

**USAGE AND IMPACTS OF SOCIAL MEDIA ON ACADEMIC LEARNING
AND PERFORMANCE OF UNDERGRADUATES IN UNIVERSITY OF
BENIN**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF STATISTICS,
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PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD
OF BACHELOR OF SCIENCE (B.Sc.) DEGREE IN STATISTICS**

NOVEMBER, 2024

UNDERTAKING

This project work was carried out by **OHIMAME AKHIBI** (PSC1712910)

I have not plagiarized any existing work. All published works used in this project have been duly cited and referenced.

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OHIMAME AKHIBI

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DATE

CERTIFICATION

The project with title: **USAGE AND IMPACTS OF SOCIAL MEDIA ON ACADEMIC LEARNING AND PERFORMANCE OF UNDERGRADUATES IN UNIVERSITY OF BENIN** was carried out by **OHIMAME AKHIBI** with matriculation number PSC1712910 under the supervision of **PROF. C.C. ISHIEKWENE**, has satisfied the regulations governing the award of the Bachelor of Science degree in the Department of Statistics, University of Benin, Benin City

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DEDICATION

This project work is dedicated to God almighty for His provision throughout my study year

Special dedication to my Mum for her prayers and support

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ABSTRACT

This was an empirical study to determine the usage and impact of social media on academic learning and performance of undergraduates of University of Benin students. To achieve this general objective, four research questions was raised and four null hypotheses formulated, which guided the study.

A survey research design was used for the research. Questionnaire was used to generate primary data from a representative random sample of 150 students (100 representing 100 percent was correctly filled and returned). The students who participated in the survey were drawn from various faculties in the University. Descriptive statistics of frequency counts and percentages were used in analysing demographic variables and research questions while Chi-Square (X^2) were used to test the stated hypotheses at a 0.05 level of significance.

The results and contributions to knowledge include that the most common reason for social media usage to keep up with trending issues on news and sports as well as to access an incredible amount of valuable information on a variety of topic, also that there is a significant relationship between social media usage and student academic performance; a significant difference between male and female students usage of social media; and that age has a significant relationship with social media usage. It was recommended that parents and guardians should help to ensure that students utilize the benefits of social media and that scholars and opinion leaders should make effort to educate undergraduates to minimize time wastage on frivolities (chatting, cyber stalking, etc.) and other irrelevant engagements that are not of major importance in their academic lives

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The twenty-first century is the world of technology where most of the people do not even imagine their life without technology. Modern Technology in communication has no doubt turned the complete world into a “Global Community.” It helps individuals to be better learned, open-minded and keeping informed with global growths. Technology discloses humanity to a better way of doing things. Even our today’s day starts with alarm in mobile phone and ends with whatsapp messages on the smart phone, this situation is prevailing even in most of the rural areas. It can be interpreted that half of all youngsters who have Internet access are also the members of social networking sites, and use the web to make procedures and socialize with friends.

The internet has become the central unit of human endeavours. Through its advent in the 1990s, it has evolved into a holding foundation for globalization making the world of human interaction, and information dissemination and literacy more virtual than not. Hence, human's endeavours are cultured around (and within) a cyberspace. With the rise of high speed internet connections and web enabled cell phones, it is easier than ever to find and access information on the Internet. As more people turn to the Internet for news and information, traditional media sources like newspapers, print magazines, and even encyclopedias are slowly going extinct. For breaking news, people now turn to Twitter. For information on History, people now use Wikipedia. To interact with friends and relatives, people now use Facebook (Tooley, 2016).

The Internet allows students to broaden their academic experience, access important information and communicate with others within the academic community (Tella, 2007). This has a significant impact on learning, especially for students in higher learning institutions (Edmunds,

Thorpe & Conole, 2010). Besides the library, the Internet is an important source for information for learning and research.

Social media has transformed and impacted on communication, learning, research and education in general. Among the vast variety of online tools which are available for communication, social networking sites (SNS) have become the most modern and attractive tools for connecting people throughout the world (Aghazamani, 2010). Davis et al (2012), refer to social media technology (SMT) as "web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content, in digital environments through multi-way communication". Through this platform, individuals and organizations create profiles, share and exchange information on various activities and interests. An interesting aspect of social media is that, it is not limited to desktop or laptop computers but could be accessed through mobile applications and smart phones making it very accessible and easy to use. Examples of these social media platforms both on the web and mobile application include Facebook, Twitter, YouTube, Whatsapp, Instagram, blogs etc. Since the creation of Social Networking Sites (SNSs), they have quickly become a pervasive way for people to connect and interact online all over the world. The creation of Social Networking Sites is a phenomenal technological evolution in the world of Web applications. These sites are widely used throughout the world connecting millions of people simultaneously. The study of Ahmed et al. (2011) found that the first official Social Networking Site is Classmates.com that was founded in 1995. The purpose of its creation was to provide the students a means of social connection during or after their degree completion. Social networking sites (SNSs) or social media provide the virtual space for people to communicate and get together, hence it is arguably one of the most appropriate avenues for students to exchange ideas and learn from each other. This particular functionality has garnered the interests of

academics to promote social media as part of the teaching and learning platform, (Murray and Waller 2007; p. 56). Chitanana et al. (2008) pointed out that Information Communication Technology (ICT) is progressively becoming more wide spread in university education worldwide in response to UNESCO's policy for Change and Development in Higher Education which urges Higher Education institutions to utilize the advantages presented by the evolution of communication technology in order to improve education phenomenon. A survey by Barnes and Lescault (2011) of 456 universities and colleges found they all employed Facebook or Twitter. Fewkes and McCabe (2012) have researched about the benefits of using Facebook in the classroom. Some schools permit students to use smartphones or tablet computers in class, as long as the students are using these devices for academic purposes, such as doing research. While the use of social media is popular in many higher institutions, research shows this does not necessarily translate to student success.

The study of Jabr (2011) found that SNSs are making a tremendous effect nearly in every aspect of life. Using the SNS facility, individuals can send private messages, may write on other user's walls, can organize social activities and keep informed about other user's activities they choose to share. It should be noted that users have the ability to choose and control the information they would like to share publicly with others. Due to fast change in social media, it is difficult to point out which might be termed the most commonly used Social Networking Sites (SNS). However, literature suggests that it is the Facebook which Harvard (2011) proposed that more than 90% of college students had their profiles on it. On the same note, South African Social Media Landscape (2014) says Facebook has become the leading social network in South Africa revealing that 93% of major brands use Facebook, 79% use Twitter, 58% YouTube, 46% LinkedIn and 28% Pinterest while less than 1 in 10 use Mxit, Foursquare or Instagram. Quan-

Haase and Young (2010) argued that the Facebook is basically used by students to sustain relationships with far and near acquaintances. Editorial Projects in Education Research Center (2011) proposed that the Facebook can benefit a student on academic purposes such as assignments and other class projects.

As shown in the study of Choney (2010) due to the increased popularity of SNSs, scholars are questioning whether grades of students are being affected by how much time is being spent on these sites. Essentially, the environment and other factors may affect the way a student views learning and studying. Truly SNSs are one of the factors that can affect student's time, insight, and outlook about learning and studying. With the prevalence of SNSs, the study of Karpinski and Kirschner (2010) validated that students' study time and their academic performance could be affected. Moreover, the study of Karpinski (2009) shows that users who spend more time on SNSs like Facebook spend less time in studying.

The study of Lewis et al. (2008) found out that the influence of these SNSs continues to get increasingly more pervasive, making actual and virtual realities almost indistinguishable. Students are talking about the social networking related stuffs almost every single day; thus it would be a surprise if any student never got involved with Facebook, Twitter or any other SNSs nowadays. Moreover, students are paying more attention towards these social networking activities rather than utilizing their time to study which will surely affect their academic performance. It also shows that only few students are aware of the academic and professional networking opportunities the sites offered.

The use of social media has become the daily activity of every individual. It is found in many researches that young generations are the maximum users of social media. It becomes important

to see the impacts of the usage of the social media on the academic learning and performance of undergraduates of University of Benin.

1.2 Statement of Problem

The world today is a global village in which the internet is the most important sort of information. Since the advent of the social media sites in the 1990s, it has evolved as a part of all people in the world over. Everyone uses the internet and social media networks to reach out, connect, share ideas and resources, and more. It is assumed that with the level of usage of the technology by students, who make the majority of users on the internet, academic performance is facing a lot of neglect and challenges. The educational system in Nigeria is faced with so many challenges which have brought about significant decline in the quality of education. There is a deviation, divided attention between social media activities and students' academic works. It is observed that students at all levels have imbibed the use of social media to the detriment of their academic work.

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

1.3 Purpose of the study

The general purpose of this study is to examine students' usage of social media and consequently ascertain its impacts on their academic learning and performance using University of Benin, Benin City as case study. Specifically, the study is purposed:

1. To ascertain students' usage of social media and the influence on their academic performance
2. To ascertain the difference in students' usage of social media by gender
3. To ascertain how age has influence on students usage of social media
4. To examine the students' time on social media

1.4 Study Questions

- 1) To what extent does students' usage of social media influence their academic performance?
- 2) Are there gender differences in students' usage of social media sites?
- 3) Is there a relationship between age and level of engagement on social media?
- 4) Does students' time on social media influence their academic performance?

1.4 Study Hypotheses

Hypothesis 1

Null hypothesis (H_0): Usage of social media do not significantly influence the academic performance of the students of University of Benin

Alternative hypothesis (H_1): Usage of social media significantly influence the academic performance of the students of University of Benin

Hypothesis 2

Null hypothesis (H_0): There is no significant difference between male and female usage of social media sites

Alternative hypothesis (H_1): There is significant difference between male and female usage of social media sites

Hypothesis 3

Null hypothesis (H_0): There is no significant relationship between usage of social media and students' age

Alternative hypothesis (H_1): There is significant relationship between usage of social media and students' age

Hypothesis 4

Null hypothesis (H_0): There is no significant relationship between students' time on social media and their academic performance

Alternative hypothesis (H_1): There is significant relationship between students' time on social media and their academic performance

1.5 Significance of the study

The study is expected to impact the Academic Institution's programs and help in formulating learning objectives that would help manage and organize learning, with the imminent incorporation of the social media to higher education, students can maximize study- time in connection with social media usage. In other words, the study will help the administration of the

University of Benin understand how best to sustain the students attention on using social media. Also this work will be of vast benefit to the field of Library and information sciences as it will be an addition to existing literature. And shall also add to the available academic literatures on social networking

Moreover, the findings could be used by academic advisers and counselors proffer professional advice to the university authorities on how to regulate the social network usage among undergraduate students in University of Benin, Benin City.

1.6 Scope of the study

The study seeks to find out students' usage and impacts of social media on their academic learning and performance. While the study recognizes that new interactive technologies have impacts on other persons outside the student bracket, and as such this study will limit itself only to the undergraduates of University of Benin, Benin.

1.7 Definition of terms

Internet – an electronic communication network that connects computer network and organizational facilities around the world.

Social media – variety of technologies that facilitate the sharing of ideas, information and other content among their users through virtual networks and communities

Social Networking Site – is an online platform that allows users to create a public profile and interact with other users on the website.

Academic Performance – is the measurement of students' achievement across various academic courses

CHAPTER TWO

LITERATURE REVIEW

A literature review is a systematic, explicit, and reproducible method for identifying, evaluating and synthesizing the existing body of completed and recorded work produced by researchers,

scholars and practitioners (Arlene, 2010). A review of literature is an important part of any research because, it not only affords a researcher the opportunity of knowing what areas have been covered and what remains to be covered, but also enables him to determine what technique to employ in the investigation (Nworgu, 1991). Scholars in many fields have begun to investigate the various aspects of Social Networking Sites. Many studies have been conducted around the world to investigate how these sites may influence issues of identity, privacy, social capital, youth culture, education and interpersonal relationships. Therefore, an attempt has been made in this chapter to review studies and articles related to the theme of the research.

Issues reviewed in this chapter are divided into the following subheadings: the Concept of Social Media, Students exposure to social media, Social Media and Impacts on Undergraduates Academic learning and performance and Theoretical Framework.

2.1 The Concept of Social Media

Social media are applications that enable people to interact with each other and build social networks that increase social capital (Barnes, 2008). This massive phenomenon is changing the way we create and use content (Comm, 2010). As Comm. (2010) suggested, the definition of social media is vague. Those who use social media sufficiently create not only content but also conversations, and those conversations combine further to create communities.

Spannerworks (2007) gave a similar working definition of social media as new kinds of online media that share most or all of the characteristics of participation, openness, conversation, community, and connectedness. Kaplan and Haenlein (2010) defined social media more theoretically as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, which allow the creation and exchange of user-generated

content" (p.64). Anjugu (2013) describes social media as "a group of internet based application that allows the creation and exchange of users generated content", while Ezeah et al (2013) defines it as "modern interactive communication channels through which people connect to one another, share ideas, experiences, pictures, messages and information of common interest".

The concept of "social media" might be new, but the idea of using media environments for socializing practices goes back to the age of the telegraph and telephone (Barnes 2008). Nowadays, popular social media include instant messenger (IM), social network sites (SNS), blogs, micro blogs like Twitter, bulletin board systems (BBS), YouTube, and Wikipedia, for example. Social media are fast becoming very popular means of both interpersonal and public communication in Nigeria and the world, at large. As Daluba and Maxwell (2013) put it, "The traditional way of meeting each other is long gone and now the world meets at social media websites". What distinguishes social media from the conventional means of communication is their interactive nature which allows the audience to participate in it from any part of the world they reside. McQuail (2010) differentiates the social media from the traditional mass media when he noted that "traditional mass communication was essentially one-directional, while the new forms of communication are essentially interactive".

This interactive aura of the new media confers an unprecedented popularity on them. Social media by their nature have the capabilities of educating, informing, entertaining and 'inflaming' the audience. Above all, they possess a 'contagious and outreaching influence' which the conventional media lack (Ezeah et al, 2013). While generally, social media is a broad term which encompasses many websites with social networking sites (SNSs) being just one example of social media websites (Tamayo & Cruz, 2014), this research is however primarily concerned with the use of social media through social networking sites (SNSs).

2.2 Students Exposure to Social Media

The definition of social media is "the relationships that exist between network of people" (Qingya, Wei & Yu, 2011). Social media emerged as a term frequently used to describe different types of electronic communication platforms. The availability of high speed internet broadband connection with massive use of desktop computers, laptops, e-readers, tablets and smart phones enable millions of undergraduates to actively engage in social networking, text messaging, blogging, content sharing, online learning, and much more.

Some of the most popular social media websites are Baidu Tieba, Facebook (and its associated Facebook Messenger), Academia, Researchgate, Google+, MySpace, Instagram, LinkedIn, Pinterest, Reddit, Tumblr, Twitter, Viber, Scribd, WeChat, Flickr, WhatsApp, Wikia, Snapchat, Tit-tok and YouTube. These social media websites have more than 100,000,000 registered users. Facebook alone has over 2 billion active users making it the most used social network site, followed by YouTube (1.5 billion subscribers) in second place and Whatsapp with 1.3 billion users in third place (Statista, 2017).

Since the last decade the usage of Social Networking Sites among university students is increasing rapidly throughout the world. Evidently Social Networking Sites have become a significant part of the lives of these youth (Gemmill and Peterson: 2006). Compared with any other group of people the usage of Social Networking Sites among college students is more, mainly because they are attracted extensively to the new technology and particularly to the opportunity it offers for creating social networks.

On the Internet, students engage in a variety of activities some of which may be potentially addictive. (kuss and Griffiths, 2011). The mass appeal of social media on the internet could be a

cause for concern, particularly when attending to the gradually increasing amount of time students spend online. Undergraduates spend more time on Facebook, Twitter and other social media through smartphones that are now in abundance among these youths.

Many students cannot go for two-three hours without checking and updating their profiles on these social networks even at the detriment of other activities such as educational and career pursuit. (Morahan- Martin and Schumacher, 2000) explain social media addiction as the excessive use of the Internet and the failure to control this usage which seriously harms a person's life.

In an article on the Daily Trust newspaper, Itodo (2011) posits that there seem to be an alarming rate of social networking obsession among students today; a trend that could affect their academic, social and spiritual lives negatively if not properly controlled. Many concerned parents have expressed grave concern that they could hardly get the attention of their children and wards, as they seem to have been carried away by the fascinating world of social networks. Some youths are such social freaks that they have now carved out for themselves a world of fantasy and illusion for detached from reality.

Bello (2012) of the Sunday Observer observes that if the dangerous trend of social media network "obsession" if left unchecked could further affect an already collapsing education system in Nigeria. The reason students are performing poorly in school these days might not be farfetched. While poor quality of lecturers can quickly take the blame, one might think harder if the phrase "Facebook frenzy" has not been heard of. It is a common sight to see a youth chatting in sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the high way, they keep chatting. Attention has

been shifted from visible to invisible friends, while important ventures like study and writing are affected in the process.

This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition (McQuail 2008). Jeong (2005) noted that internet addiction is significantly and negatively related to students' academic performance, as well as emotional attributes.

In a study of 884 students of different universities in Nigeria, (Olowu & Seri 2012) indicated that students in Nigeria are spending too much time on social networking sites at the detriment of other necessary things such as their studies. They explained that youths' use of these social networking sites even point towards obsession. The youths have made the social media their top priority and continued to need more usage in order to feel satisfied

In Ogedebe, Emmanuel & Musa (2012), a study on Facebook and Academic Performance in Nigeria Universities was carried out on 122 university students; they tested six hypotheses to know the effect of Facebook on the academic performance of students in selected universities. The study tested among other hypotheses that the more time a student spends on Facebook, the lower his or her grade point average will be.

In Olubiyl (2012), the author observed that the bone of contention of the social media is the obsessive attitude of Nigerian youths towards its use. He pointed out that students waste their time through idle chats and other immoral acts. Students are so engrossed in the social media networks that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy pinging, snapchatting or Facebooking while lectures are on. The result is that quality time that ought to be spent on academic research and other productive networking is lost.

It has been observed in recent times that students have unlimited access to the internet as well as the social media. Students connect with computer to send and receive information's anywhere on the globe. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as students no longer need to visit a cybercafé before they send and receive messages. Some schools are so equipped that there is internet connection made available within the school premises as well as in the library. Online Wikipedia and blogs are the main resource centers for students as attention have been shifted from making research in the library to overall dependence on theses social.

Gender Difference and Use of Social Media

When reviewing the literature related to gender, results are mixed as to which group spends more time on social media. One school of thought believes that women are significant more likely to use social media than men. Women and men use social media even though women were more likely than men to use social networking sites for a number of years. Today, 68% of all women use social media, compared with 62% of all men. In 2005, 8% of men and 6% of women used social media. Starting in 2009, women started using social media at slightly higher rates than men, although this balance has shrunk yet again in recent years. Akyildiz and Argan, (2012) found that male students use Facebook more frequently than female students with more friends and spend significantly more time on Facebook than female students. A study conducted by Brenner and Smith (2013) found that 71% of women were users of SNSs compared with 29% of men. Others have found female to be more frequent on social media than male. For example Skiera et al. (2015) found that women and men seem to use the social network differently, which may also explain differences in academic performance. While men connect to generate and

exploit social capital, women groom their relationships, which requires more time (this could also be used for studying) than does the goal-oriented approach that men pursue.

In terms of the type of connections among gender, Salvation and Adzharuddin (2014) discovered that women are more likely to conform to a majority opinion and more relationship oriented than men. However, boys are more likely to create an account simply because they are trying to meet a significant other, or because they are already in a relationship with someone who has requested them to join (Bondise & Raacke, 2008). Males' motivations have roots in social compensation, learning, and social identification gratifications. In other word females use SNSs for relational purposes more frequently than their male counterpart (Cha Olmsted, Cho & Lee, 2013).

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

A study by Peter and Valkenburg (2009) showed that boys seem to benefit more from social media use and communication technology than girls do. This can be hypothesized because both tend to have more difficulty expressing their thoughts and emotions face-to-face with others than girls do (Peter & Valkenburg, 2009). A research to explore motivations for SNSs users revealed

that the primary motives to use the sites for females are communication, entertainment, and passing time (Barker, 2009). An empirical study found that women are more likely to engage in SNSs than men, reflecting that women prefer person-to-person communication online to men (Hargittai, 2007). Pew Research Center (as cited in NOIPolls, 2016) reported that more women tend to belong to the social media platforms that has dating features like Facebook, and WhatsApp, unlike men who prefer those platforms that have forums for sharing business ideas or information like LinkedIn, Twitter. And that boys use social media to expand their networks by making new friends, while the major purpose of social media for girls is to maintain existing friendships. Girls have reported that they use social media for things like chatting and downloading music (Giles & Price, 2008). Interestingly, while male users tend to use wikis more frequently female users use SNSs more frequently. Girls are also more likely than boys to post sexually explicit pictures of themselves, and to talk about sexual activity in public forums, girls are also more likely than boys to share personal information about their daily lives (Merten & Williams, 2009). Only 15% of boys shared any personal information besides their hobbies, interests, and friendships (Merten Williams, 2009).

Age and Social Media Usage

Prior studies indicate that age and social media adoption have an inverse relationship in various contexts. According to these studies, older people tend to exhibit more negative perceptions of new media and feel greater reluctance to adopt them when compared to you adults. According to Alvarez (2015) age can be another barrier to digital inclusion and one that disregards all geographical boundaries. He remarked that some 60 percent of people in developed nations over the age of 65 have never been online, compared with 18 percent all adults. For example, a study

by Akindehin and Akindehin (2011) found that young adult are more likely to accept and use specific Internet-related technologies, such as online chat rooms, Webcasting and social media.

Similarly, Peluchette and Karl, (2008); Nemetz, (2010); Chan-Orusted013) found that the younger users tend to use SNSs, blogs, content communities, and micro-blogging more frequently. On the other hand, older users tend to perceive the information-centric social media like wikis, blogs, and online forums to offer more connectedness utility, indicating that the young adults are much more likely than their older counterparts to be online, such behaviours are affecting their academic performance (Al-Tarawneh, 2014). While the foregoing indicates that the older people become, the less likely they would accept social media. The findings of Kwon and Noh, (2010); Svorc (2012) suggest otherwise that age and social media experience show limited influences on individuals' perceptions and usage of the internet.

As human being can't do the same thing for long they tend to be boring, but the younger can stay long hours just on Facebook without any complain. Social media have also been in the centre of concern for many parents (Tynes, 2007). Other parents just simply do not want their children staring at the computer too long. The risks and damage of teen social media usage are constantly flooding television shows, newscasts, and magazine always warning parents to educate parents on teen internet behaviours (Tynes, 2007). Young people seem especially susceptible, with evidence underscoring students whose academic performance is compromised as they spend increasing amount of time online (Al-Menaye 2014). Some also suffer health consequence resulting from lack of sleep brought about by the growing amount of time they spend on the Internet especially late at night (Al-Menayes, 2014)

Study by Chan-Olmsted al. (2013) found that significant age difference is found regarding the type of information posted on social media in that older people are more like to find some conventional postings and personal choice intrusions by faculty more inappropriate than younger lads. Sharing inappropriate information or disclosing "too much information" is another concern that many adults have about teens that participate in social networking online (DeSouza & Dick, 2008). In a recent study done on teens and their MySpace participation, it was estimated that at least 65% of teens who had a MySpace account had very personal information on their profile pages (DeSouza & Dick, 2008). This personal information included where they live, their phone number and email addresses, where they attend school, where they work, and a number of things that they enjoy doing in their spare time (DeSouza Dick, 2008).

Also, many teens, especially females posted information about their sexual behavior, their alcohol and substance use (DeSouza & Dick, 2008). On the other side of the issue, there are other adults and many professionals, including lecturers and school faculty, who encourage the use of SNSs like Facebook because they allow students to connect with one another and discuss school related issues (Salas & Alexander, 2008). Teenagers have become accustomed to this lifestyle much more than older generations have in recent years, as this way of living all they know (Lewis, 2008). Teenagers now use the social media for the majority of their daily activities and information gathering, as opposed to older generations who used resources like the television or newspaper (Lewis, 2008). This study also showed that approximately half of all teens who have Internet access are also members of SNSs, and use the Internet to make plans and socialize with friends (Kist, 2008). It is estimated that the vast majority of teenagers in Nigeria visit at least one social media platform approximately twenty times each day (Valkenburg & Peter, 2009). Young adults lead the age groups with their use of communication tools, such as instant

messaging and chatting, and they are also more likely to pursue hobby or entertainment activities, such downloading music or surfing for fun (Fox & Madden, 2005; Madden, 2003).

Time Spent on the Social Media

Advances in computer technology have enabled the Internet to serve as a platform not merely to seek information, but also to exchange ideas and knowledge with other users, and obtain expert opinions via email, teleconferencing, chatting and other avenues. Nevertheless, the advent of social network sites such as Facebook, Twitter, LinkedIn and others that include chatting and online games have changed the perception on Internet use from one that is associated with learning to that of a socializing facility. Such website applications have resulted in the Internet being used for both academic and non-academic activities.

Study conducted by Sunitha Kuppuswamy and P. B. Shankar Narayan (2010) clarified that using social media networking takes most of the time of students and redirects it towards non-constructive, often non-ethical, deceptive and improper activities, for example, texting and chatting with friends for most of the time of the day, time killing by searching for peoples' private life and avoiding their real jobs and studies. Youth, especially students, for the most part utilize social media for time killing and purpose of happiness, however it has been found out that web use for academic reasons and assignments including online instructional exercises, online classes and training material downloading is a positive step. However, utilization of web especially social media for just informal communication is just wastage of time and futile.

Nielsen analysis revealed that 1,321 Malaysian surveyed Internet users spent an average of nearly 20 hours online each week (The Malaysian Insider, 2011). More than half of the respondents (53%) accessed the Internet daily while another 35% accessed it several times per

week. Six percent of the respondents accessed the Internet once per week and 5% went online once or twice per month (The Nielsen Company, 2011).

Despite the many obvious advantages of the Internet to students, the amount of time spent by some higher education students online might be cause for concern. Students who have difficulty controlling their time spent online may suffer from Internet Addiction, resulting in their studies being adversely affected (Young, 1998; Chen & Peng, 2008, Cao & Su, 2007). Much research has been conducted to examine the time spent by students accessing Internet. For example, Yu (2001) found that, on average, university students spent 164 minutes per day on the Internet. Robinson (2005) found that 47% of African-American college students spent an average of two hours per day online while a small percentage of the students spent 5-6 hours. In a research involving students from nine different faculties in a Turkish university, Toprackci (2007) found that 15.4% accessed the Internet more than 3 hours per day, while 62.9% accessed the Internet between 1 to 3 hours per day. A study by Guan, Mohammed Isa, Hashim, Kumar Pilai and Harbajan Singh (2012), based on a sample of 162 medical students in Malaysia, revealed that the average duration of time spent by these students on the Internet was 13.31 hours. Here in Nigeria, the findings of Awoleye and Siyanbola (2006) indicated that, on average, university students would access the Internet one hour per week. Tella (2007) reported that a majority of students from a Botswana university accessed the Internet 1-5 hours per week.

There are also comparative studies on the time spent online by students from different fields of study at the university. An earlier study by Odell, Korgen, Schumacher and Delucchi (2000) showed that science students accessed the Internet on an average of 8.5 hours per week, as compared with 4.6 hour per week for social science students. Anderson (2001) divided students according to various groups, such as physical science students (majoring in chemistry, computer

science and engineering), students taking a combination of arts and life sciences (majoring in biology, criminal law and psychology) or liberal arts students (majoring in business, English and history). On average, the students accessed the Internet 100 minutes per day, but physical science students spent more time on the Internet as compared with students from the other two groups. A similar study conducted by Sam, Othman and Nordin (2005) in University of Malaysia, Sarawak undergraduate students found that they used the Internet 9.2 hours per week on average. Students from the Faculty of Computer Science and Information Technology and the Faculty of Applied and Creative Arts were found to be online longer than those from the other faculties (Faculty of Resource Sciences and Technology, Faculty of Engineering, Faculty of Social Sciences, Faculty of Economic and Business, Centre for Language Studies, Faculty of Cognitive Sciences and Human Development). This shows that science students, including those taking engineering and computer science, were online for a longer period compared to students in social sciences and other fields.

In Nigeria, Onyeka et al (2013) found that majority of university students in Adamawa State spent 2-4 hours daily on social networking sites, while Anjugu (2013) in a study of students of the University of Abuja found that: "92 respondents (70.8%) spend 6 hours online, 30 respondents (23.1%) spend 4 hours online, 6 respondents (4.6%) spend 2 hours online, and 2 respondents (1.5%) spend 1 hour online".

Asemah et al (2013) examined the influence of social media on the academic performance of the undergraduate students of Kogi State University, Nigeria. The study, anchored on social information processing theory and media equation theory, adopted a survey method, employing a questionnaire as an instrument of data collection. The study found that social media has a negative effect on the academic performance of Nigerian students in that students: spend more

time on social media than reading their books; rely on Google to do their assignments without consulting other sources; who spend more time on social media are likely to perform poorly in their academic activities than those who do not.

2.3 Social Media and Impacts on Undergraduates Academic Learning and Performance

An initial study by Maguth, Yamaguchi and Elliot (2010) showed that students use social media for various academic activities such as research, communication, collecting evidence and so on. In spite of this, research shows that the use of social media does not translate to students' academic success. For example, Gupta and Irwin (2016) found that Facebook could distract students, especially when the learning tasks are deemed less important. A similar sentiment was shared by Junco (2012). The popularity of social media usage among students for academic activities and its relation to negative implications on academic performance implies that a vacuum exists in current knowledge about how social media is perceived and used by students and academics.

Another reason that may attribute to the lower academic performance of social media users could merely be that social media distracts them from actual study. Interviews with some academics show that many perceived time spent on social media as wasted time which could be better spent on actual study (Bosch, 2009). In addition, Janković, Nikolić, Vukonjanski and Terek (2016) found that students who were pressed for time tend to sacrifice learning time over Facebook time. Stutzman (2008) reported that most students and academics originally intended for social media to be primarily used as a communication tool. It is therefore pertinent to know if the use of social media for communication and socialization affect students' actual study time. More importantly,

if students initially intend for SNS to be used for communication, will their priorities and intention change over time as they become buried in their academic work?

A paper (Samir N. Hamade, 2013) focused on the recognition and utilization of social networking sites among college students in Kuwait, and studied their positive and negative effects. According to the authors, the best advantage of social networks was a better connection with family and companions and more association in social, political and social exercises. Ignoring study/work and the time consumed on social media websites are the two noteworthy downsides. The discoveries demonstrated that there is a lack of understanding among students regarding using social media beyond time consumption, which affirms the need to instruct students on the advantages of social networks and the nature of data found on social media. The outcomes demonstrated that 60% students were ignoring study or work, which is the top negative effect of social networks. Also, 58% students spent most of their time in utilizing social media. Deva Prasad Francis (2013) reported that there is positive effect of social network sites on students. Social networking sites are functional for students as they use it for connecting purpose. Social networking sites increases the sociability of students. On the other hand it was also found that social networking sites were not used for constructive purpose by students i.e. for educational purpose. They are less interested in using it for studies rather use it mostly for connecting with their friends and relatives.

The authors in another study (Çolak, 2014) also aimed at exploring the role and impact of social media in students' academic life. According to them, social media utilization has a few positive effects on students' life. Social media provides a platform where they can create their own social life, make their own friends and communicate with them. It is the most convenient way of sharing one's opinions and thoughts. Besides, students can join various groups and discuss

various topics freely without any conveyance issues. It not only improves their social skills but also helps gaining confidence. Also, students can improve their relationship with faculty and thus, get better guidance and share their academic queries in a better way.

The major negative effect of social media according to the authors is that students get so much involved in the social media activities that they become social media addicts. Due to this addictive behavior, students use social media even in classrooms which creates disturbance for other students and concentration issues in them. Inability to carefully follow lectures affects their grades. In this way, social networking increase students' tendency towards non-instructive, unscrupulous and inappropriate activities, for example, futile visiting and time killing by stalking. The authors concluded that in order to spare youngsters' and youthful grown-ups' academic lives, educators and parents should work together. It appears that the best way to reduce damages of social media is this coordinated effort.

Social Networking Sites usage has benefited education in three ways i.e. facilitation, collaboration and sharing. Social Networking Sites facilitates communication between student and teacher enabling student to learn about the announcement made by teacher regarding lectures, homework, assignment, projects etc. As well as being in regular contact with the teachers helps them to get the information about the links related to course material. It also helps in collaborative learning as students exchange ideas, share information, join academic group related to their interest and college course. They are engaged in group activity by sharing assignments, project and ideas (Muzman & Usluel, 2010).

A study by Karpinski & Kirchner showed that there is a relationship between Facebook use and academic grade. Facebook users have scored lesser grades than non-Facebook users. The student

who used Facebook had G.P.A of 3.0 to 3.5 whereas non-user of Facebook had a G.P.A of 3.5 to 4.0. In addition to this the non-user of Facebook used to study more than Facebook user as they spend 11-15 hours per week for study, while non-user spend 1-5 hours per week for study. The use of Facebook is lowering the academic performance of the students. Kalpidou, Costin & Morris (2011) discussed that a study conducted by Ohio State University found that there is relationship between Facebook use and grades. The more is the use of Facebook, lower is the academic grade.

Olubiyi (2012) noted that students are 24 hours preoccupied with social media. Even during lectures students are using social networking sites like Facebook. The learning time has been crushed by the passion for meeting new friend's online and discussing trivial issues. Most students' academics suffer because of the distraction caused by social media. The use of social media affects the use of English and grammar by students. The students use short form of words in chatting and use it in their answer books in the classrooms which affect their marks. They generally use 4 in place of 'for', U in place of 'you', D in place of 'the'.

A study conducted by Subramani (2015) examined the academic use of social media applications by university students and studied the usage of various academic applications by the university students of Tamil Nadu. It was found that out of 482 students only 29% students downloaded video files for academic excellence. They do not download audio books for academics. Only 40% students downloaded electronic books for academic purposes. Maximum students were unaware of e-magazine for studies. Students do not frequently access e-journal from the social networking sites. They neither download e-dissertation for academic nor research purpose. Majority of students has downloaded fewer files. The results indicate that university students have very little exposure to use social media content into their academic life. Non inclusive

attitude is seen in the students in the usage of academic content present through Social Networking Sites. Students are not aware of the academic use of social media. Mostly students use Google for academic purpose. There is a direct relationship between social media usage and academic performance of university students. Social networking sites are preferred in place of reading time and home work by students. They have become addicted to social networking sites (Oshavire, 2015).

The goal of another study (Munienge Mbodila, Clever Ndebele and Kikunga Muhandji, 2014) was to find the effect of the utilization of social media networking on academic grades of students, particularly, the level of engagement and cooperation between them while utilizing Facebook. This paper inferred that social networking can be utilized as an instructive device to help students to work together and connect with and suggests that colleges grasp the application of social media networking for educating and learning. However, the subject university understudy lacked an e-learning system due to which it was not possible for the students to cooperate and work together through social media. The authors made an effort to solve this issue by creating a blog using Facebook where students could communicate, discuss and post useful information regarding lectures, course materials, quizzes and teachers. The authors analyzed the impact of that e-learning blog on the students with reference to the degree to which the students involved in academic activities together. For this purpose, the authors designed a questionnaire. The results indicated that 90% of the students used Facebook. Among them, 83% of the students believed that the e-learning platform was very useful for them to discuss and share useful information regarding courses, course materials, exams and tests. Also, 87% students agreed that using the platform helped them to communicate with the teachers more conveniently.

The research done for finding the relationship between student's grades and social media networking (Mahmoud Maqableh, Lama Rajab, Walaa Quteshat, Ra'ed Moh'd Taisir Masa'deh, Tahani Khatib, Huda Karajeh, 2015) was done for the University of Jordan. The subjects chosen for study were undergraduate students of the University. The study indicated that most of the social media network users were females with ages between 20-23 years. Almost 39% of the students were spending 3 hours-per-day on Facebook, while 40% of the students spent 10 hours on social media every week. The results obtained did not indicate any effect of social media on college student grades or academic achievements. The authors concluded that the students, who spend most of their time of the week days using social media, must have given time to their studies on weekends in order to maintain their academic grades.

Social Media in the Classroom

Having social media in the classroom has been a controversial topic for the last several years. Many parents and educators have been fearful of the repercussions of having social media in the classroom (Kist 2012). As a result, cell phones have been banned from classroom and schools have blocked many popular social media websites. However, despite adult's apprehensions, students are using social media. Schools have realized that they need to incorporate these tools into the classroom and rules are changing. The Peel District School Board (PDSB) in Ontario is one of many school boards that has begun to accept the use of social media in the classroom. In 2013, the PDSB introduced a "Bring Your Own Device" (BYOD) policy and have unblocked many social media sites. Fewkes and McCabe (2012) have researched about the benefits of using Facebook in the classroom.

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

Facebook represents a potentially useful tool in educational contexts. It allows for both an asynchronous and synchronous, open dialogue via a familiar and regularly accessed medium, and supports the integration of multimodal content such as student-created photographs and video and URLs to other texts, in a platform that many students are already familiar with. Further, it allows students to ask more minor questions that they might not otherwise feel motivated to visit a professor in person during office hours to ask (Moody 2010). It also allows students to manage their own privacy settings, and often work with the privacy settings they have already established as registered users.

Facebook is one alternative means for shyer students to be able to voice their thoughts in and outside of the classroom. It allows students to collect their thoughts and articulate them in writing before committing to their expression. Further, the level of informality typical to Facebook can also aid students in self-expression and encourage more frequent student- and-instructor and student-and-student communication.

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

Junco and his colleagues (2011) found that the students in the Twitter group had higher GPAs and greater engagement scores than the control group. Gao, Luo, and Zhang (2012) reviewed literature about Twitter published between 2008 and 2011. They concluded that Twitter allowed students to participate with each other in class (back channel), and extend discussion outside of class. They also reported that students used Twitter to get up-to-date news and connect with professionals in their field. Students reported that microblogging encouraged students to "participate at a higher level" Since the posts cannot exceed 140 characters, students were required to express ideas, reflect, and focus on Important concepts in a concise manner. Some students found this very beneficial. Other students did not like the character limit. Also, some students found microblogging to be overwhelming (Information overload). The research indicated that many students did not actually participate in the discussions, "they just lurked". YouTube is the most frequently used social media tool in the classroom (Moran, Seaman, & Tinti-Kane 2012). Students can watch videos, answer questions, and discuss content. Additionally, students can create videos to share with others. Sherer and Shea (2011) claimed

that YouTube increased participation, personalization (customization), and productivity. YouTube also improved students' digital skills and provided opportunity for peer learning and problem solving. Eick & King (2012) found that videos kept students' attention, generated interest in the subject, and clarified course content platforms. It is a common thing to see a student reading in the library and putting the books aside on hearing the sound of a ping on the phone.

2.4 Theoretical Framework

Time Displacement Theory

The time displacement theory assumes that people have a limited amount of time to do a particular thing (Mutz, Roberts & van Vuuren, 1993). Increased amounts of time on a particular activity will displace other activities. According to Neuman (1991), when people increase the time they spend online engaging in social and/or recreational activities, time sacrifices will have to be made in other areas, such as time spent on studying, reading, and doing homework.

In terms of students' use of the internet, it has been opined that this displacement may happen because the internet, which entertains young students with stimulating images as well as visual and auditory effects, is more attractive and immediately gratifying than school-related activities (Kim, 2011). Consequently, using the Internet will result in the displacement of academic activities, as television once did, and will eventually decrease the students' academic achievement as held by Koshal, Koshal & Gupta, (1996). Aderson, Huston, Schmitt, Linebarger, Wright, & Larson (2001), Shin (2004), and Shejwal and Purayidathil (2006). Researchers have further reported that problematic Internet use among adolescents brings negative outcomes in school performance, as well as to social skills (Caplan, 2005). Therefore, it is anticipated that the

university students' use of the social media for educational purposes will positively affect their academic achievement, while their non-educational use of social media, especially their leisure use, will negatively affect their academic performance.

This theory is, hence, relevant to this work as it will explain whether or not the time spent by students on social media has any displacement effect on their studies and by extension, their academic performance.

Uses and Gratification (U&G)

U&G is a psychological communication theory that focuses on studying how people use media. It attempts to explain how individuals use mass media to gratify their needs. U&G seeks to discover the underlying motives for an individual's use of the media and to identify the positive and negative consequences of individual media use (Katz et al. 1974). U&G is of the notion that there are distinct benefits the media message consumers envisage to get from any medium they would expose themselves to. Once the medium does not deliver to the people those purposes, needs and or benefits they anticipate from the organ, the tendency is that they (the audience) will desert the very channel or content that does not satisfy them. The import is that the media audience is not an 'idle' soccer spectator that accepts what his football team plays: failure of a medium to satisfy the audience's basic desire regularly will give them room to search for another medium (Ezeah et al, 2013). Thus, according to McQuail (2010), "the central question posed [by the theory] is: why do people use media, and what do they use them for?"

This theory is, hence, relevant to this research as it tends to ascertain why students use the social media sites and consequently identify the positive and negative impacts its usage have on academic learning and by implication, attainment of excellence in performance.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology refers to the approach by which data is extracted to be clearly understood. Wiersman (1996), states that the development of strategy for conducting research is the third step after identifying a problem and completion of the literature review. This chapter will therefore discuss the following: research design, population of the study, sample and sampling of the study, data collection instrument, validity and reliability of Instrument, and analysis of the data

3.2 Research Design

The research design adopted for the study was a descriptive survey. This design is considered apt because it enables the researcher to generate data through the standardized collection procedures based on highly structured research instrument(s) and well defined study concepts and related variables

3.3 Target Population, Sample and Sampling Strategy

The target population refers to the specific group relevant to a particular study. Mugenda et al (2003) explain that a population is a group of individuals or objects that have the same form of characteristics. The population of this study comprises the entire undergraduate Students of University of Benin, Benin City

A sample is a smaller number or the population that is used to make conclusions regarding the whole population. Its purpose is to estimate unknown characteristics of the population.

The study intends to use probability sampling. Probability sampling methods are those in which every person in the entire population has a known chance of being included in the study sample. The selected process is chiefly random and independent of the researcher. This method produces

unbiased estimates with measurable precision that requires relatively little knowledge about the population.

The sample size for this study is 150 respondents randomly selected from 5 faculties running fulltime and part time programs. Simple random sampling on the other hand, is a method of drawing a sample from the population so that each member of the population is given an equal and independent chance of being selected, Iyela (2002).

3.4 Research Instrument

In carrying out this research, a well-constructed and self-developed questionnaire was use to get the desired information from the students. The questionnaire was divided into two sections (A and B). Section A was for collection of information on personal data of respondent while Section B consisted of questions that elicited responses about the dependent variable and the independent variables from the respondents with response options: Strongly Agree (SA) Agree (A), Disagree (D), and Strongly Disagree (SD). Anonymity was ensured in this process to ensure confidentiality for all participants.

3.5 Method of Data Collection

Data collection involves contacting the members of the population that will be sampled in order to collect the required information about the study (Saleemi, 1997). The method of data collection for the study is through the administration of questionnaires which were personally distributed by the researcher. A total of 150 questionnaires were distributed to elicit responses from the students. A total of 37 questionnaires were wrongly and incompletely filled, 13 were not returned leaving the researcher with 100 valid questionnaires.

3.6 Method of Data Analysis

Responses from the questionnaire were analysed using the descriptive statistics of frequency counts and percentages and Chi-Square (X^2). Descriptive statistics were used in analysing demographic variables while the Chi-Square (X^2) was used to test the stated hypotheses at a 0.05 level of significance.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF RESULTS

4.1 Introduction

This chapter focuses on the presentation, analysis and discussion of result

4.2 Presentation and Analysis of Data

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

Table 4.1 Demographic Distribution of Respondents

VARIABLES	CATEGORY	FREQUENCY	PERCENTAGES (%)
FACULTY	Education	20	20
	Management Science	20	20
	Physical Science	20	20
	Social Science	20	20
	Agriculture	20	20
	TOTAL	100	100
AGE	17-22	49	49
	23-29	37	37
	30+	14	14
	TOTAL	100	100
GENDER	Male	42	42
	Female	58	58
	TOTAL	100	100
CURRENT LEVEL	100	4	4
	200	28	28
	300	18	18
	400	21	21
	500	5	5
	600	24	24
	TOTAL	100	100

The information in the table shows that although copies of the questionnaire were shared to equally to all faculties, the rate of retrieval was not all the same, with respect to age, of the 100 valid copies of the questionnaire that was retrieved, 49 (49%) of the respondents were between 17-22 years of age, 37 (37%) of the respondents were between 23-29 years, 14 (14%) of the respondents were over 30 years of age. With respect to gender, 42 (42%) of the respondent were male while 58 (58%) of the respondents were female. As regards the level of the respondents, 4 (4%) of the respondents were in 100 level, 28 (28%) of the respondents were in 200 level, 18 (18%) of the respondents were in 300 level, 21 (21%) of the respondents were in 400, 5 (5%) of the respondents were in 500 level while 24 (24%) were in 600 level.

4.3 TEST OF HYPOTHESES

Hypothesis 1

Null hypothesis (H_0): Usage of social media do not significantly influence the academic performance of the students of University of Benin

Alternative hypothesis (H_1): Usage of social media significantly influence the academic performance of the students of University of Benin

Table 4.2

Chi-Square Analysis for hypothesis 1

S/N	SA +A	D + SD	Total	DF	X ² – Cal	X ² – Crit.	Level of Sig.	Decision
1	71	29	100	4	12.020	3.840	0.05	Rejected
2	60	40	100					
3	55	45	100					
4	51	49	100					
5	68	32	100					
Total	305	195	100					

The table above revealed that the calculated X² value of 12.020 is higher than the tabulated Chi-square value of 3.840 hence the null hypothesis which states that usage of social media do not significantly influence the academic performance of the students of University of Benin is hereby rejected and the alternative hypothesis accepted. This implies that usage of social media has significant influence on the academic performance of the students of University of Benin.

Hypothesis Two

Null hypothesis (H₀): There is no significant relationship between male and female usage of social media

Alternative hypothesis (H₁): There is significant relationship between male and female usage of social media

Table 4.3

Chi-Square Analysis for hypothesis 2

S/N	SA +A	D + SD	Total	DF	X ² – Cal	X ² – Crit.	Level of Sig.	Decision
6	58	42	100	4	9.017	3.840	0.05	Rejected
7	70	30	100					
8	60	40	100					
9	51	49	100					
10	53	47	100					
Total	292	208	100					

The table above revealed that the calculated X² value of 9.017 is higher than the tabulated Chi-square value of 3.840 hence the null hypothesis which states that there is no significant relationship between male and female usage of social media is hereby rejected and the alternative hypothesis accepted. This implies that there is a significant relationship between male and female usage of social media

Hypothesis Three

Null hypothesis (H₀): There is no significant relationship between usage of social media and students' age

Alternative hypothesis (H₁): There is no significant relationship between usage of social media and students' age

Table 4.4

Chi-Square Analysis for hypothesis 3

S/N	SA +A	D + SD	Total	DF	X ² – Cal	X ² – Crit.	Level of Sig.	Decision
11	65	35	100	4	5.891	3.840	0.05	Rejected
12	60	40	100					
13	68	32	100					
14	59	41	100					
15	73	27	100					
Total	325	175	100					

The table above revealed that the calculated X² value of 5.891 is higher than the tabulated Chi-square value of 3.840 hence the null hypothesis which states that there is no significant relationship between usage of social media and students' age is hereby rejected and the alternative hypothesis accepted. This implies that there is a significant relationship between usage of social media and students' age

Hypothesis Four

Null hypothesis (H₀): There is no significant relationship between students' time on social media and their academic performance

Alternative hypothesis (H₁): There is no significant relationship between students' time on social media and their academic performance

Table 4.5

Chi-Square Analysis for hypothesis 4

S/N	SA +A	D + SD	Total	DF	X ² – Cal	X ² – Crit.	Level of Sig.	Decision
16	79	21	100	4	10.096	3.840	0.05	Rejected
17	64	36	100					
18	51	49	100					
19	58	42	100					
20	80	20	100					
Total	325	175	100					

The table above revealed that the calculated X² value of 10.096 is higher than the tabulated Chi-square value of 3.840 hence the null hypothesis which states that there is no significant relationship between students' time on social media and their academic performance is hereby rejected and the alternative hypothesis accepted. This implies that there is a significant relationship between students' time on social media and their academic performance

4.4. Discussion of Findings

In the course of the study, it was discovered that the main reason for which students visit social media platforms and sites is to keep up with trending issues on news and sport, to access an incredible amount of valuable information on a variety of topic and to research faster (using research sites) and to stay connected with family and friends. Shana (2012) revealed that students use social media mainly for making friends, chatting and interacting. According to Shana (2012), very few use the social media for academic purposes.

In addition, while addressing the hypothesis of this study, it was found that there is a significant relationship between student's usage of social media and their academic performance. Rithika and Selvaraj (2013), posit that students who use social media may have difficulty balancing their online activities and their academic preparation. This will in turn negatively affect their academic performance.

In the second hypothesis, it was discovered that there is significant relationship between social media usage and gender. In other words, male and female students use social media platform and sites at a dissimilar rate. Akyildiz and Argan, (2012) found that male students use Facebook more frequently than female students with more friends, male students have less friends and spend significantly more time on Facebook than female students. A study conducted by Brenner (2013) found that 71% of females were users of SNSs compared with 29% of males. Also, Skiera. (2015) found that women and men seem to use the social network differently, and even went ahead to suggest that it may explain the observe differences in their respective academic performances.

It was also discovered that that the students of between 17 to 22 years are more present online than those of between 23 to 29 years as well as 30 and above. This suggested that the older the students get, the lesser their engagement on social media. Oye (2012) noted that most of the younger students use social networking sites mainly for socializing activities, rather than for academic purposes. Oye (2012) further observed that students were of the view that social media have a more negative impact on their academic performance and this may be a reason for their increased presence on various social media platforms.

Another remarkable finding from the hypothesis was the fact that students' time on social media has a significant correlation with their academic performances. Sunitha Kuppuswamy and P. B. Shankar Narayan (2010) clarified that using social media networking sites takes most of the time of students, for example, texting and chatting with friends for most of the time of the day. Khan (2009) Enikuomelin (2011) and Hasnain, Nasreen and Ijaz (2015) indicated that the usage of social media has an inverse relationship with academic performance of students. This implies that more students spend time on social media; the more their GPA is affected negatively. According to Khai (2009), social media users that often spend time on social media experience poor performance academically.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter provides the summary of findings, contributions to knowledge/practice conclusions as well as the necessary recommendations.

5.2 Summary of Findings

- There are many reasons why students use social media platform and sites. In this study the most to keep up with trending issues on news and sport, to access an incredible amount of valuable information on a variety of topic, to research faster (using research sites) and to stay connected with family and friends.
- That students' usage of social media usage negatively affects student academic performance
- There is a difference between male and female students usage of social media in the University of Benin with respect to their level of engagement on social media.
- Age has a significant relationship with social media usage among students in the University of Benin.

5.3 Conclusions

The present study set out to investigate students' usage and impact of social media on their academic learning and performance in the University of Benin. Also, the nature of the relationship between social media usage and certain demographic variables such as age and gender was examined. Of the four null hypotheses put forward in the study, all was rejected.

However, the descriptive analysis revealed some interesting findings such as the fact that the main reason why students used social media was to keep up with trending issues on news and sport, to access an incredible amount of valuable information on a variety of topic and to research faster (using research sites) and to stay connected with family and friends.

5.4 Recommendations

- The students need to be encouraged more on usage of the social media as a tool that it is to serve their all-round growth, also to minimize time wastage on frivolities (chatting, cyber stalking, etc.) and other irrelevant engagements that are not of major importance in their academic lives.
- Since it is apparent that social media technologies have become intrinsic part of the students' lives, academic Institutions of higher learning should consider incorporating the use of Social Media Technologies (SMTs) into the learning experience of the students as resources to support the educational communications between student and faculties. Moreover, a lot of benefits abound in the use of social media networks such as sharing information and ideas, improving reading and writing skills, developing sense of belonging, job link, etc.
- Tertiary institutions should enlighten students on the positive and negative effects of social networking sites as media of interaction on students' academic learning and performance. Nevertheless, the students should be opened through the course of orientation to the benefits of using the social media sites and technologies for the sake of their self-development.
- Tertiary institutions should organize seminars to enlighten students on the not too-good aspects of using social networking sites as media of interaction. This can be done by

exposing students to the importance of face-to-face communication in the creation of real communication or message sharing.

- Universities should build and integrate interactive learning tools as well as links to research databases to make the use of social media relevant to students' research needs.
- Students who are heavy users, should moderate the use of the social media sites to avoid addiction and create a balance between their offline and online lives while using the sites.

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APPENDIX I

Department of Statistics,
Faculty of Physical Science,
University of Benin, Benin City

Dear Respondent,

USAGE AND IMPACTS OF SOCIAL MEDIA ON ACADEMIC LEARNING AND PERFORMANCE OF UNDERGRADUATES IN UNIVERSITY OF BENIN QUESTIONNAIRE

I am a student of Statistics here at University of Benin, Benin City. The aim of my research is to examine students' usage of social media and impacts on their academic learning/performance. Please complete each question by either putting your answer in the space provided or ticking the appropriate response.

All your responses are confidential and will only be used for the purposes of this research.

Thank you in advance for taking the time to complete this survey.

Best regards,

Ohimame Akhibi
(Researcher)

APPENDIX II

USAGE AND IMPACTS OF SOCIAL MEDIA ON ACADEMIC LEARNING AND PERFORMANCE OF UNDERGRADUATES IN UNIVERSITY OF BENIN

QUESTIONNAIRE

Section A: Demographic Information

Instruction: please fill the blanks and tick () or circle as appropriate in the following:

Faculty:

Department:

Level: 100 () 200 () 300 () 400 () 500 () 600 ()

Gender: Male () Female ()

Age group: 17-22 () 23-29 () 30+ ()

Programme: Full time () Part time ()

Section B: Please fill the blanks and tick (√) as appropriate

Facebook	Twitter	YouTube	Whatsapp	LinkedIn	Instagram	Tik-Tok	Snapchat	Others (Please Specify)

Time spent online on the social media daily

One - Two Hours	Two - Five Hours	Five - Eight Hours	Always online

Current Level GPA (Grade Point Average)

Third Class	Second Class Lower	Second Class Upper	First Class

S/N	Usage of social media and students' academic performance	Strongly agree	Agree	disagree	Strongly disagree
1	To keep up with trending issues on news and sports				
2	To access an incredible amount of valuable information on a variety of topic				
3	To serve as virtual class and encourage further research (es)				
4	To stay connected with family and friends				
5	I will not perform well in my academics if I stop using social media				
	Gender usage of Social media	Strongly agree	Agree	disagree	Strongly disagree
6	Male and female students use social media networks differently in different frequencies				
7	Female students use social media more to explicitly foster social connection				
8	Gender determine the level of social media usage				
9	Males are more effective in using social media for nonacademic purposes				
10	Male uses social media to build social status				
	Age Usage of Social media	Strongly Agree	Agree	Disagree	Strongly disagree
11	Age has impact on the use of social media				
12	Social media will become boring as I grow older				
13	Social media is not relevant to people of older generation				
14	Young people are more dominant in social media				
15	The younger generation are the most active on social media				
	Time online and academic performance	Strongly Agree	Agree	Disagree	Strongly disagree
16	Students spend more time on social media than their study time				

17	Students who are always online on social media perform poorly than those who do not				
18	My staying online distract me from my studies				
19	There is improvement in my grades since I started staying online				
20	Students are online even during lecture time				