. The first internet workshop, which the Yaba College of Technology and the Nigerian Communications Commission jointly hosted in 1995, led to the creation of the Nigeria Internet Group, , National Data Bank, Literacy Training and Development Program for Africa (University of Ibadan), and Administrative Staff College of Nigeria (ASCON), with direct assistance from the United States Information Service (USIS), Regional Information Network for Africa (RINAF) and the British Council. The workshop was organized to raise awareness of the benefits of the internet in Nigeria and to provide a forum for discussing the future of networking. Four years later, in May 1999, the Nigerian Communications Commission (NCC) organized an Africa Internet Summit (AFRINET 99), hosted by the Federal Ministry of Communications, in collaboration with the Nigeria Internet Group (NIG).

The goal of the summit, which was held at the ECOWAS secretariat from May 11–13, 1999, was to provide a forum for African Internet professionals to come together and discuss policy issues specific to Africa. The summit's main focus was the sustainable development and use of the internet in Africa. Then, in a \$1 million effort to help Nitel develop the internet backbone, the Nigerian government received assistance from the United Nations Development Programme Agency (UNDP/IA). Nitel's communication school was being strengthened by UNDP/IIA so that it might develop into a regional internet training facility.

2.2 Social Media In General..

SOCIAL MEDIA: WHAT IS IT?

Social media describes the methods by which individuals engage in virtual networks and communities to produce, distribute, and/or exchange knowledge. The principal Facebook, Twitter, Instagram, LinkedIn, and YouTube profiles for the company are managed by the Office of Communications and Marketing. In general, social media refers to any website, app, tool for Internet communication, or gadget that enables users to rapidly share content online and communicate with other people. The functional architecture of a social media website that facilitates user communication online is fundamentally what makes up the platform of the website.

Social media users converse about events, ideas, and thoughts on sites like Facebook and Twitter. The increasing adoption of social media and its use have fundamentally altered how people communicate with one another. Additionally, social media has greatly influenced how businesses market their products and services, how teachers instruct their pupils, how analysts retain data, and many other areas. To advise and guide them in their online presence operations and what is now known as social media marketing, almost all significant corporations today employ social media consultants or specialists on staff or under contract. Despite the many advantages it offers, social media also poses serious hazards to users' personal privacy, mental health, and the established social order.

2.2.1 Key Characteristics Of Social Media

Numerous reasons contribute to social media's enormous popularity and widespread use. Using social media platforms, you may rapidly share information to huge groups of people and practically see them. As an illustration, you might quickly create a post online asking your entire social network about the new job you started and adding a photo of yourself in your workspace. That's a lot less time-consuming

and irritating than having to call everyone of your friends individually and repeating the same information thousands of times.

The capacity to produce and share visual content on social media, including selfies and memes, is another crucial feature. Many people find it appealing to be able to exchange images, movies, graphics, and other visual stuff. Some social media sites, like Pinterest and Instagram, are made just for sharing pictures and videos. Comparatively, Facebook is primarily regarded as a website for exchanging content, such as ideas and viewpoints or news articles you've read, as well as taking part in Group conversations on a range of subjects. However, sharing graphic stuff on Facebook is completely free.

Another feature of social media that has aided in its development is the simplicity of access to the sites. In essence, social media sites are accessible to everyone with a computer or a cell phone, and the posted content is mostly uncensored—at least not as much as, say, stuff generally found in newspapers or magazines. Two times, the word "relatively" is used. However, user concerns regarding censoring have increased dramatically in recent years. Particularly conservative people and organizations have taken issue with how frequently the platform owners block the social media posts they make. Users have launched multiple significant lawsuits against Twitter, Google, and Facebook, claiming, in essence, that their content has been harshly and unfairly banned.

Social networking platforms typically receive good marks for usability. Simply sign up and create a profile on a social media site to get started. Your profile should include some basic information about yourself, such as your gender and the nation in which you reside. You may start creating, posting, and sharing material as soon as you're done. By friending, following, and subscribing to the content of other platform users, you can engage with them as well.

2.3. Platforms of Social Media.

Over the past few years, changes have been made to some of the largest social media networks. Despite this, Facebook continues to be the most popular social networking site. The fastest growth on any social media network has been seen on Tik Tok. The video-based platform was fifth in terms of monthly active users just five years ago (MAU). In the meantime, Instagram has seen rapid development and currently holds the fourth-place spot in terms of monthly active users (MAU). Facebook used to be the top destination for all advertising, but an older user base now prefers it. UN Generation Z millennials have moved to Instagram, and Tik Tok usage is on the rise.

We'll examine the most widely used social media channels;

- Facebook
- YouTube.
- WhatsApp
- Tik Tok
- Instagram
- Snapchat.
- Reddit
- Pinterest.

- LinkedIn

- Twitter.

Others are;

- Triller

- Peanut

- Yub

- Likee

- Flickr

- Vimeo

- Periscope

- Untapped

- Elpha

2.3.1. Brief History of Facebook.

Mark Zuckerberg developed Facebook while he was a Harvard psychology student. a competent coder on a computer. Several social networking sites for students had already been developed by Zuckerberg, including face-mash and course-match, which let users see who else was pursuing the same degree as them.

Facebook, as it was first known, was introduced by Mark Zuckerberg on February 4, 2004. The name was derived from papers given to freshmen that provided profiles of faculty and staff. 1200 Harvard students signed up in less than a day, and after one month, more than half of all undergraduates had profiles. The network was rapidly extended to more campuses of Boston University, the Ivy League, and ultimately all US universities. It became facebook.com after being purchased for \$200,000 USD in August 2005. Beginning in September 2005, registration for US high schools spread swiftly, reaching UK institutions the following month.

From just educational institutions, the network now includes anyone with a registered email address as of September 2006. The website is still accessible for free, and it is supported by sales of advertising space. Several businesses, including Yahoo and Google, have expressed interest in a takeover thought to be worth roughly \$2 billion US dollars (975 million euros). It's being talked about. Mark Zuckerberg has thus far declined to sell. The largest social networking platform with an educational purpose, the firm reported in March 2021 that it had 2.8 billion monthly active users. Facebook officially changed its name to META on October 28, 2021.

2.3.2. Brief History of WhatsApp

When Jan Koum acquired an iPhone in January 2009, the potential of the App Store's app market was immediately apparent. At the time, the App Store was only a few months old. He intended to develop a mobile application that lists people's statuses next to their names. After discussing the idea, Koum and Acton started going to see Alex Fishman for more details. This idea is intriguing because it requires the cooperation of an iOS developer to be implemented. As a result, Alex referred them to Russian developer Igor Solomennikov, who he had found on RentACoder.com.

They persevered during the difficult beginning of the journey, just like many other great business owners. On February 24, 2009, WhatsApp Inc. was founded in California after Koum successfully developed the iOS application. What's Up didn't sound as related to the concept of status updates as WhatsApp did, so he chose that name instead. Fishman was among the friends he showed WhatsApp to, but none of them were impressed. Koum was also so upset with the problems—battery draining, app crashing, etc.—that he started seeking for a new employment. You'd be an idiot to leave now; give it a few more months, Acton advised at the time.

2.3.3 Brief history of Instagram.

In 2010, Instagram was created. The app was made by Brazilian entrepreneur Mike Krieger and computer programmer Kevin Systrom, both of whom were included in Forbes' list of the 30 under 30 entrepreneurs. San Francisco marked the beginning of the growth process. The creators of Burbn, an HTML5 application, then chose to concentrate on a photo-sharing app and dubbed it Instagram as a tribute to the words Instant Camera and Telegram. Their Burbn partners also provided financial support for them. The core concept is to let users upload Polaroid-style pictures that they may alter with filters

and share 15-second films. By holding their imagination under check, people may gain a look inside their world. When Instagram was made available for the iPhone on October 6, 2010, it already had 1,000,000 users by December of that same year. In March 2011, the first worldwide insta-meet occurred. Instagram users from all around the world were given the opportunity to come together and hold photo walks in their local communities to celebrate the app's and the community's achievements. 2011 saw the addition of more filters as well. November of that year marked the time. The purpose of the hash tag weekend project is to let users use a different hash tag every weekend. Instagram then chooses one of these images to post on their own profile.

2.4 Tertiary Education and Related Research in Nigeria.

The majority of university education is under government control. The term "tertiary education" in Nigeria refers to institutions like universities (both public and private), polytechnics, monotronics, and colleges of education. The nation had 153 institutions listed by the NUC as of August 2017, of which 68 were privately operated and 40 and 45 were owned by the federal and state governments, respectively.

Nigeria has 42 permitted Federal universities, 47 approved state universities, 75 approved private investors, 28 approved polytechnics, 43 approved state polytechnics, 51 approved private polytechnics, and 22 authorized federal colleges, according to the Federal Ministry of Education. There are 26 private colleges and 47 state colleges that have received approval. In May 2015, the federal government licensed nine brand-new private institutions in an effort to enhance the number of universities in Nigeria.

- First Generation Universities

The Elliott commissions of 1943 allowed for the establishment of University College, Ibadan in 1948, the country of Nigeria's first university. In response to the Ashby Commission's suggestion, which was

created by British colonial rulers to look into the demand for higher education in Nigeria, five of these universities were founded between 1948 and 1965. Federal funding provides the sole source of support for many universities.

They were developed primarily to meet Nigeria's demand for skilled laborers and to offer the prerequisites for higher education. These organizations have kept up their important contributions to the training of skilled labor and the establishment of standards that have helped form the groundwork for Nigeria's subsequent generations of colleges. The institutions in this tier are as follows:

- Nigeria University, Nsukka
 - University of Ibadan
 - Obafemi Awolowo College.
 - Ahmadu Bello College in Zaria
 - University of Benin
 - University of Lagos.
-
- Second Generation Universities

The demand for scientific and technological advancements, as well as the number of qualified students enrolling in Nigerian colleges, have all boosted the need for new universities. Between 1970 and 1985, 12 new institutions were formed around the country.

- Ado Bayero University Kano
- University of Calabar
- University of Ilorin
- University of Jos
- University of Maiduguri;
- University of Port Harcourt.

- Third Generation Universities

In order to address specific technological and agricultural needs, third-generation institutions were established between 1980 and early 1990 in response to what is alleged to be a national shortage of skilled personnel. They are:

- Federal University of Technology, Owerri
 - The University of Agriculture in Makurdi
 - Yola's Federal University of Technology
 - Akure, Nigeria's Federal University of Technology
 - The Federal University of Technology in Bauchi
-
- State Universities.

State governments continued to face pressure from qualified students from every state who had been rejected from any of the federal colleges. Investing in the establishment of universities was seen as essential and necessary by several state governments. As their names imply, these universities were established to bring research, professional training, and knowledge education closer to state residents and people living in rural areas. The educational standards of residents of the states where these colleges are located have been greatly raised throughout the years thanks in large part to these colleges

- .Private Universities.

Institutions that are owned, managed, and run by private sector employees are referred to as private universities. Federal legislation permitting private sectors to create universities in compliance with government regulations was passed in 1993. Depending on the course of study, the average length of undergraduate programs in Nigerian universities varies substantially. For instance, courses in social science and humanities last four years. Engineering and technological courses last five years, compared

to four years for ICT-related studies. Pharmacy programs span five years and cost not too much. With two semester sessions per year, the costs are dispersed across five years. The completion of a medical degree (vet or human) requires six years, with longer sessions spread out throughout the year.

20 further universities received approval from the Nigerian Universities Commission on February 3, 2021, bringing the total number of accredited private institutions to 99. The first Indian-owned institution to be founded in Nigeria's Nasarawa state is Mewar International University, which is supported by Adhyay International.

2.4.1 Present State of Students' Academic Performance in Nigeria.

A side effect of schooling is improved academic achievement. It evaluates the effectiveness with which a student, teacher, or organization has met its educational objectives. Academic performance is typically assessed continuously, first with a test or assignment, then with an examination. No one, however, agrees on how it should be examined or which components are most crucial. According to Sharive (2018), there is a direct connection between student academic achievement and social media use. However, the unfavorable effects of technology advancement have led to a conundrum and a regression of fundamental human values.

Nowadays, a lot of students are dependent on games and online social networking sites like Facebook, Twitter, etc. Thus, a multitude of factors contribute to a student's academic success, but social media has the greatest effect on outcomes of all factors. According to Das and Sahoo, consumers spend more time interacting with their peers in order to access and/or exchange information on social media sites (2010). As a result, individuals develop an addiction to constantly monitoring and confirming their status throughout the day.

Numerous obstacles that the Nigerian educational system must overcome surely lower educational quality. Students and even teachers frequently divert, divert, and divide their attention between academic work and social networking activity. Social media use among students has been observed to outpace academic work. There is no doubt that students' reliance on social media and regular exposure to these sites have exposed and influenced their interactions with others and academic pursuits, as well as greatly impacted their academic accomplishment. Students have been seen to spend a lot of time conversing and establishing friends on social media rather than reading their books, which may have affected their academic achievement. Many people who believe in learning new things and developing new skills are worried about this phenomena. 2018 (Sharive)

Due to social media's pervasiveness in the public consciousness and among students, teachers, students, and even educational officials have been subjected to a variety of punitive actions. Therefore, it is imperative to look into some of the current social media issues that affect students' academic performance.

An initial failure rate of 45 percent at Nigerian higher institutions has increased to 60 percent in the last four years, according to UNICEF, with a greater proportion of that number unsure about their study track. The typical Nigerian student also uses the CPF formula (Cram, Pour, Forget) exclusively for exams; some even pay online for the answers to the questions, all because they don't want to spend the time to read. Students' failure to pass, which results in instructors being paid for marks, is the main cause of the growing amount of corruption on the various campuses of Nigerian institutions. Even after earning a first-class degree in electrical engineering, a student might not be able to connect the proper wires to fix a light bulb.

2.5 Advancement of Educational Technology in Nigeria.

A practical component of education that is utilized to enhance people's and society's ability to employ learning abilities for themselves is simply described as educational technology. The administration of technological processes and resources, as well as performance enhancement, are further benefits of educational technology.

However, all learning processes are covered by educational technology, the bulk of which are based on scientific study. When teaching was streamlined to use of well-known tools like lesson notes and instructional materials, Nigerian educational technology got its start. Teachers were advised to arrive in the classrooms completely prepared with resources that had been made available for all classes at this time and had been streamlined. The Teacher Training College was founded in 1932 as the nation of Nigeria's first communication outlet when it was still governed by the British. A radio station was established in Lagos State to advance mass media technologies and provide news to the public as soon as feasible. Between 1940 and 1950, this media was present and quickly took off across the nation. Although it was embraced in Lagos State, other regions of the nation started to use the colonial master's communication style. The radio programs that were implemented at the time only allowed English to be used. The Nigerian Broadcasting Service (NBS), on the other hand, was established in 1951 and immediately became the station with the most educational programming in Nigeria. The situation was ideal at the time. The Nigerian Broadcasting Service and the Nigerian Broadcasting Corporation combined six years later. The Nigerian people and the educational technology program made great strides with this, and it was eventually revealed that this project started in 1958. The first broadcast conflicted with the Ibadan-based audiovisual center for the Western Nigerian Ministry of Education. Other industries took notice of this idea and started to create new sectors and facilities dedicated to audio/visual transmission. Numerous schools benefited from this program, and soon after its

implementation, the Federal Radio Corporation of Nigeria, or FRCN, which was founded in 1982, was established.

Early in the 1950s, news was broadcast in English and sign language to homes all throughout Nigeria via audiovisual centers, giving them a voice and their own area. The first television station in Sub-Saharan Africa went on the air in October 1959, ushering in both change and promise for Nigeria's educational sectors. Nigeria was growing more self-assured and reliable, and many other nations started making every effort to imitate Nigeria in every aspect. Children and adults may learn by seeing with their eyes or hearing with their ears thanks to the educational tools that were incorporated as part of the television broadcasts. The Constitution included a provision ensuring that this gesture would be extended to all students, regardless of circumstance, as education was increasingly turning into a necessity.

The program was used to alleviate teachers of the pressure of having to talk in front of a large group of pupils or to a class as a whole while utilizing only their voices. Additionally, it helped to make teaching as easy as possible and to prepare classrooms for educational activities. Additionally, it included a lot of required curriculum exercises that students had to complete while learning, which was incredibly encouraging. The first federal funds for educational technology were used to improve the performance of teachers and audio-visual facilities.

Three universities were constructed for technological and instructional reasons in the year 1964, and their names are as follows:

- Ibadan University
- Zaria's Ahmadu Bello University
- The Acem Ghana-based Research Center for Program Instruction Techniques.

2.6 Empirical Review of Related Studies.

- Mohamed Tayseer (2014)

We now have a greater knowledge of how social networks impact students' lives because to his studies. In conclusion, our study's objective is not to provide a solution, but rather to show how crucial social networks are to college students so that decision-makers will take our suggestions into account.

- Cain J and Katherine (2013)

In a study, the pair claimed that social media can help medical educators overcome a few of the difficulties IPE has previously encountered. It might be a helpful tool for establishing trust among inter-professional students by educating them about each other's various responsibilities and viewpoints. More importantly, social media can enable students to collaborate and learn with one another in an online environment while respecting and appreciating each other's contributions and problem-solving abilities.

- Ezekiel S. Asemah (2013)

His study examines the impact of social media on undergraduate Kogi State University students' academic performance. The survey research approach employed the questionnaire as a tool for gathering data. The study found that using social media negatively affected Kogi State University's undergraduate students.

- Noreen K. (2013)

Examines the relationship between Internet addiction and academic success in college freshmen. Additionally, it suggests a connection between college students' academic success and Internet addiction. Academic performance of undergraduate students is negatively impacted by internet addiction.

- W Kesaraporn (2011)

Highlights the fact that academic research on Internet addiction (IA) is still in its early stages. According to Young, empirical research suggests that IA, like other extensively researched addictive behaviors, has an effect on a person's ability to do well in school or at work, create meaningful relationships, and maintain good physical and mental health. When addicts go offline, their symptoms are visible.

- A Zaideth (2012)

The paper discusses some of the disadvantages and benefits of adopting social media as a teaching tool. In addition to emphasizing its application in the area, this essay tries to outline the benefits and drawbacks of using social networking for education. Earlier studies on the relationship between social networking and education were also covered in this study.

2.7 Theoretical framework.

The research is based on two theories, as stated in section 2.6 above.

2.7.1 The use and gratification theory

2.7.2 The connectionism theory

As was already mentioned, social media offers these young people ways to communicate and have fun, and it is gradually taking over as the main source of news and information. Examining how undergraduate students' views of social media's effects on their academic performance relate to their actual academic achievement is the aim of this study. If the students have control over their social media use, the outcomes will demonstrate that. Usage patterns and modes of satisfaction influence the requirements and motives that steer the consumption of online media. Elihu Katz is credited with developing the theory in the early 1970s, according to Olise and Makka (2013). The idea of uses and gratification holds that people who use social media have control over the media they consume, actively participate in how they interpret and incorporate it into their life, and choose the media that best suits their needs and wants in order to feel satisfied (Olise and Makka; 2013). According to Leurose, Mastro, and Eastin (2001), the approach to social media use and fulfillment focuses on why and how people use social media to fulfill their needs. The purpose of this study is to ascertain the prevalence of undergraduate student social media use as well as if it has a positive or negative impact on them. Social media's role is heavily emphasized in the connectivism learning approach. How context affects learning People now have new chances to learn and exchange knowledge on the World Wide Web thanks to internet technologies. And also among one another. The use of technology to connect individuals with knowledge and information should enhance learning, not hinder it, according to the connectivism idea (Evans; 2014).

CHAPTER THREE

METHODOLOGY

3.1 Research Design

It is a word used to describe a variety of decisions that must be made before data is gathered regarding that collection. (Nwana, 1981). Different recommendations that point the researcher in the direction of solving the problem may be made, depending on the sort of research challenge being investigated. Research design is defined by Okaja (2003) on page 2 as "the structuring of investigation aimed at identifying variables and their relationship; it is used for the purpose of obtaining data to enable the investigator to test hypothesis or answer research question by providing procedural outline for conducting research." As a result, the researcher could find it helpful to use a plan or outline as a direction when trying to collect data for his research. So, in order to collect data for the research, a survey approach was adopted. To get opinions from the public, surveys are utilized.

3.2. Population of the Study

All instances or people who meet a certain criteria are referred to as the population. Kerlinger (1981) defined population as "all members of any well-defined class of individuals, events, or subjects, which can be either living or non-living entities." The total number of students enrolled at the University of Benin for the 2020–21 academic year is 77,000, according to information gathered from the registrar's office.

3.3. Sampling Technique/ Sample Size

Sample is a portion of a population selected for the study and sample size is the method of selecting the samples from the population. (Ogedegbe, 1998). It is a small group of elements or subjects drawn from a definite procedure of a specified population.

Sampling technique is specifying how elements are drawn from the population. There were five (5) faculties involved in this research from the University of Benin. They are:

Faculty of Law.....2000

Faculty of Sciences.....1000

Faculty of Arts.....1,500

Faculty of Social Sciences.....500

Faculty of Management.....1000

Using the simple random sampling technique, four faculties were selected. They were Law, Sciences, Arts, Social sciences and Management. Using the purposive sampling technique, the researcher purposively selected a sample size of 150 respondents from the four faculties.

Faculty of Law contributed a sample size of 40 respondents, Faculty of Sciences contributed a sample size of 40 respondents, Faculty of Arts contributed a sample size of 40 respondents, and Faculty of Management contributed a sample size of 30 respondents. Therefore, the sample size for the study were 150 respondents.

3.4. Description of Research Instrument

The research instrument used in the study was the questionnaire. A questionnaire is a list of questions to be answered by a respondent to get their views about a subject. It is preceded by a covering letter, introducing the researcher, explaining the purpose of the research and soliciting assistance in providing the required information. (Onwelszo, 1999).

A total number of twenty (20) items were drawn and administered to the respondents. They were divided into two sections; section A contained items on the demography of respondents and section B answered the research questions. Items 1-5 answered questions on the demography of the respondents.

Items 6-13 answered research question one.

Items 14-15 answered research question two.

Item 16 answered research question three.

Items 17-20 answered research question four.

3.6. Validity of Data Gathering Instrument

The questionnaire used for this study was thoroughly scrutinized by the supervisor for clarity, precision, and comprehension.

3.6. Method of Data Collection

Data was collected using the questionnaire which the researcher administered face to face to the respondents. Out of 150 copies of questionnaire distributed to the respondents, 130copies were retrieved. This represented a response rate of 86.7%.

3.7. Method of Data Analysis

Simple tables, frequency and percentages were adopted in the presentation and analysis of the data generated for the study. These statistical tools were used because they were suitable means of breaking down and analyzing the generated data.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. Introduction;

This chapter is concerned with the presentation and analysis of data gathered through the use of questionnaire distributed to the respondents. One hundred and fifty (150) copies of questionnaire were distributed and one hundred and thirty (130) copies were retrieved. This gave a response rate of return of 86.7%.

The questions will be analyzed and subsequently utilized to answer and resolve the study research questions;

1. In what ways does utilizing social media affect students' academic performance?
2. Is there a positive or negative relationship between social media use and students' academic success?
3. What other advantages do students generally gain from using social media sites?

1.2.1. Examination of Questionnaire Demographic Information

The demographic data on the respondents is provided through the questionnaire's items 1 through 5.

Question 1; What is your Sex?

Response	Frequency	Percentage
Male	55	42.3%
Female	75	57.7%
Total	130	100%

From the table above, 55 respondents (42.3%) were males while 75 respondents

(57.7%) were females.

Question 2: What is your age bracket?

Table 2: Response to question 2

Response	Frequency	Percentage
18-24	75	57.7%
25-31	35	26.9%
32-38	15	11.5%

39-45	5	3.9%
Total	130	100%

From the table above, 75 respondents (57.7%) fell under the age bracket of 18-24, while 35 respondents (26.9%) were under the bracket of 25-31, while 15 respondents (11.5%) were under the age bracket of 32-38, while 5 respondents (3.9%) were between the age bracket of 39-45 years.

Question 3; What department are you in?

Table 3; Response to question 3.

Response	Frequency	Percentage
PBB	10	7.7%
LAW	35	26.9%
EDUCATION	45	34.6%
MASS COMMUNICATION	40	30.8%
Total	130	100%

From the table above, 10 respondents (7.7%) were PBB students, 35 respondents (26.9%) were Law students, 45 respondents (34.6%) were students of Education, while 40 respondents (30.8%) were students of Mass Communication.

Question 4: What level are you?

Response	Frequency	Percentage
100	15	11.5%
200	25	19.2%
300	40	30.8%
400	50	38.5%
Total	130	100%

From the table above, 50 respondents (38.5%) were 4001 students, 40 respondents (30.8%) were 3001 students, 25 respondents (19.2%) were 2001 students and 15 respondents (11.5%) were 1001 students.

Question 5; What type of student are you?

Response	Frequency	Percentage
Part Time	50	38.5%
Full Time	80	61.5%
Total	130	100%

From the table above, 80 respondents (61.55%) were full-time students while 50 respondents (38.5%) were part-time students.

1.2.2. Analysis of Data from Survey (field)

Research Question: What Social Networking Sites do the Students of University of Abuja

have access to?

Items 6-13 answered research question one.

Question 6: Which of the following do you own?

Table 6: Response to question 6.

Response	Frequency	Percentage
Computer	20	15.4%
Android	30	23.1%
iOs	60	46.1%
Microsoft	0	0%
All	20	15.4%
None	0	0%

Total	130	100%
--------------	-----	------

From the table above, 20 respondents (15.4%) owned a computer, 20 respondents (15.4%) owned all, 30 respondents (23.1%) owned an android device, 60 respondents (46.1%) owned iOS devices.

Question 7; Do you have access to the internet?

Table 7; Response to question 7.

Response	Frequency	Percentage
Yes	125	96.2%
No	5	3.8%
Total	130	100%

From the table above, 125 respondents (96.2%) had access to internet, and 5 respondents (3.8%) had no access to the internet.

Question 8: Are you aware of the Social Networking Sites?

Table 8: Response to question 8.

Response	Frequency	Percentage
Yes	120	92.3%
No	10	7.7%
Total	130	100%

From the table above, 120 respondents (92.3%) were aware of the social networking sites, and 10 respondents (7.7%) were not aware of social networking.

Question 9; what are the social networking sites you know?

Table 9; Response to question 9

Response	Frequency	Percentage
2go	0	0%
Whatsapp	20	15.3%
Facebook	30	23.2%

Instagram	20	15.3%
All	60	46.2%
None	0	0%
Others	0	0%
Total	130	100%

According to the above data, 20 respondents (15.3%) knew about WhatsApp, 20 respondents (15.3%) knew about Instagram, 30 respondents (23.2%) knew about Facebook, and 20 respondents (15.3%) knew about Instagram.

Question 10: which of the social networking site do you have account with?

Response	Frequency	Percentage
2go	0	0%
Whatsapp	20	15.3%
Facebook	30	23.2%
Instagram	20	15.3%
All	60	46.2%
None	0	0%
Others	0	0%
Total	130	100%

According to the above data, 20 respondents (15.3%) knew about WhatsApp, 20 respondents (15.3%) knew about Instagram, 30 respondents (23.2%) knew about Facebook, and 20 respondents (15.3%) knew about Instagram.

Question 11: which do you prefer?

Table 11: Response to question 11

Response	Frequency	Percentage
2go	0	0%
Whatsapp	20	15.3%
Facebook	30	23.2%
Instagram	20	15.3%
All	60	46.2%
None	0	0%
Others	0	0%
Total	130	100%

According to the above table, 20 respondents (15.3%) knew about WhatsApp, 20 respondents (15.3%) knew about Instagram, and 60 respondents (46.2%) knew about all of them.

Question 12: Why do you prefer it?

Table 12; Response to question 12.

Response	Frequency	Percentage
It is faster	30	23.1%
It is cheap and reliable	10	7.7%
It opens multiple pages at the same time	0	0%
It has good reception	35	26.9%
It has good content	50	38.5%
Others	5	3.8%
Total	130	100%

From the table above, 30 respondents (23.1%) said its faster, 10 respondents (7.7%) said its cheap and reliable, 35 respondents (26.9%) said it had good reception, 50 respondents (38.5%) said it has good content, and 5 respondents (3.8%) said others.

Question 13: If none, why?

Table 13: Response to question 13.

Response	Frequency	Percentage
Time consuming	60	46.2%
It is expensive	52	40%
It is addictive	13	10%
I just don't like it	5	3.8%
Total	130	100%

From the table above, 60 respondents (46%) said its time consuming, 52 respondents (40%) said it's expensive, 13 respondents (10%) said its due to its addictive nature, and 5 respondents (3.8%) said they just don't like it.

Question 14; Where do you browse?

Table 14; Response to question 14.

Response	Frequency	Percentage
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Home	40	30.8%
Café	22	16.9%
School	63	48.5%
Others	5	3.8%
Total	130	100%

From the above table, 40 respondents (30.8%) browse at home, 22 respondents (16.9%) browse in the café, 63 respondents (48.5%) browse in school, and 5 respondents (3.8%) said others.

Question 15; How often do you go online?

Table 15; Response to question 15.

Response	Frequency	Percentage
Very Often	70	53.8%
Often	40	30.8%
Not very often	13	10%
Not often	7	5.4%
Total	130	100%

From the table above, 70 respondents (53.8%) go online very often to chat, 40 respondents (30.8%) go online often chat, 13 respondents (10%) go online not very often to chat, and 7 respondents go online not often to chat.

Question 16; How many hours do you spend online.

Table 16: Response to table 16.

Response	Frequency	Percentage
6 hours	30	23.1%
5 hours	6	4.6%
4 hours	2	1.5%
3-1 hour (s)	0	0%
Longer than 12 hours	92	70.8%
Total	130	100%

According to the aforementioned table, 92 respondents (70.8%) spend more than 12 hours online, followed by 30 respondents (23.1%) who log on for 6 hours, 6 respondents (4.6%), and 1.5 respondents (1.5%), who log on for 2 hours.

Question 17; What do you browse for?

Table 17; Response to question 17.

Response	Frequency	Percentage
Education	12	24.6%
Sports and News	24	18.5%
Entertainment	72	55.4%
Pornography	0	0%
Others	2	1.5%
Total	130	100%

From the table above, 32 respondents (24.6%) browse for educational purpose, 24 respondents (18.5%) browse for sports and News, 72 Respondents (55.4%) browse for entertainment and respondents (1.5%) said others.

Question 18; What satisfaction do you get from surfing the net?

Table 18: Response to question 18.

Response	Frequency	Percentage
Information	30	23.1%
Affiliation (Chatting)	58	44.6%
Entertainment	20	15.4%
Pornography	12	9.2%
Others	5	3.8%

Total	130	100%
--------------	-----	------

From the table above, 30 respondents (23.1%) were satisfied by obtaining information, 58 respondents (44.6%) preferred affiliation (chatting), 20 respondents (15.4%) preferred entertainment, 12 respondents (9.2%) preferred pornography and 5 respondents (3.8%) said others.

Question 19; Do you believe social media can influence the academic performance of students?

Table 19; Response to question 19.

Response	Frequency	Percentage
Yes	125	96.2%
No	5	3.8%
Total	130	100%

From the table above, 125 respondents (96.2%) believed that social media can influence the academic performance of students, and 5 respondents (3.8%) disagreed.

Question 20; How has the use of the use of social media influence your academic performance?

Table 20: Response to question 20.

Response	Frequency	Percentage
Positive	55	42.4%
Negative	70	53.8%
Not often	0	0%
Not sure	0	0%
I don't know	5	3.8%
Total	130	100%

From table 20 above, 55 respondents (42.4%) said it has influenced their academic performance positively, 70 respondents (53.8%) it has influenced them negatively and 5 respondents (3.8%) made no response.

4.2. Discussion of Findings

In this section, the data collected from survey on the topic "The Influence of Social Media on the academic performance of students; (A Study of University of Beniny" will be discussed. The data was contained in 130 fully completed copies of questionnaire retrieved from the respondents out of 150 copies of questionnaire distributed.

Does using social media affect students' academic achievement, both favorably and unfavorably?

This research question sought to determine how social media affects students' academic achievement. This research topic was addressed by the information in tables 17, 18, 19, and 20.

The data on table 17 showed that, 32 respondents (24.6%) browse for educational purpose, while 24 respondents (18.5%) browse for sports and news, while 72 respondents (55.4%) browse for entertainment and 2 respondents (1.5%) said others.

The data on table 18 showed that 30 respondents (23.1%) obtained satisfaction from gathering information, 58 respondents (44.6%) preferred affiliation (chatting), 20 respondents (15.4%) preferred entertainment, 12 respondents (9.2%) preferred pornography, and 5 respondents (3.8%) preferred others. Table 19 showed that 125 respondents (96.2%) believe social media can influence the academic performance of students, while 5 respondents (3.8%) disagreed. Table 20 showed that 65 respondents (50%) said it has influenced their academic performance negatively, while 55 respondents (45.5%) said it has influenced them positively, and 5 respondents (3.8%) made no responses.

From the findings above, it is obvious that students seek affiliation (chatting) when surfing the net as shown in table 18. The study also showed that social media can also influence the academic performance of students negatively because they spend more time chatting and doing other activities than studying or carrying out academic research online as shown in tables 19 and 20.

The findings here is in line with the findings of Seyi (2012) on social media and Nigeria youths burden in which it was revealed that social media negatively influence the academic performance of students. The findings also gave credence to uses and gratification theory which says that the audiences are goal oriented and attempt to achieve their goals through the media source. This theory is also one of the theories that formed the foundation of the study.

CHAPTER FIVE

CONCLUSION.

5.1 Introduction:

The main objective of this study was to determine the "Influence of social media on the student's academic performance: A study of students of University of Benin." Survey research design was adopted using the questionnaire for the gathering of data. Following the analysis of data and discussion of findings, this chapter presented the summary of findings, conclusion and recommendations.

5.2 Summary of Findings:

The findings showed that:

- A great number of students in the University of Benin are aware of the social media and had access to various social networking sites.
- The students of University of Benin are often online in various social networking activities.

- A great amount of time is spent on social networking sites than in academic activities by the students of University of Benin.
- The academic results speak against students' claims that their use of social media networks has a good impact on their performance in the classroom. This is owing to the fact that excessive time spent engaging in social networking activities hurts students' academic performance and may have a negative impact on the student's grades.

5.3 Conclusion:

This study has demonstrated that the students of University of Benin are aware of the social networking sites and had access to them. Findings also indicated that they are influenced to a great extent by the social media negatively because attention they are focused on chatting and entertainment while their academic activities are neglected and left to suffer.

5.4 Recommendation:

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

- Social networking sites should be expanded and new pages should be created specifically to enhance student's academic activities
- The students should create a balance between chit-chatting and academic activities. More attention should be directed to research.

- There should be a decrease in the number of time spent by students when surfing the net.
- The impact of social media on the academic performance of students should focus more on the positive side than on the negative side to achieve balance.

5.5 Suggestion for further Studies:

Further studies should be conducted to create more pages for research and academic activities to enable students improve on their academic performance, thereby avoiding a distraction which leads to deviation from their academic work. Furthermore, access to the media should be made easy for students as an encouragement and should be for both the lecturers and students to meet up with the academic work. Basically, the activities of social media should be regulated both by parents, school authorities and even at a point the social media companies or the network companies in Nigeria. The scheme of work for the academic session should be placed online to enable the students get interested in research activities

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Department of Mass Communication,
Faculty of Arts,
University of Benin,
Ugbowo,
Benin City,
Edo State
November 16, 2021

Dear respondents

I am a final year student of the above named institution, conducting a research on the topic 'Influence of Social media on students' academic performance; A case study of students of University of Benin.

I humbly request your assistance in filling the questionnaire. All information gathered shall be used purely for research purpose and shall be treated with confidentiality.

Yours faithfully

Nwaghodoh Emmanuel

Researcher

QUESTIONNAIRE

SECTION A: DEMOGRAPHY

1. What is your sex?

A. Male []

B. Female []

2. What is your age bracket?

A. 18-24 []

B. 25-31 []

C. 32-38 []

D. 39-40 []

3. What department are you?

Mass Communication []

Education []

Theatre Arts []

ISD []

4. What level are you?

1001 []

2001 []

3001 []

4001 []

5001 []

5. What kind of student are you?

1

A. Part-time [

B. Full-time [

SECTION B

6. Which of the following do you own?

A. Computer [

B. Android []

C. iOS [

D. Microsoft [

E. All [

F. None []

7. Do you have access to the internet?

A. Yes [

B. No [

8. Are you aware of social networking sites?

A. Yes [

B. No [

1

9. What are the social networking sites you know?

A. 2go []

B. WhatsApp [

C. Facebook [

D. Instagram [

E. All []

F. None [

]

G. Others [

]

]

1

]

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

A. 2go [

]

B. WhatsApp [

C. Facebook [

D. Instagram [

E. All f

1

F. None [

]

]

]

]

G. Others [

]

11. Which do you prefer?

A. Snapchat []

B. WhatsApp [

]

C. Facebook [

D. Instagram [

E. None [

]

F. Others [

]

12. Why do you prefer it?

A. It is safer []

B. It is cheap and reliable []

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

D. It has good reception

]

E. Others [

]

13. If none, why?

A. Time consuming []

B. It is expensive [

]

C. Its addictive nature [

D. I just don't like it []

]

14. Where do you browse?

A. Home [

]

B. Café [

]

C. School [

]

D. Others [

]

15. How often do you go online?

A. Very-often [

]

B. Often [

C. Not very often |

]

D. Not often []

16. How many hours do you spend online?

A. 6 hours [

B. 4hours [

]

C. 2hours L

1

D.1hour [

]

E. Longer than 12 hours [

1

17. What do you browse?

A. Education [

]

B. Sports and news []

C. Entertainment [

1

D. Pornography [

E. Others [

1

]

18. What satisfaction do you derive from it?

A. Information [

B. Affiliation (chatting) [

1

C. Entertainment [

]

D. Pornography [

]

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

A. Yes [

B. No [

]

]

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

A. Positive []

16. How many hours do you spend online?

A. 6 hours [

1

B. 4hours [

]

C. 2hours L

1

D.1hour [

]

E. Longer than 12 hours [

1

17. What do you browse?

A. Education [

]

B. Sports and news []

C. Entertainment [

1

D. Pornography [

E. Others [

1

]

18. What satisfaction do you derive from it?

A. Information [

B. Affiliation (chatting) [

1

C. Entertainment [

]

D. Pornography [

]

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

A. Yes [

B. No [

]

]

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

A. Positive [

]B. Negative [

C. Not sure [

D. I don't know [

]