

**THE INFLUENCE OF SOCIAL MEDIA ON STUDENTS BEHAVIOUR IN
TERTIARY INSTITUTIONS (UNIBEN AND BIU)**

BY

**WILSON ERASTUS MAYOWA
ART2201368**

**UNIVERSITY OF BENIN,
BENIN CITY.**

OCTOBER, 2025.

**THE INFLUENCE OF SOCIAL MEDIA ON STUDENTS BEHAVIOUR IN
TERTIARY INSTITUTIONS (UNIBEN AND BIU)**

BY

**WILSON ERASTUS MAYOWA
ART2201368**

**DEPARTMENT OF MASS COMMUNICATION,
FACULTY OF ARTS,
UNIVERSITY OF BENIN,
BENIN CITY, EDO STATE.**

OCTOBER, 2025.

**THE INFLUENCE OF SOCIAL MEDIA ON STUDENTS BEHAVIOUR IN
TERTIARY INSTITUTIONS (UNIBEN AND BIU)**

BY

**WILSON ERASTUS MAYOWA
ART2201368**

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF ARTS (B.A)
DEGREE IN MASS COMMUNICATION TO THE DEPARTMENT OF MASS
COMMUNICATION, FACULTY OF ARTS, UNIVERSITY OF BENIN, BENIN
CITY, EDO STATE,**

OCTOBER, 2025.

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 Mr. Sunday. A. Ekerikevwe (FRHD). All ideas, views, findings and analysis in the study are the product of my research and where the views of others have been used and expressed, they have been duly acknowledged.

WILSON ERASTUS MAYOWA
ART2201368

CERTIFICATION

This is to certify that this research was carried out by Wilson Erastus Mayowa, in the Department of Mass Communication, Faculty of Arts, and University of Benin. It is approved by the undersigned on behalf of the Department, having met the requirements in partial fulfillment for the award of a Bachelor of Arts (B.A) Degree in Mass Communication.

Mr. Sunday. A. Ekerikevwe (FRHD)
Project Supervisor

Date

Dr. Daniel Ekhareafo.
Ag. Head of Department

Date

External Examiner

Date

STUDENT'S THESIS

AUTHOR'S STATEMENT

I hereby grant the University of Benin, through the University of Benin Library, a non-exclusive, worldwide right to reproduce and distribute my thesis and abstract (hereinafter "the Work"), in whole or in part, through any media, in its present form or any translated version for preservation and accessibility, provided such translation does not alter its content. This grant is royalty-free, and I retain the right to publish the Work in its current or future versions elsewhere.

Warranties

I further affirm that:

1. I am the sole author of the Work and grant the University of Benin the right to make it available four (4) years after the award of my degree, in compliance with the University of Benin Senate regulations.
2. The Work does not contain confidential information requiring third-party consent for disclosure.
3. I have exercised due diligence to ensure that the Work is original and does not breach any Nigerian law or infringe upon any third party's copyright or other Intellectual Property Rights, to the best of my knowledge.
4. Where the Work includes copyrighted material not owned by me, I have obtained unrestricted permission from the copyright holder to grant this license to the University of Benin Library. Such third-party materials are clearly identified and acknowledged within the Work.
5. In the event of any copyright dispute concerning the Work, I agree to indemnify and hold harmless the University of Benin, its officers, employees, and agents from any liability arising from the material authorized under this agreement.
6. The University of Benin is under no obligation whatsoever to take legal action on my behalf as the Depositor in the event of an intellectual property rights infringement or any other related dispute in the material deposited.

_____ Author's Name	_____ Signature/Date	_____ Email
_____ Supervisor's Name	_____ Signature/Date	_____ Email
_____ Supervisor's Name	_____ Signature/Date	_____ Email

DEDICATION

This research work is dedicated to God Almighty, the author and finisher of our faith, and the source of all wisdom and knowledge.

ACKNOWLEDGEMENTS

I would like to start by expressing all the gratitude in the whole wide world to God Almighty, for his love, blessings and his never ending protections over me during my stay in the University of Benin.

I want to appreciate my amiable project supervisor, Mr. Sunday Ekerikevwe (FRHD), for your corrections and fatherly love. It has been an amazing ride with you from the beginning of this journey. Thank you for being the best.

I also want to appreciate specially my parents Mr. and Mrs. Faleti for their constant prayer and advice during the programme.

I want to sincerely and deeply appreciate my friends, Adegbenro Adeyinka and Oduoza Daniel thank you all.

Finally, I want to thank every other person I came in contact with during my academic sojourn at the University of Benin. I say a very big thanks to you all, for making this journey filled with amazing and beautiful memories.

TABLE OF CONTENTS

Cover Page	i
Title Page	ii
Declaration	iii
Certification	iv
Author's Statement	v
Dedication	vi
Acknowledgements	vii
Table of Contents	viii
Abstract	xi

CHAPTER ONE: INTRODUCTION

1.1	Background of the Study	1
1.2	Statement of the Problem	6
1.3	Objective of the Study	7
1.4	Research Question	8
1.5	Significance of the Study	9
1.6	Scope of the Study	10
1.7	Definition of Terms	10

CHAPTER TWO: LITERATURE REVIEW

2.1	Review of Concepts	12
2.1.1	The Concept of Social Media	12
2.2	Social Networking Sites (SNS)	18
2.2.1	Examples of Social Networking Sites	19
2.2.2	Student's Exposure to Social Media	24
2.2.3	Influence of Social Media Network on Student Academic Performance	25
2.2.4	Usage of Social Media and Student's Academic Performance	25
2.2.5	Gender Usage of Social Media	27
2.2.6	Social Media in the Classroom	28
2.2.7	The Concept of Academic Performance	31
2.2.8	The Effects of Social Media on Academic Performance	32
2.3	Review of Empirical Studies	35
2.3.1	Social Media and Students Grades	36
2.3.2	Why Students Make Use of Social Media	39
2.4	Time Student Spend on Social Media	41
2.5	Theoretical Framework	43

CHAPTER THREE: METHODOLOGY

3.1	Research Design	48
-----	-----------------	----

3.2	Population of the Study	48
3.3	Sample and Sampling Technique	49
3.4	Sample Size	50
3.5	Research Instrument	51
3.6	Validity of the Instrument	52
3.7	Reliability of the Instrument	52
3.8	Method of Data Analysis	53
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION		
4.1	Introduction	54
4.2	Data Presentation	54
4.2.1	Analysis of Demographic Data	54
4.2.2	Analysis of Data from Survey (Field)	56
4.3	Discussion of Findings	60
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS		
5.1	Summary of Findings	65
5.2	Conclusion	66
5.3	Recommendations	67
5.4	Limitations of the Study	67
5.5	Suggestion for Further Studies	68
	REFERENCES	68
	APPENDIX	75

ABSTRACT

Social media in today's society has become an almost indispensable part of daily life. Particularly among University Students, who are generally heavy social media users. The Purpose of this research study is to examine the influence of Social Media Use on Students behaviour taking University of Benin and Benson Idahosa University as a case study. 11 research questions and five objectives as hypotheses guided the study. To achieve this, the descriptive survey research Design was adopted. The study focused on University of Benin main Campus Ugbowo Consisting of all undergraduate Students of the institution, a questionnaire was used as an Instrument to gather and collect data from respondents. The descriptive statistics of frequency and simple percentages were used to analyse the results and presented on tables for easy Comprehension quantitatively. The research findings showed that a large number of students in The University are aware and frequently make use of the social media. To this end, the Researcher recommends that social media should be used by students for educational purposes, Social networking sites should be expanded and new pages should be created to enhance Academic activities and to avoid setbacks in the student's academic performance and students Should be monitored by lecturers and parents on how they use the social media sites and what To use it for. This is so to create a balance between social media and academic performance of Students to avoid setbacks in the academic performance of the students.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Modern Technology in Communication has no doubt turned the world into a ‘Global Village’; The World today celebrates the improvements in Communication Technology which has indeed broadened the width of Communication through Information and Communication Technologies (ICTs). Be as it may, Technology is said to be a coin with two sides, the negative and positive.

It aids people in Understanding, been Informed, Enlightened, and Entertained and been at the top of one’s game with World developments. Technology exposes man to better ways of having things done. In the view of (Paul, 2010,p.301), internet is a massive “network of networks”, a networking infrastructure which connects millions of computers together globally, forming a network in which any computer can communicate with each other as long as they both are connected to the internet. The network consist of local area network (LAN), connecting computers in the same building while wide area network (WANs) connects several LANs in different locations. It connects both private, commercial, Government and Academic Network including a grown number of home computers. (Retrieved January 7th 2017) [www.webopedia.com/Did you know/internet/2002/web-vs.-internet-asp](http://www.webopedia.com/Did_you_know/internet/2002/web-vs.-internet-asp)).

According to (Andrew, 2005, p.284), ‘information travels over the internet through a variety of language known as ‘protocols’. The term ‘internet’ is actually a short form for ‘internet networks’, which implies that internet is a network of computer networks. Computer accepts data, process it, stores it and give it out when required. It became possible for people to chat from ‘terminals’ which led to networking. A line is the part along which resources flow, while a node is the point where lines intersect transferring resources to new lines. (Retrieved January 7th 2017) www.glreach.com/globalstates.

BRIEF HISTORY OF THE INTERNET

There are different versions conflicting about the origin of the internet but the common is that the internet is a product of a cold war. (Hafner and Lyon, 1996, p.116). Its origin is traced back to 1957, when the Soviet Union launched ‘Sputnik1 into space, as a reaction to this, in 1958, the United States founded the Advanced Research Project Agency (ARPA), a special agency under the department of defense whose mission was to develop a long term highly innovative and hazard research projects (Cartoni and Tarding, 2006, p.26).

In 1962, the air force wanting to maintain the military’s ability to transfer information around the country even if a given area was destroyed in an enemy’s attack, commissioned leading computer scientists to do so. ARPANET, the first

prototype of the internet, was developed by the ARPA department and saw the light in 1969 when four(4) of United States Universities (University of California Los Angeles, University of California Santa Barbara, Stanford Research Institute Palo Alto, and University of Utah) were connected by network of computers (Lorenzo and Stefano, 2010).

Leonard Kleinrock of UCLA successfully developed the first computer network through 'packet switching' to the concept of 'distributed network', two fundamental concurrent inventions in the field of computer science, packet switching is a process that allows division of messages into packets and sending them to their destination following different routes, once they arrive at their destination, they are all recomposed into the original message. Paul in 1960 developed the concept of distributed network funded by United States Air Force at the research and development corporation (RAND) which is aimed at developing a telecommunication network which can stand a nuclear war. (Paul, 1964, p.220-223).

In 1995, the internet was just one networking system among many others such as Usenet, Fidonet, Minitel, but with the advent of the web, the internet became by far the most important networking system. That led to what is now known as internet, a global network of interconnected computers that communicate freely, share and exchange information (Paul, 2010).

Internet has a revolutionary impact on educational methodology globally. According to (Inyiana, 2002), the Internet has indeed turned the world into a global village such that any nation or business that opts to remain an Island would quickly cease to be relevant in this millennium. He further stated that any activity in any part of the world is received in all parts of the world through the Internet.

Recognizing the tremendous role the Internet plays in the Education and Development of the Youth, the Federal Republic of Nigeria (2004:5) in the National Policy on Education made provision for Internet in school libraries and stated: “Government shall provide necessary Infrastructures for Information and Communication Technology/ Internet in the school system in recognition of the role of ICT in advancing knowledge and skill in the modern world”.

Today the Internet is used by more than 50 percent of the World Population as its applications are found in nearly every field of life, be it Communication, Knowledge, News shopping, Marketing, Entertainment and Education (Baehke, 2010).
Providing Internet

Facilities in the school library makes it easier for many students to have access to the Internet.

In the early 1990s, chat rooms and bulletin boards began as a form of Social Networking in a way that they helped people to connect with others and share interest.

A little later; dating sites hooked those looking for partners and class mates. Communication allows people to connect with people they had known and enables them to meet others.

In the early 20s, a site called Friendster was set up where people invited their friends and their Friends also invited others. The site was popular for a while, but suffered from technical Difficulties, fake profiles and began to lose members. In 1999, MySpace took over but became Popular in 2003. Its roots are a bit muddy because it received financial and logistical support from another company called E-Universe and most of the early users were employees of e-Universe but Tom Anderson and Chris DE Wolfe are given credit for much of the innovation and success of the site, which built up to one hundred and fifteen million users worldwide.

Members post photos, blogs, video and other things that strike their fancy. (Retrieved January 12, 2017) www.mudconnect.com. The evolution of internet technology today has led to its use as the best medium for

Communication; two-third of the world population pays frequent visits to social networking or Blogging sites, serving as a communication tool. Social networking sites known as SNSs are Online communities of internet users who communicate with other users about areas that are of mutual interests, whether from a business, personal, or an academic perspective (William ,Boyd, Densten, Chin, Diamond &

Morgenthaler, 2009). Social network is a social structure made up of individuals or organizations called ‘nodes’, which are tied (connected) by one or more specific types of interdependency such as friendship, kinship, common interest, financial Exchange, dislike, relationships of beliefs, sexual relationships, knowledge or prestige (Adeboye, 2012, cited in Asemah and Edegoh, 2012). Social network can also be referred to as a map of specified ties, such as friendship, between the nodes being studied. The nodes to which an individual is thus connected are the social contacts of that individual; the network can also be used to measure social capital which is the value that an individual gets from the social network.

Social networking sites include: 2go messenger, Google talk, Google Messenger, WhatsApp, Facebook, blogs, YouTube, Blackberry Messenger, Skype, Instagram, Snap chat etc..

These networking sites are used by most people to interact with old and new friends, Physical or internet friends (Asemah and Edegoh, 2012).

1.2 Statement of the Problem: Title: Understanding the Complexities:

In today’s society especially our generation, Social Media has become a part of our everyday lives.

Social media has always played a vital role since its inception in the 1990s, linking people and providing easy communication. We have access to all types of

information in the palm of our hands through cell phones, ipads and other devices, they provide us with a weather forecast in less than ten seconds. The Technology of Computer has taken the world to a whole different level, Social media been one of the products of this invention allows the creation and sharing of ideas, opinions, interests and other forms of information via networks such as Facebook, twitter, Instagram, blogs, snap chats Skype etc. which plays a significant role in the lives of University students. Although we can see how it can serve positively by being a good source of Communication, it is assumed that the academic performance of students in Universities is facing a lot of challenges and negligence as a result of social media use. As students devote a lot of their attention to the social media than they do to their studies, there is distraction and divided attention which makes student deviate from academic works and otherwise.

Therefore, the problem this research and study seeks to investigate is: The influence of social media usage on University Undergraduate Students behaviour, taking University of Benin as a Study.

1.3 Objective of the Study

The researcher's aim is to thoroughly conduct a Comprehensive research on the influence of social Media Usage on University Undergraduates of university of Benin and Benson Idahosa University.

Specifically the study seeks to;

1. Determine whether undergraduate students of UNIBEN and BIU are exposed to social media networks.
2. To ascertain and determine the usage rate of social media amongst the students in UNIBEN and BIU
3. To determine how the social media has affected or influenced the academic performance of UNIBEN and BIU students.
4. To determine the social media network the students use the most
5. To ascertain the difference in student's usage of social media network based on gender.

1.4 Research Question

1. Is there gender and age difference in the student's usage of social media?
2. What are the underlying mechanisms governing the creation, dissemination, and consumption of information on social media platforms?
3. How do algorithms influence the visibility and distribution of content on social media, and what impact do they have on students in UNIBEN and BIU?

Examining the Social and Psychological Effects:

1. What are the psychological and social implications of prolonged social media use on student's wellbeing in UNIBEN and BIU?

2. How does social media influence identity formation, interpersonal relationships, and the formation of online communities among students?
3. What is the level of effect of social media use on students?

1.5 Significance of the Study

The significance of studying the influence of social media lies in its profound impact on

Students behaviour in university of Benin and Benson idahosa University.

Reasons:

This study is significant to the students, parents, and teachers. The study will assist teachers of the institution to know the effects that social media has on their students behaviour, to assist them enlighten and create awareness to the students on the possible influence it has on them. It will help parents to know the possible influence the social media has on their children, so they can serve as watch-dog to their children on the usage of the social networking sites.

The study intends to help researchers with more information on the effects of social media usage on undergraduate students; it will be highly relevant in assisting students understand the complex diversity of the social media. It also will provide relevant materials for students and other researchers covering similar subject matter.

1.6 Scope of the Study

The focus of this research is to study the influence of social media usage on undergraduate's behaviour. The research will be based on finding out and analyzing the contributions and the effects of social media usage among undergraduate students focusing on UNIBEN and BIU University for easy analysis of data. In a view to ensure representativeness, a Hundred and fifty (150) students will be selected randomly from the 10 faculties that make up the main campus of the University of Benin Ugbowo , this will reduce cost and avoid complexity that may arise as a result of having a larger population.

1.7 Definition of Terms

The following are key terms used in the course of the research work:

- 1. SOCIAL MEDIA:** They are forms of electronic communication which facilitate Interaction base on certain interests. Social media include web and mobile technology. (Kaplan and Helen, 2010) defined social media as a group of internet based application that allows the creation and exchange of user generated content. These are internet sites where people meet, interact and share information, ideas, opinions and other pertinent news. Examples of social media are Face book, Twitter, Snap chat, Instagram, 2go, YouTube, Blogs, Badoo, LinkedIn, etc...

2. **SOCIAL NETWORKING:** The use of the internet to make information about yourself available to other people especially people you share an interest with to send messages TO them.
3. **INFLUENCE:** An event, condition, or state of affairs that is produced by a cause or a change that results when something is done.
4. **SOCIAL NETWORKING SITES:** A Website where people put information about themselves and can also send to others.
5. **MEDIA:** Are all those technologies that are intended to reach a large audience by mass Communication. ‘They are messages communicated through a mass medium to a number of people ‘(Bittner, 1980, p.10).
6. **ACADEMIC:** it is concerned with studying from books as opposed by a practical work.
7. **CONTRIBUTION:** An action or service that helps to cause or increase something
8. **UNDERGRADUATES:** students or college student who are studying for their first Degree.
9. **ACADEMIC PERFORMANCE:** how students deal with their studies and how they Cope with or accomplish different tasks given to them by their teachers.
10. **BEHAVIOUR :** This refers to the action or inaction of a person of group or person

CHAPTER TWO

LITERATURE REVIEW

2.1 Review of Concepts

The subhead reviews the following concepts: the concept of social media, social networking sites, social networking and Nigeria, gender usage of social media, influence of social media on academic performance, the concept of academic performance, students exposure to social media, effects of social media network on student's academic performance, usage of social media and student's academic performance, and social media in the classroom.

2.1.1 The Concept of Social Media

Social media has emerged as a term frequently used (and variously defined) to describe Different types of communication platforms and electronic ways of interacting. (Kaplan and Haenlein,2010) defined it as a group of internet- based applications that build on the ideological And technological foundations of Web 2.0, allows the creation and exchange of user-generated Content and depend on mobile and Web based technologies to create highly interactive platforms Through which individuals and communities share create, discuss and modify user-generated Content.

According to the Merriam-Webster dictionary online, social media is defined as “forms of Electronic communication (as web sites for social networking and micro

blogging) through which Users creates online communities to share information, ideas, personal messages and other contents (as videos)". This means that the social media enables cross-border communication between Different countries and across the globe. It gives credence to the "global village" prediction of Marshal McLuhan.

Social media are relatively new and their impact still evolves, it has changed the idea of Community in its totality. In the past, people developed friendship based on local geography. The Social media make possible virtual communities based on shared needs and interest rather than Local global social neighborhood are becoming just as familiar as the physical neighborhood we Live in (Dominick 2011; 73).

Social media has become an inseparable part of our daily lives; it has made possible almost instantaneous interaction between people residing far apart. Social media allows one to be social or Get online by sharing contents, news, photos etc with other people (Varinder and Priya 2012).

Social media is a phrase being tossed around a lot, it is a website that does not just give you Information but interact with you while giving you information. It is a group of internet based Application that allows the creation and exchange of users generated content. It is easy to confuse Social media with social news because we often refer to members of the news as the media, so also that social news site is also social media site. Social media is that means that employs mobile and Web based

technology to create highly interactive platforms via which individuals and community Share, co-create, discuss and modifies user's generated content (Kietzmannn, 2012).(Andreas Kaplan and Michael Haenlein, 2004) clearly capture social media as “a group of Internet based applications that build on the ideological and technological foundations of web 2.0 And that allows the creation and exchange of user's generated contents”

Social media refers to the means of interaction among people in which they create, share, Exchange and comment among themselves in different networks. (Andreas and Michael, 2000) are of the opinion that social media is a group of internet based application that builds on the Ideological foundation and allows the creation and exchange of users-generated content. Social Media has become one of the major channels of chatting through platforms such as 2go, BB chat, Blogger and wiki.

The internet usage effect of social media, in views of (Nielson, 2012) is that, internet users continue to spend more time on the social media than any site. The total time spent on social media Across mobile devices increased by 37%, 121 billion minutes in July 2012 compared to 88 billion Minutes in July 2011.

(Kaplan and Haenlein, 2010) classified social media into six different classes as follows;

- 1) Collaborative project (Wikipedia)

- 2) Blogs and Micro blogs (Twitter)
- 3) Content Communities (you-tube)
- 4) Social Networking Site (Facebook, 2go, BB chat)
- 5) Virtual Game World (World of war craft)
- 6) Virtual Second World (second life)

Technology includes the blogs, picture sharing, music sharing, crowd sourcing, e-mail, instant Messaging and voice over. These services could be integrated via social network aggregation Platforms.

In a nutshell, any web based application which allows for creation/exchange of users generated Contents and enables interaction between users can be regarded as “social media”. This could be in Form of social networking sites like Facebook, Friendster, Google plus, Whatsapp, twitter, Eskimi, 2g0 etc or blogs internet forum and Q and A sites etc. (Varinda and Priya 2012:8).

(Bryer and Zavatarro 2011) saw it as ‘technologies that facilitate social interaction, make possible collaboration, and enable deliberations across stakeholders’. Social media has been classified by (Anjugu, 2013) into; Social Bookmarking interact by tagging website and searching through website book Marked by others (Blink List, simple).

Social News – interact by voting for articles and commenting on them (Digg, Propello).

Social Networking – interact by adding friends, commenting on photo and profiles, Sharing groups for discussions (facebook, 2go, Blackberry Messenger chat) Social photo and video sharing – interact by sharing photos or videos and commenting On the user submission (YouTube and Flickr);

Wikis –interact by adding articles and editing existing articles (Wikipedia).

Social media is fast becoming very popular means of both interpersonal and public 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”.

Social media is a group of mobile marketing application that allows the creation and Exchange of users generated content. Due to the fact that mobile social media runs on mobile devices, it differs from traditional social media as it incorporates new

factors such as the current Location of the user, time delay between sending and receiving.

According to (Kaplan, 2002), Social media can be divided into four types; Spac timers[location and time sensitive] exchange of messages with relevance for Specific location and time (facebook, 2go, BB chat) Quick-time [time sensitive] – transfer of traditional social media application to mobile Services to increase immediacy (posting twitter messages, status update [2go], and updating Display picture [DP] (BBm).

Space-locators [location sensitive] – exchange message with relevance for one specific Location which are tagged to certain place (yelp, oype) Slow-timers [neither location nor time sensitive] – transfer traditional social media Application to mobile devices (reading a wiki-pedia entry).

The social media has made possible a platform whereby information, news, photos, videos Etc travels at an unprecedented rate transcending across national boundaries. Nowadays the social Media can either be easily accessed through the internet or via smart photos. In a broader sense, the Social media now serves as a megaphone giving voice to the voiceless who wished to be heard, it has become the mouthpiece to the “silent majority” in the society. With the proliferations of the Users Generated Contents (UGC) underpinned by the emergence of web 2.0 which encourage Sharing and collaboration (Dominick 2017:24) and the growing concern

about its negative impacts On people have sparked argument and encounter-argument in various places and among various People.

Today, the social media is being used as an ideological as well as sociological arena where People express their thoughts and opinions about what was, what is, and what ought to be. They could now create their own content, share it with others, respond to people, and collaborate with them and more. This users interaction is what gave impetus to the development of social media we Know today (Varinda and Priya 2012:6).

People now have the consciousness to interact with the Originator of mass media messages, impacting opinion and exerting influence.

2.2 Social Networking Sites (SNS) are digital platforms that enable users to create public profiles and establish relationships with others who access those profiles. These platforms serve as online communities, discussion forums, chat rooms, and other forms of virtual social spaces.

The term “social networking sites” is commonly used as an umbrella term for all social media and computer-mediated communication platforms, including but not limited to Facebook, Twitter, LinkedIn, and MySpace, as well as earlier platforms such as Cyworld, Bebo, and Friendster.

According to Ellison and Boyd (2007), social networking sites are web-based services that allow individuals to:

- Construct a public or semi-public profile.
- Display a list of user connections.
- View and traverse their list of connections and those made by others.

Social media platforms facilitate the building of social networks among people who share common interests, activities, backgrounds, or real-life connections. These sites allow users to share content, stay connected, and maintain relationships conveniently.

“It is a great way to stay connected and a convenient way to share photos from trips.” — Awake (2012)

Social networking sites typically consist of:

- A user profile (representation of each user),
- Social links (connections),
- A variety of additional services and features for communication and interaction.

2.2.1 Examples of Social Networking Sites

Social media provides individuals with easy access to information and enables the building of relationships through vast human networks. Below are some popular social networking platforms:

1. 2GO

2go is a mobile social networking and instant messaging (IM) application. It allows users to chat for free using their mobile phones. Users can:

- Join chat rooms on various topics,
- Make new friends,
- Chat with contacts on Gtalk, Mxit, and Facebook through integrated gateways.

Features:

- Simple and lightweight for low-end devices.
- Runs on Java-enabled phones and brands like Nokia, LG, Samsung, Sony
- Ericsson.
- PC support for BlackBerry users.
- Accessible anywhere, anytime.

2. WhatsApp Messenger

WhatsApp is a proprietary, cross-platform instant messaging service available on smartphones and some feature phones. It uses the internet for communication.

Capabilities:

- Text messaging,
- Sending images, videos, audio files,
- Sharing location using GPS and integrated maps.

3. BlackBerry Messenger (BBM)

BBM is an internet-based instant messaging application on BlackBerry devices developed by Research in Motion (RIM). It uses a PIN-based system for communication.

Features:

- Text, photo, video, and voice memo sharing.
- Real-time message delivery with status indicators (S, D, R).
- Group messaging and social profiles.
- Requires BlackBerry PIN or Ping ID.

4. Facebook

Facebook, launched in 2004, is one of the fastest-growing social networking sites. It allows users to:

- Create personal profiles and share updates,
- Add friends and exchange messages,
- Join groups and categorize friends.

Applications:

- Personal use (friends and family communication),
- Professional use (business fan pages, brand interaction),
- Organizational communication and marketing.

Roblyer (2010) emphasizes its usability, while Rapacki (2007) notes its group and categorization features.

Popularity:

Ranked #1 among the most popular social networking sites with an estimated M550 unique monthly visitors. (Das & Sahoo)

5. Twitter

Launched in 2006, Twitter offers an open communication platform where users post text-based messages called "tweets" (up to 140 characters).

Features:

- Free account creation,
- Follow users, reply publicly, direct messaging,
- Information sharing and status updates.

Impact:

- Acts as a repository of information and a form of electronic word-of-mouth (e-WOM).
- Used for socio-political engagement and marketing.

Concerns:

- Can lead to psychological disorders due to overuse. (Jonah, 2013; Jaclyn, 2011)

Popularity:

Ranked #2 among the top ten social networking sites with M95.8 unique monthly visitors. (Das & Sahoo)

6. LinkedIn

LinkedIn is a business-oriented social networking site launched in May 2003, focused on professional networking.

Key Features:

- Resume-like profiles,
- Work experience, educational background, and professional skills,
- Professional groups and job search functionalities.

Popularity:

Ranked #4 globally with approximately M50 unique monthly visitors.
(Das & Sahoo)

7. Other Social Networking Sites

Several other SNS platforms exist, each offering unique features and functionalities:

- Ning – Create your own social network.
- Tagged – Meet new people.
- Friendster, MySpace, Hi5 – Early SNS platforms.

- Meetup – Organize and join local events.
- MyYearbook – Teen social networking.
- Instant Messaging Apps – Such as Yahoo! Messenger, Google Talk, etc.

Each of these platforms provides distinct opportunities for social interaction and networking based on specific user interests and needs. Social networking sites play a significant role in modern communication. They provide platforms for personal interaction, business networking, entertainment, and information sharing. With a wide variety of options available, users can choose platforms that best suit their communication needs, from professional networking (LinkedIn) to casual chatting (2go, WhatsApp), and large-scale interaction (Facebook, Twitter).

2.2.2 Student's Exposure to Social Media

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 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 well 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 these social 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.

According to a joint study by Campus2Careers and Study Breaks on the use of mobile Devices among students discovered that, an average undergraduate spend 3.6 hours a day With their cell phones and smart phones, while spending less time with computers, TV's, Handheld gaming devices and e-readers.

2.2.3 Influence of Social Media Network on Student Academic Performance

Though there have been many social, economic, and environmental factors that have added to the pressure of university students in the past ten years, the drop-out rate for students is still a major national problem (Bowen, 2008). Current statistics show that university students in Nigeria are under increased pressure due to higher academic standards in other countries, and it has become more important than ever for educators to encourage graduation and further Education (Bowen, 2008). However, with more and more students being preoccupied with Social media networks and technological social lives, how will this affect their studies?

2.2.4 Usage of Social Media and Student's Academic Performance

The social media engages students and have to be examined as entrepreneurs of Understanding. The medium of internet is marketing with increase in its programs.

The Interactive character of online conditions has extended with social networking. Hooking up through social networking began as being a niche activity, though time it's a phenomenon. The Web sites are employed in many ways like developing metropolitan areas, speaking, blogging Etc. Additionally different institutions even nowadays are developing groups on several Websites (Saba Mehmood, 2013).

The improved usage of websites has become a worldwide phenomenon for quite some time. What began out as being a hobby for several computer literate people has converted to a social Norm and existence-style for individuals from around the globe (Nicole Ellison, 2007).

Teens and teenagers have recognized these internet sites to be able to contact their peers, share Information, reinvent their personas, and showcase their social lives (Nicole Ellison, 2007). While using the increase of technology helpful for getting together with others along with the Recognition on the internet, internet sites are now being an activity that's done mainly on the Web, with websites (Vaughn and Coyle, 2008). According to (Khan, 2009), social media users often time experience poor performance academically. Similarly, (Englander, Terregrossa & Wang 2010) posit that social media is negatively associated with academic performance of student and is a lot more momentous than Its advantages. Internet addiction consequently gave rise in internet usage within the last Couple of decades. (Nalwa and Anand, 2003)

recommended that addicted users prefer using internet setting back their personal and professional responsibilities which ultimately leads to Poor academic performance. In the same vein, (Karpinski, 2009) pointed out that social media users devoted lesser time to their studies in comparison nonusers did and subsequently had lower GPAs, (Karpinski and Duberstein, 2009).

2.2.5 Gender Usage of Social Media

When reviewing the literature related to gender and adolescents, results are mixed as to which group spends more time on the internet as well as on social media networks (Lin and Subrahmanyam, 2007). Studies have shown that boys have been online more than girls have reported that they use social media for things like Chatting and downloading music (Giles and Price, 2008). Because of this, one may hypothesize that girls will be more likely to be attracted to social media networks and other online social Groups (Giles and Price, 2008). According to most research done on the topic, the number of teenage girls and boys who communicate on theses social media networks are equally divided (Bonds-Raacke and Raacke, 2008).

Research has shown that though girls and boys are both likely to have a SNS account, the reasons for the accounts may vary based on gender (Bonds-Raacke and Raacke,2008). For girls, Social networking sites are primarily placed to reinforce pre-existing friendships; for boys, the Networks also provide opportunities for flirting and

making new friends (Bonds-Raacke and Raacke 2008). Girls are also more likely than boys to post sexually explicit pictures of themselves and to talk about sexual activity in public forums (Rafferty, 2009).

In a study, it was shown that boys seem to benefit more from social media use and communication technology than girls do (Peter and Valkenburg, 2009). This was hypothesized

Because boys tend to have more difficulty expressing their thoughts and emotions face-to-face with others than girls do (Peter and Valkenburg, 2009). The early stages of social networking as mentioned earlier, included web technology such as AIM, which helped many ‘chat’ with others On the computer rather than in person (Peter and Valkenburg,2009).

2.2.6 Social Media in the Classroom

Having social media in the classrooms 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.

Facebook represents a potentially useful tool in educational contexts, it allows for both 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 expand classroom discussions. Students reportedly used twitter to connect with content and other students. Additionally, students found It ‘to be useful professionally and personally’.(Junco, Heibergert, 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 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 micro blogging 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 micro blogging to be overwhelming (information overload). The research Indicated that many students did not actually participate in the discussions, “they just lurked”.

2.2.7 The Concept of Academic Performance

(Tuckman, 1975) defined academic performance as the apparent demonstration of Understanding, concepts, skills, ideas and knowledge by a person. It refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their Teachers (Hameed et al, 2013; Helou and Rahim, 2014). Academic performance is used interchangeably with academic achievement which refers to “a successful accomplishment or Performance in a particular subject area. It is indicated as by grades, marks and scores of descriptive commentaries. Students’ academic achievement plays an important role in producing the best quality graduates who will become great leaders and manpower for the Country thus responsible for the country’s economic and social development (Ali, Jusoff, Ali, Mokhtar and Salamt, 2009). (Adane, 2013) noted four groups of factors that influence the academic achievement of Studies: home related factors, school related factors, student characteristics and teacher-side Factors. Salvation and (Adzharuddin, 2014, p.134), while conceding that students’ “academic Performance is a multidimensional construct”, however opined that it consists of three Dimensions: students’ characteristics dimension of the academic performance concerns how Students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers help define the extent of performance (Loo and Choy, 2013). The

determinants of this dimension are student's intelligence, personality and the socio-economic status. Within the academic context, for example, students' ability to study and remember facts and being able to communicate their knowledge verbally or down on paper enhances academic performance. Teacher's competencies dimension of academic performance, on the other hand, concerns how well teachers can impact knowledge on students. However the number of non-Human elements in the academic environment and their functionality help define the academic Performance of students. Within the academic environment, for example, the amount and Quality of facilities such as library, laboratory, suitable classrooms, decent hostels and other teaching aids could enhance or suppress student's performance. (Chukwuemeka, 2013) has noted school facilities, climate factors, home background and Technology as key environment factors that affect the academic performance of students. This Study would look at academic performance as measured from the angle of grades or Cumulative Grade Point Average.

2.2.8 The Effects of Social Media on Academic Performance

It is agreed generally that social media has both positive and negative effects on the academic performance of students across the world;

POSITIVE EFFECTS

(Eke et al, 2014) has noted the following positive effects of social media on the academic of Students.

- a) **Education:** Social networking sites help in schools and university programmes, some Social networking sites for example bogs help to leverage or complement formal Educational activities and enhancing outcomes. SNSs are also used to extend Opportunities for formal learning across geographical contexts. Thus, social media can enhance the interactions of marginalized young people with their teacher and increase their confidence in educational activities.
- b) **Informal Knowledge and Skill:** Social Networking sites can facilitate learning and skill Development outside formal learning environments by supporting peer-to-peer learning, Skills collaboration and diverse cultural expression. The knowledge and skill young People are learning through SNSs are directly relevant to the ‘participatory web’ in Which user generated content is now integral in a rapidly developing online business Model that capitalizes on the social networks, creativity and knowledge of its users, and This means that new business models are expected to emerge.
- c) **Individual Identity and Self-expression:** because SNSs are essentially flexible and designed to promote individual customization, they are used to experiment as

well as Find legitimacy for their political, cultural, or sexual identity. Social networking sites can provide users with a space to work out identity and status, make sense of cultural Cues, negotiate public life and increase user's sense of personal belonging. This sense of personal belonging and identity has been positively correlated with academic Performance.

- d) **Web Engagement:** in a world where online engagement is important for business, Students are becoming experts at developing a sense of internet presence. Not only do they know how to interact with others on the internet, they know how to use basic and even complex functions in order to do so. Thus, students use social networking sites to Interact with their peers and even teachers about class-related subjects.
- e) **Strengthening Interpersonal Relationships:** generally, studies have shown that having Positive interpersonal relationships is an important predictor of wellbeing. Social media By and large has been found to strengthen individual interpersonal relationships. Email, instant messaging and social networking can address new barriers people may face to Forming and maintaining public places together, limited transport to get there, and time Free of structured activities such as school and sport.

NEGATIVE EFFECTS

Social media has been noted to have some negative effects as it has positive on students' Academics;

- a) **Displacement effect on Academic Activities:** Since majority of students use social Networking sites socializing purposes, they therefore tend to spend more time for Socializing rather than learning. Thus, excessive use of SNSs reduces student's academic Performance since time meant for studies is used on non-academic issues like chatting and making friends (Salvation and Adzharuddin 2014).
- b) **Psychological Disorders and Health Problems :** anxiety, depression, poor eating habits, And lack of physical exercises; increasingly short attention spans and subverted higher Order reasoning skills such as concentration, persistence and analytical reasoning among frequent users of social media, and technology being seen as a substitute for the analytical reasoning process. Collectively, these play roles in a student's educational process to various degrees and at various times (Moze).

2.3 Review of Empirical Studies

There is a tremendous body of growing literature on the effect of social media on the academic performance of students across the world (Hargittai & Hsieh

2010; salvation & Adzharuddin, 2014). While some of these studies (Kirschner & Karinski, 2010; Shah et al, 2012) Have only examined the subject within the context of specific social media like facebook, other Studies (Anjugu, 2013), (Okereke & Oghenetega, 2014) have however studied the subject holistically. Given the fact that some of these studies overlap, it will be most appropriate to review them under separate headings vis-à-vis the research questions for clarity purposes following the organization of study review along the line of the research objectives as recommended by (Nwankwo 2006).

2.3.1 Social Media and Students Grades

Since the rise of social media in recent times, studies have sought to determine its possible effects on student's academic grades. Studies on the subject may be grouped into three:

- a. those who claim that social media positively affects students grades
- b. those who claim that social media negatively affects students grades, and
- c. Those who claim that the dynamic nature of the effect largely depends on the user and the intensity of usage.

Researchers across the world have found a positive relationship between use of internet/social media and the academic performance of student's users. Thus, students

using internet more were found to score higher on reading skills test and had higher grades as well (Ahmed & Qazi, 2011).

(Pasek, Kenski, Romer and Jamieson, 2006) not only found that facebook usage is not directly associated with lower grades of the students as reported in some studies, but also that facebook Users score higher grades. No association was found between GPAs of student users and Facebook usage in a study conducted by (Kolek and Saunders, 2008). Social networking sites Have even been found to provide a rich mean of interaction between teachers and students (Roblyeer, McDaniel, Webb, Herman & Witty, 2010).

(Onuoha and Shaeed, 2011) in “perceived influence of online social networks on academic Performance; a study of undergraduates in selected universities in benin, ogun state ”, Investigated the perceived influence of online social networks on undergraduates’ academic performance using data from a descriptive survey of 402 respondents from Babcock University.

Data collected were analyzed using frequency and percentage counts. Results revealed that majority of the respondents make use of online social networks even though motivation for use is more for social interaction than academic purposes. Most of the respondents, however, agreed that the use of online social networks have positive influence on their academic performance.

(Mehmood and Taswir,2013) investigated pedagogical impacts of social networking sites on the linguistic and social behaviour's of undergraduate's students at the college of Applied sciences, Nizwa, Oman. The study on the whole, found positive effects of social media on the academics Of Oman students and concluded: "...students have started using social networks for academic Purposes. While some students perceived SNS as distraction and were hesitant to share their feelings, a high percentage of respondents found it an avenue to search for information, Join educational networks and look for career opportunities. The use of SNS gave them a sense of belonging to an Academic community, as their online friends were mostly those who they met in college. Two step flow interactions, Student to student and teacher to student favored academic Learning through social; networks...The beneficial results of this campaign and the uses and gratifications highlighted in this study, shows social networks as a significant influence In the academic performance of students. Yet the use of these networks has to be disciplined as it can lead Distraction from education".

(Morallo, 2014) in the effects of social networking sites on students academic Performance in Lyceum of the Philippines-Laguna found a statistically significant positive relationship between time spent by students on SNSs and their academic performance and that The higher the time on SNSs showed the lower is the time that

will be spent on studying. Hence, Correlation analysis showed an inverse relationship between the GPA and the number of SNSs Accounts being maintained by the students, the frequency of SNSs use, since when they have SNSs, length of SNSs use, and the number of study hours. The results revealed that as these mentioned variables increases, the GPA also increases, showing that SNSs had made a Contribution in the attainment of higher grades. However, such relationships are not significant.

Therefore, the study found that SNSs usage had no significant relationship on student academic Performance. The improvements in the grade rely on other factors within the teaching-learning Process and thus could not be attributed to the use of SNS alone.

2.3.2 Why Students Make Use of Social Media

Studies across the world show that university students make use of social media. Over the years, researchers have sought to figure out the purpose behind students' use of social Media. (McLaughlin and Lee 2008), asserted that online social networks allow learners to access peers, experts and the wider community in ways that enable reflective, self-directed learning. (Johnson, 2008) provided a list of factors that motivate people to join online social networks that included social connection, shared identities, content, social investigating, Social network surfing, and status updating. Similarly, (Kimberly, Charles, Nicole, Satie, Gemeile and Ikka, 2009) argued that the

involvement of a student in activities such as making Friends on online social networks should be seen as a way of having access to up-to-date Information that can be channeled towards improving academic performance which they described as how students cope with or accomplish different tasks given to them by their Teachers. (Santos, Hammond Durli and Chou, 2009) studied in Singapore and Brazil and discovered that many of the Brazilian students used online social networks to socialize and Discuss their studies while the Singaporean students used them for social interactions only.

The same trend appears to be the case in Nigeria. Thus, (Onyeka et al, 2013) in “the Effect of social networking sites usage on the studies of Nigerian students” researched how the Use of social media affects students of tertiary institutions use SNSs”. It was found however that students use social networking sites so as to: keep in touch with others, while away time and maintain a sense of belonging and to solve social problems.

Similarly, (Ezeah et al, 2013) in “social media use among students of universities in south-East Nigeria” found that Nigerian students use social media to watch movies, to expose Themselves to pornography, and for discussion of serious national issues like politics, Economy and religion. (Eke eta al, 2014) in “the use of social networking sites among the Undergraduates students of University of Benin ”,

researched the use of social Networking sites among the undergraduates students of University of Benin The study adopted the descriptive survey research design to derive responses from a random

Sample of 150 undergraduate students of the university; questionnaire was used to collect the Data. The results of the study revealed that UNIBEN students use SNSs for the purpose of: Communicating and interacting with friends, online learning, finding friends online, leisure and personal socialization, searching for job, academic discussion and getting study partners Online, watching movies, connecting and interacting with business partners, communicating, mobilizing and organizing national issues like politics, economy and religious matters, Updating profile information.

It can be deduced factually from the empirical studies across the world that students Use the social media and its networking sites for different reasons ranging from Communication and Entertainment, to Education and Socialization.

2.4 Time Student Spend on Social Media

Social media has become a part and parcel of the life of youths today. Over the years, scholars have examined how much students invest their time on social media, (Lin, 2010) found that majority of college students in the United States used SNSs at least an hour a day. (Ahmed and Qazi. 2011) in a study of 6 Universities in Pakistan, found that majority of the students spent 1-3 hours daily on social networking sites.

(Tham, 2011) in a study conducted at St.Cloud State University in Minnesota found that, while both males and females spend time on SNSs, the said time however, decreased as the age of the respondents increased and the results revealed that female college students spend more time on SNSs than Male students.

In Nigeria, (Onyeka et al, 2013) found that majority of University students in Adamawa State spend 2-4 hours daily on social Networking Sites, while (Anjugu, 2013) in a study of students of the University found that “92 respondents {70.8%} spend 6 hours online and 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 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 social media 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. (Iorliam and Ode, 2014) in “The impact of social network usage on University students academic performance : a case study of Benue

State University Makurdi, Nigeria” sampled 1,596 students, focusing on three key impacts area: the frequency of visiting social media, the time spent on social media and the relationship between the volume of social friends and a students’ academic performance. Correlation and regression analysis were used to determine and measure the extent to which the three variables were related to students CGPA and it was found that the time spent on social media, the frequency of visit and the total number of online friends has a statistically significant relationship with a students’ academic performance. The researchers therefore recommended that access to social media should be restricted and controlled; the idle time should rather be channeled into studying:

“In examining the amount of time spent by those using social media, 402 of the 1596 respondents indicated they spent less than one hour per day; and 258 of the 1596 respondents indicated they spent between one to two hours per day using social media.

Overwhelmingly. 750 respondents representing 47% of the respondents revealed that they were always active. This is made possible by the sophisticated handheld devices that are connected to the internet 24 hours a day” (p.276).

2.5 Theoretical Framework

This work will be guided by: The Uses and Gratification Theory.

Uses and Gratification Theory

Ever since media studies emerged as an academic interest, the question to how best qualitatively measure media use has gone without a consistent answer. It is one theory that emerged in 1974 by Jay Blumler and Elihu Katz. They examined media consumption by how it is consumed and what benefits it creates for the consumer. This framework which has come to be known as the Uses and Gratification model has been repeatedly tested and contested for more than 30 years. In its original format, the theory consisted of five key elements:

- 1) The audience is assumed to be an active user of mass media
- 2) Each audience member must discern which medium will best gratify his or her needs for a given use.
- 3) Media outlets compete with other sources of gratification and media cannot satisfy all human needs.
- 4) Empirical data assessment can help determine the goals of mass media consumers since users are self-aware enough to accurately describe their motives.
- 5) Judgments about the cultural relevance of mass media must be withheld in order to avoid speculations on popular culture.

Uses and gratification theory (UGT) is an approach to understanding why and how people actively seek out specific media to satisfy specific needs. It was originated in the 1970 by Blumler and Katz, as a reaction to traditional mass communication

research emphasizing the sender and the message. It focuses on the question, ‘what media do to people’ and ‘what people do with the media’. It discusses how users deliberately choose media that will satisfy given needs allow one to enhance knowledge, relaxation, social interaction, diversion or escape.

The Uses and gratification Theory is of the notion that there are distinct benefits the medium 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 ‘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? While some scholars stated that the first research conducted on the uses and gratifications theory ‘dates from the early 1940s (McQuail, 2010), and focused on the reasons for the popular appeal of different radio programmes, especially ‘soap operas’ and quizzes’, however it is generally agreed among scholars that the theory as it stands today was developed by Katz Blumler, and

Gurevitch in 1974 (Weimer & Dominick, 2011; Anjugu, 2013; Mehmood & Taswir, 2013).

Uses and Gratification theory also called “functional theory” is concerned with the social and psychological origin of needs, which generates expectation of the mass media which leads to different patterns of media exposure, resulting in need gratification and other consequences, mostly unintended ones (Katz, 1974, p.20). It is purely audience centered and addresses needs like surveillance, excitement, guidance, relaxation, tension release, socialization, escape and integration. To be able to gratify these needs, it must be able to realize that the mass media audience may belong to the low, middle or high post brow group (Savary and Carico, 1971).

These uses (exposure to the media) and gratification (benefits) are determined by the needs of members of the audience. Such needs may include information, entertainment, self-esteem and prestige. Through the uses and gratifications research, communication scholars have shown that everywhere people selectively expose themselves to mass media content, choosing only those media messages that would serve the function of satisfying or gratifying their needs (Rosengren 1985).

Therefore, uses and gratification approach emphasizes audience members motive for making specific consumption choices and the consequences of that

intentional media use. That's to say, they choose the content, make meaning of it and act on the meaning.

It embraces the interactive nature of media and its audience. It is audience centered and addresses needs such as surveillance, identity and socialization and information acquisition. Therefore, people's needs are generated by their individual differences. It could be based on sex, ethnic group, and educational qualification. Because the needs are determined by who or what they are, and people use the mass media for the purpose of gratifying their needs (Okunna, 1988).

The theory is applicable to this study because the students in the university communities usage of the social media channels depends largely on the specific satisfaction they derive from them. Therefore, this study focuses on ascertaining the purposes and the benefits which the new media serve for their student-users that invariably sustain their usage. It presupposes that there are certain satisfactions the new media provide to the students without which their usage would have been waned.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

Research design according to (Agbonifoh, 1999) is the basic plan that guide data collection and the research phase of any work. The research design adopted for this study will be Descriptive survey design., this design is considered appropriate because it enables the Researcher to generate data through the standardized collection procedures based on highly Structured research instrument and well defined study concepts and related variables. The Survey research will be used due to the fact that it can be used to investigate problems in Realistic setting (Wimmer et al, 1983) and in addition, the survey method is cost reasonable, it can be controlled and lastly, large amount of data can be gathered or collected with ease. Survey Method is the most used in social sciences.

3.2 Population of the Study

In research, (Nworgu, 1991) states that population refers to all members or elements of a Well-defined group to which the research findings are applicable. The author further held that, one of the factors that determine the choice of population is the problem under investigation: the Population should be such that it can provide the most authentic and dependable data necessary for solving the problem. This is why

(Nwana, 1982 cited in Nwankwo, 2006) that,, “population refers to all members of the target of the study as defined by the objectives of the study”.

The population of this study will be the entire undergraduate students of University of Benin, Benson idahosa University which will be randomly selected from the main campus of the University.

Having in mind that this study aims to determine the specific influence of the use of Social media on university students, therefore the most authentic and reliable data on the subject can only be obtained from students of the University.

3.3 Sample and Sampling Technique

Sampling is the procedure by which some members of a population are selected as representatives of the population (Kiddler, 1981), generally, deciding on a sample is not given to arbitrariness but by strict adherence to laid down principles (Nwankwo, 2006).

Sampling Technique: A sampling technique is a plan specifying how elements will be drawn from the population of the study which may be broadly categorized into probability and non- probability sampling techniques (Nworgu, 1991). The sampling technique to be adopted and used for this study will be the stratified sampling metho under probability sampling technique.

This method enables adequate representation of the population and also insure against Misleading result, and guarantees that enough cases are included in the sample to give a high Confidence level which points to the representatives of the sample.

This procedure ensures that the sample is drawn from a heterogeneous population like A.B.U and this will help the researcher to reduce sampling error.

(Babbie, 1997 cited in Asika, 2001) recommends this method when he observes that “a Stratified sample is likely to be more representative on a number of variables than a simple Random sampling”.

3.4 Sample Size

A sample size is a portion, piece(s) or segment(s) that is representative of the whole Population.

Sample size helps in understanding and qualifying mathematical probabilities, Trends or relationship within a group (Brown, 1978). It is a subset of the population being studied, it serves as the representative of the larger population and it is used to make inferences regarding the population from which it is drawn.

Therefore, the sample size for this study will be 150 (one hundred and fifty) students that will be selected from the 17(faculties) faculties that make up the main campus of UNIBEN and 5(five) faculties from BIU with a View to obtain equal representation. The questionnaire will be given to students from each of the

Departments, using convenient or accidental sampling technique. This technique implies that any member of the department(s) that comes the researcher's way would make up the Respondent.

3.5 Research Instrument

The instrument for the study will be a questionnaire A social media and Academic performance Scale (SMAPS) developed by the researcher. A Questionnaire is an instrument of Data collection that will be made up of structured questions for eliciting and gathering Information from respondents. The questionnaire will be personally administered by the Researcher to ensure high return of the answered questionnaire which will give in-depth Information about the topic presented to the respondents. The questionnaire will comprise of Two sections (A & B) : Section A will contain the general demographic information such as Gender, age, marital status, and department.

Section B will contain information with questions on key issues dealing with each of the research questions. The instrument will be responded to with response options: Strongly Agree (SA), Agree (A), Strongly Disagree (SD), and Disagree (D).

It is only through this means that precise presentation of results capable of representing a genuine list and achievement of research objectives can be obtained.

3.6 Validity of the Instrument

An instrument for data collection in research is said to have “validity” when that instrument Measures what it is supposed to measure (Nwankwo, 2006).

As (Colin and Julie 2005) rightly said, that it is a state of being valid, it refers to how well a test measures what it is purported to measure. The designed questionnaire will be submitted to the Project supervisor for correction and approval before distributing it to respondents.

3.7 Reliability of the Instrument

Reliability [of a data gathering instrument] refers to the degree of consistency between two measures of the same thing. It is the extent to which a measurement gives results that are consistent with existing literature similar to the study. A reliable instrument is that which Consistent is in measuring a particular variable it is designed for (Nwankwo, 2006). Reliability of a data gathering instrument aims at enhancing authenticity by ensuring researcher’s non-bias, Reduce the margin of error and broaden the limit of accuracy.

Therefore, the measuring instrument will be constructed in such a way that the questionnaire that will be used will answer the research questions.

3.8 Method of Data Analysis

Data analysis according to (Duane et al, 2008), is what unlocks the information hidden in the raw data and transforms it into something useful and meaningful. Therefore, data analysis must aim at relating to the problems in order to ensure authenticity and reliability of the research study.

Data collected can only be useful and meaningful if they are analyzed and interpreted to the understanding of a layman. Therefore, Responses collected of findings will be illustrated and presented on Tables, using descriptive statistics and analyzed quantitatively with the aid of simple percentages. These are the widely regarded and suitable methods of breaking down statistical data, with a view to relating it to the research questions and allows easy comparison.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

Data presentation and analysis deals with presenting the information collected from Respondents in a more organized and meaningful manner so that the result of the research can be Read at a glance (Nwankwo, 2006). Thus, this chapter presents and analyzes data gathered Through the use of questionnaire distributed to respondents who are in University of benin on the subject ‘The influence of Social Media Usage on students behaviour “A Study of UNIBEN and BIU ”’.

The study answered the following research questions;

- 1) Does social media use have an effect on the university students and how?
- 2) Is there gender and age difference in the student’s usage of the social media?
- 3) How has the use of social media affected the academic performance of Students of UNIBEN
- 4) What is the level of effects of social media use by the University students?

4.2 Data Presentation

4.2.1 Analysis of Demographic Data

Table 1 to 3 answers questions on the demography of respondents in the questionnaire.

TABLE 1: Gender of Respondents

Gender	Frequency	Percentage
Male	68	45.33
Female	82	54.67
Total	150	100 %

Table 1 shows the gender of respondents used for this research: 68 (45.33%) of student Respondents are male and 82 (54.67%) of student respondents are female which makes a total of A hundred and fifty (150) respondents for the research.

Table 2: Age of Respondents

Age	Frequency	Percentage
16 -20	63	42.2%
21-25	52	34.67%
26-30	31	20.67 %
Above 30	4	2.7%
Total	150	100 %

Table 2 shows the age status of the respondents used for the research; 63 (42%) student Respondents fall in the age bracket of 16-20years, 52 (34.67%) student respondents fall in the Age bracket of 21-25, 31 (20.67%) fall under 26-30years, 4(2.7%)student respondents fall Under the age bracket of Above 30 .

Table 3: Institution

Institution	Frequency	Percentage
Uniben	86	57.3%
BIU	64	42.3%
Total	150	100 %

UNIBEN students (57.3%) formed a slightly higher proportion than BIU (42.7%).

Table 4 : Year in school (level)

Item	Frequency	Percentage
100 lvl	45	30.00%
200 lvl	37	24.67 %
300 lvl	23	15.33%
400 lvl	27	18.33%
500 lvl	18	12%
Total	150	100 %

Table 4 shows the year of program (level) of the undergraduate student respondent; 45 (30%) Student respondent are in their first year (100level), 37 (24.67%) student respondent are in their Second year of program (200level), 23 (15.33%) student respondent are in their third year of Program (300level), 27 (18%) student are seen to be in their fourth year of program (400level), And 18 (12%) student respondent are in their fifth year of program (500level).

4.2.2 Analysis of Data from Survey (Field)

Table 5: Social Media Sites connected to?

Item	Frequency	Percentage
Facebook	29	19.3 %
Snapchat	38	25.3%
Whatsapp	12	8%
Tik tok	43	28.7%
You tube	25	16.7%
Others	3	2%
Total	150	100 %

Table 5 shows the social media sites connected to by student respondent of the research; 29 (19.3%) student are connected to facebook, 38 (25.3%) student

respondents are connected to snapchat 12(8%) students respondents are connected to Whatsapp, 43 (28.7%) of student respondents are Connected to Tik tok, 25 (16.7%) of student respondents are connected to YouTube , 8 (5.33%) of Student respondents are connected to Youtube, 3(2%) student respondents are connected to others

Table 6: Hours spent on Social Networking Sites daily

Item	Frequency	Percentage
Less than 1 hr	40	26.67%
1-3 hours	26	17.33%
4-6 hours	38	25.33%
More than 6 hours	46	30.67%
Total	150	100 %

Table 6 shows the number of hours spent by respondents daily on social networking sites; 40

(26.67%) student respondents spend less than 1 hour daily on social media sites daily, 26 (17.33%) student respondent spend 1-3 hours daily on social media sites, 38 (25.33%) student. Respondents spend 4-6hours daily on social media sites and 46 (30.67%) student respondents are always online on social media sites daily.

Table 7: do you own a smartphone device ?

Item	Frequency	Percentage
Yes	147	98%
No	3	2%
Total	150	100 %

Table 7 shows that 147(98%) students respondents have smartphone device while just 3 (2%) student respondents doesn't own a smartphone device .

Table 8: Has social media ever distracted you from studying or completing assignment ?

Item	Frequency	Percentage
Always	32	21.1%
Sometimes	71	47.4%
Often	32	21.1%
Never	16	10.5%
Total	150	100 %

Table 8 shows that most students usually get distracted by social media during their assignment. 71 respondents is sometimes distracted by social media while 32 (21.1%) Always get distracted by social media

Table 9: Do you use social media for academic Purposes (e.g research, group discussion, study materials) ?

Item	Frequency	Percentage
Yes, very often	41	32.7
Sometimes	61	40.7
Rarely	28	18.7
Never	12	8
Total	150	100

73.4% use social media for academic purposes at least sometimes.

Table 10: Do you believe social media has negatively or positively influenced your Academic performance ?

Item	Frequency	Percentage
Positively	50	33.7%
Negatively	63	42%
Neutral	37	33.3%
Total	150	100 %

59.3% believe social media influences students more negatively, though 24.7% see positive impacts.

Table 12: Do you feel that social media has improved your ability to socialize and Communicate with others ?

Item	Frequency	Total
Strongly Agree	39	26%
Agree	70	46.7%
Disagree	35	23.3%
Strongly Disagree	6	4.0%
Total	150	100%

Social media has had notable effects on students' social interactions and behavior:

72.7% (Agree + Strongly Agree) said social media improved their communication skills, enabling easier socialization and networking.

However, 41.3% reported occasional or frequent exposure to negative behaviors such as peer pressure, online harassment, or immoral content.

Table 13: Has social media exposed you to negative behaviours (e.g cyberbullying ,peer pressure, immorality) ?

Item	Frequency	Percentage
Yes , frequently	27	18.0 %
Occasionally	35	23.3%
Rarely	68	44.0%
Not at all	20	16.0%
Total	150	100%

Table 13: Has social media influenced your lifestyle choices (fashion , language Relationship, habits etc) ?

Item	Frequency	Percentage
Yes, very much	56	37.3%
To some extent	64	44 %
Not really	24	16.0
Not at all	4	2.7
Total	150	100 %

Social media has had notable effects on students' social interactions and behavior:

81.3% admitted that social media influences their lifestyle, affecting dressing style, language, relationships, and general habits. This shows that students are consciously or subconsciously shaped by trends and online influencers.

Table 14: In your opinion, does social media affects students behaviour more positively or negatively?

Item	Frequency	Percentage
More positively	37	24.7%
More negatively	89	59.3 %
Neutral	24	16.0 %
Total	150	100 %

59.3% of respondents said social media affects student behavior negatively, 24.7% viewed it positively, and 16% were neutral.

4.3 Discussion of Findings

As reflected in Tables 5, it is evident that 40 student with 26.67%percentage of respondents Spend 1 to 3hours daily on SNSs, while 26 students with

17.33%percentage of respondents Spend 4 to 6hours daily on SNSs, as 38 students with 25.33%percentage of respondents spend 7 To 10hours daily on SNSs and 46 students of 30.67%percentage are always connected Throughout the day. The time spent did not significantly differ when it comes to the gender of the students: both male and female students spend disproportionate hours online daily, but as the age of the students increased (as a student gets older) time spent decreased which agrees With (Tham, 2011). Interestingly, it was seen that as there was disparity in the purpose of use of SNSs so the gender and age of the respondents changed. Thus it was seen that while more male Students were inclined to use social media for information and academics, the females however titled toward socialization and entertainment. However, as the age of the respondents (both Sexes) increased, there was more and more interest in harnessing the informational values of SNSs for academic purposes.

The result of the study generally agree with (Kirschner and Karpinski, 2009). (Lin et al, 2010), (Ahmed and Qazi, 2011), (Jagero and Murithi, 2013), and (Anjugu,2013) who have Found in studies carried out in different parts of the world Nigeria inclusive that students spend From 1 to 6 hours daily on SNSs. That majority of the respondents in the present study spend Not less than 6hours daily on SNSs, not only points to the fact that students derive immense Gratification and Satisfaction from

SNSs but also the possible displacement effects of the social Media on students academics.

When it comes to why students of this University make use of social media, Table 6 shows That majority of the student respondents use social media (SNSs) for various reasons ranging From entertainment and communication, to education and socialization, thus most of the Respondents use SNSs for finding friends online, messaging, profile update, leisure, interacting With online friends, fun, watching online movies, dating, academic studies and academic Discussion. These findings confirm Katz, Blumler and Gurevitch's Uses and Gratification Theory in that majority of the student respondents make use of social media sites because of the Gratification/benefits/satisfaction they derive from their use as seen on table 4 where many Students are connected to facebook, Whatsapp, Twitter, tik tok, BBM, and others that offer various Satisfying services to users. The result of the study also agree with previous studies by (Kimberly et al, 2009), (Mehmood and Taswir, 2013), (Onyeka et al, 2013) and (Helou and Abraham, 2014) who found that students make use of social networking sites for academic and Non-academic reasons.

The review of concepts and studies have shown evidently that social media as exemplified By social networking sites have both negative and positive effects on the academic performance Of students and the said effects largely depend on the general

personality of the student-user, the Intensity of usage, and how well a student can balance social media use with academics. There are many issues concerning students in UNIBEN and BIU, and social networking Site participation. On one hand, there may be benefits for students who use these sites properly and appropriately, other research suggests that there are clear risks involved when students become too consumed with the internet and social networking websites. It was discovered that Social networking sites are the most common used social media networks among students and Also Wikipedia has the main resort point for students for research purposes. Students engage themselves with one activity or the other on the various social media on day to day activities.

However, undergraduates spend more time on facebook, twitter and other social media sites through smart phones that are now in abundance among youths. Many students cannot go for 2 To 3 hours without checking and updating their profiles on these social networks even at the detriment of other activities such as educational pursuit.

The foregoing result of the study agree with (Kirschner and Karpinski, 2009), (Tamayo and Cruz, 2014), and (Anjugu, 2013) where it has been found consistently that the use of social Networking sites negatively affects students academics in various ways, the findings however Disagrees with (Mehmood and Taswir, 2013) (Moralo,

2014) and (Helous and Abraham, 2014) Which have found on the other hand that SNSs improve students' academic performance. The Differences in the results could have something to do with the individual user and the intensity of usage such that despite using SNSs some students could still perform well academically as Noted by (Ahmed and Qazi, 2011) and (Jagero and Murithi, 2013).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Following the analysis of data and discussion of findings, this chapter summarizes findings from the study, conclusions drawn from the results and recommendations are made. The chapter also presents limitations of the study and suggestions for further studies.

5.1 Summary of Findings

The study researched the effects of social media usage on university students using UNIBEN and BIU as a case study. The study used the uses and gratification theory with a sample size of 150 students of the university from whom data was gathered and collected through a well-structured questionnaire, interpreted and analyzed through simple percentages. The study found out that;

1. A great number of students in UNIBEN and BIU, are aware of the social media and have access to various social networking sites.
2. UNIBEN students like other students across the world, spend not less than 6 hours on social networking sites daily. They visit websites and interact with other users for academic and non-academic purposes.
3. UNIBEN students use these social networking sites for various reasons ranging from entertainment and communication to socialization and education. Male

students use social media for academics and information mostly while their female counterparts use social media sites for socialization and entertainment, but as the age of the respondents (both sexes) increased, they generally use social networking sites for information and academic purposes, than for socialization, entertainment and otherwise.

4. Most students of UNIBEN believe that the use of social networking sites negatively affect their academics in that it reduces the time they spend on their studies, distract them from and during lectures and library sessions as well as directly affecting their grade point average.
5. Due to the number of times spent on social networking activities, the academic performance of students suffer setbacks which could lead to poor performance in the student's overall academics and therefore fail to strengthen a balance between the social media and academic activities.

5.2 Conclusion

This study has shown and demonstrated that the students of University of Benin are aware of the social media sites and have access to them. Findings indicated that they are influenced to an extent by the social media negatively, and the attention that is directed and focused on these social networking sites is taking a toll on their academic activities which is neglected and left to suffer in the equation.

5.3 Recommendations

Based on the findings made on the course of this research and conclusions drawn, the following recommendations should not be taken lightly;

1. Social networking sites should be expanded and new pages should be created to enhance academic activities so as to avoid setbacks in the students' academic performance.
2. Students should endeavor to create balance between the use of social media for academic purposes and chit-chatting. More attention should be given and leaning towards research purposes.
3. The school authorities in institutions in Nigeria should enact and put up rules and regulations as laws that will curtail or restrict student's use of social networking sites during lectures and academic hours and sessions.
4. Students should try to decrease the time spent on just surfing the net and more in reading their books because of the negative effects
5. The impact of social media on the academic performance of students should focus more on the positive side than the negative to achieve proper balance.

5.4 Limitations of the Study

The time for the study was relatively short as the researcher had to carry it out with tedious final year academic work. Also, the work was limited to the analyses of

the effects of social media usage from the standpoint of the Uses and Gratification theory. The research was limited to only the effects of social media usage in relation to academics, not recognizing that a student's academic performance is a multi-dimensional construct that involves many variables including home environment, availability of study materials and more.

5.5 Suggestion for Further Studies

Further studies should be conducted to create more pages for research and academic activities to enable students improve in their academic performance, thereby avoiding distractions which leads to deviation from their academic work. 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. Further longitudinal studies that will follow students from their first year into their final year in the university should be carried out to determine what effects social media has had on student as the years go by. Subsequent research should be carried out to determine with certainty the effect of social media on students by using the qualitative design study via interviews of student respondents to be able to find out the effects of social media on students academics, and the curriculum for the academic session should be placed online which should interest students and lure them into research activities.

REFERENCES

- Aderson, D. R., Huston, A. C., Schmitt, K. L., Linebarger, D. L., Wright, J. C., & Larson, R.(2001).
- Early childhood television viewing and adolescent behavior: The recontact Study. Monographs of the Society for Research in Child Development,66, 1-154
- Agbanu, V. & Nwabueze .C. (2011). Readings in Mass communication; Global Perspective of Communication Issues. Enugu: Rhyce Kerex Publishers.
- Agee, W. (1922). Public Opinion. New York: Macmillan Free Press.
- Ahmad, S. A. (2014). Social networking site usage as a tool for social capital and academic
- Adjustment in the Nigerian context.21st Century Academic Forum Conference Proceedings, Boston, MA U.S.A, p. 13-31.
- Ahmed, I. & Qazi, T. F. (2011). A look out for academic impacts of Social networking sites (SNSs): A student based perspective. African Journal of Business Management , 5 (12), 5022-5031.
- Aina, S. (2003). Anatomy of communication. Abeokuta: Julian Publishers.
- Akuezuuto, O. (1993). Research methodology and statistics: (standard edition) Port Harcourt: Nuel centi publishers.
- Albertazzi, .D. & Cobley .P. (2010). The media: An introduction: (3rd edition). England: Pearson Education Limited
- Alexander, J. And Salas, G. 2008. Technology for institutional enrollment, communication, and Student success. New Directions for Student Services, 124, 103-116.
- Ali, N., Jusoff, K., Ali, S., Mokhtar, N. & Salamt, A.S.A. (2009, December).The factors Influencing students' performance at Universiti Teknologi MARA Kedah, Malaysia. Canadian Research & Development Center of Sciences and Cultures, 3 (4), 1-14.

- Al-rahmi, W. M, Othman, M.S & Musa, M.A.(2014). The improvement of students' academic Performance by using social media through collaborative learning in Malaysian Higher education. *Asian Social Science*, 10(8), 210-221.
- Anderson, J. Q., & Rainie, L. (2012). *Millennial will benefit and suffer due to their Hyperconnected lives*. Washington, DC: Pew Research Center.
- Andreas M., Haenlein Michael (2010). "Users of the world, unite! The challenges and Opportunities of social media". *Business Horizons* 53 (1). P. 61. Doi:10.1016/j.bushor.2009.09.003.
- Anjugu, J. N. (2013). *Impact of social media on students academic performance (a study of Students of University of Abuja)*. Unpublished research project submitted to the Department of Mass Communication, Faculty of Management and Social Sciences, Caritas University, Amorji – Nike, Enugu, Nigeria.
- Amos, A. B. (2012) *Effects of Social Networking on Nigerian youths/Students* Nigeriaobservernews.com/26022012/Sundayobserver/features.html. (Retrieved 12/072012).
- Asemah, E.S and Edegoh, L.O.N. (2012). *Social media and insecurity in Nigeria: a critical appraisal*. Being a paper presented at the 15th National Conference of African Council for Communication Education, which took place at the conference Hall of Federal University of Technology, Minna, Nigeria
- Asemah, E.S and Edegoh, L.O.N. (2013). *Influence of new media sexual contents on the sexual Behaviour of Kogi State University Students*. *Journal of Research and Contemporary Issues*. Vol. 7 (1& 2).
- Baran, S.J. (2002). *Introduction to mass communication: media literacy and Culture: (2nd Edition)*. New York: McGraw hill companies.
- Baran, S.J. (2004). *Introduction to mass communication: media literacy and Culture: (3rd Edition)*. New York: McGraw hill companies.
- Barker, V. (2009). *Older adolescents' motivations for social network site use: The influence of Gender, group identity, and collective self-esteem*. *Cyber Psychology and Behavior*, 12, 209-213.

- Bittner, R.J. (1989). *Mass communication: an introduction: (3rd edition)*. New Jersey: Prentice Hall Incorporation.
- Bonds-Raacke, J. And Raacke, J. 2008. MySpace and facebook: Applying the uses and Gratifications theory to exploring friend-networking sites. *CyberPsychology and Behavior*, 11, 169-174.
- Bowen, G. (2008). Preventing school dropout: The eco-interactional developmental model of School success. *The Prevention Researcher*, 16, 3-8. Retrieved from <http://www.TPRonline.org>
- Boyd, D., & Ellison, N. (2007). Social network sites: Definition, history and scholarship. *Journal of Computer-Mediated Communication*, 13(1)
- Brian, K.W. & Stacy, C.S. (2011). *Using information technology: a practical introduction to Computer and communication*. New York: McGraw Hill.com/did you Know/internet/2002/vs.asp
- Bryer, T., & Zavattaro, S. (2011). Social media and public administration: Theoretical Dimensions and introduction to symposium. *Administrative Theory & Praxis*, 33(3), 327
- Cao, Y., & Hong, P. (2011). Antecedents and consequences of social media utilization in College teaching: A proposed model with mixed-methods investigation. *On the Horizon*, 19(4), 297-306. <http://dx.doi.org/10.1108/10748121111179420>
- Caplan, S. E. (2005). A social skill account of problematic Internet use. *Journal of Communication*, 55, 721-736.
- Chretien, K. C., Greysen, S. R., Chretien, J., & Kind, T. (2009). Online posting of Unprofessional conduct by medical students. *Journal of the American Medical Association*, 302(12), 1309-1315. <http://dx.doi.org/10.1001/jama.2009.1387>
- Evolution? *Bell Labs Technical Journal*, 13(2), 13-17.
- Dahlstrom, E. (2012). *ECAR study of undergraduate students and information technology*. Louisville, CO: EDUCAUSE Center for Applied Research.

- Daluba, N. E., & Maxwell, C.E.O. (2013). Effect of social media on the use of academic library By undergraduate students in tertiary institutions: A case study of Kogi State University, Anyigba. *Academic Research International*, 4 (5), 536-542 80
- Dominic, J.R. (2002). *The dynamic of mass communication: media in the digital Age* (7th Edition). New York: McGraw Hill.
- Duven, C. And Timm, D. (2008). *Privacy and social networking sites: New directions for Student services*.
- Eke, H. N., Omekwu, C. S., & Odoh, J. N., (2014). The use of social networking sites among The undergraduate students of University of Nigeria, Nsukka. *Library Philosophy and Practice* (e-Journal), paper 1195. <http://digitalcommons.unl.edu/libphilprac/1195>
- Englander, F., Terregrossa, R. A., & Wang, Z. (2010). *Educational Review*, 62(1), 85- 96. <http://dx.doi.org/10.1080/00131910903519793>
- Ezeah, G. H, Asogwa, C. E & Edogor, I. O (2013). Social media use among students of Universities in South-East Nigeria. *IOSR Journal of Humanities And Social Science*, 16 (3), 23-32.
- Folarin, B. (2002). *Theories of mass communication: An introductory text*. Abeokuta, Nigeria: Greenfield, P. And Subrahmanyam, K. (2008). Online communication and adolescent Relationships. *The Future of Children*, 18, 119-140. Retrieved from: <http://www.futureofchildren.org>.
- Gross, L.S. (2010). *Electronic media: an introduction* (3rd edition). New York: McGraw Hill International Edition
- Hameed, Z., Maqbool, A., Aslam, N., Hassan, E & Anwar, M. (2013). An empirical study to Investigate the impact of social networking sites on student's academic performance And attitude in case of Pakistan. *Asian Journal of Empirical Research*, 3(6), 775-784.
- Hamid, S., Waycott, J., Chang, S., & Kurnia, S. (2011). *Appropriating online social networking (osn) activities for higher education: Two Malaysian cases*. Proceedings Ascilite ,2011 Hobart.

- Hargittai, E. (2008). Whose space? Differences among users and non-users of social network Sites. *Journal of Computer-Mediated Communication*, 13(1), 276-297.<http://dx.doi.org/10.1111/j.1083-6101.2007.00396.x>
- Haridakis, P. & Hanson, G. (2009). Social interaction and co-viewing with YouTube: Blending
- Mass communication reception and social connection. *Journal of Broadcasting and Electronic Media*, 317-335.
- Helou, A. M., & Ab.Rahim, N. Z (2014).The influence of social networking sites on students' Academic performance in Malaysia. *International Journal of Electronic Commerce Studies*, 5 (2), 247-254.
- Joinson, A. (2008). Looking at, looking up or keeping up with people? Motives and uses of Facebook. *Proceedings of the CHI 2008, Italy*, 1027–1036. Jonah, A. (2013). *Social networking: the new Nigeria. The bug* (8th edition). P. 2.
- Jones, S., & Fox, S. (2009). *Generations online in 2009*.Data memo. Washington, DC: Pew Internet and American Life Project. Retrieved from http://www.pewinternet.org/w/media//Files/Reports/2009/PIP_Generations_2009.Pdf
- Junco, R., Heiberger, G., & Loken, E. (2011). The effect of Twitter on college student Engagement and grades. *Journal of Computer Assisted Learning*, 27(2), 119-132.
- Kalra, R. K, Manani, P. (2013, August).Effect of social networking sites on academic Achievement among introverts and extroverts. *Asian Journal of Social Sciences & Humanities*, 2(3), 401- 406.
- Karl, K. And Peluchette, J. (2008). Social networking profiles: An examination of student Attitudes regarding use and appropriateness of content. *CyberPsychology and Behavior*, 11, 95-97.
- Karpinski, A. C. & Duberstein, A. (April 16, 2009). A description of Facebook use and Academic performance among undergraduate and graduate students. In Poster

Presented at the meeting of the American Educational Research Association, San Diego, CA. London: Routledge.

Kist,W. (2012). Class get ready to tweet: Social media in the classroom. Our children. Retrieved From <http://files.eric.ed.gov/fulltext/EJ991339.pdf>.

Kist, W. (2008). “I gave up myspace for lent”: New teachers and social networking sites.

Kietzmann, H. (2012). “Social media? Get serious! Understanding the functional building Blocks of social media”; Business Horizons 54: 241–251

Kim, S. (2011). The effects of internet use on academic achievement and behavioral adjustment Among South Korean adolescents: Mediating and moderating roles of parental Factors. Ph.D Thesis retrieved online.

Kimberly, B., Charles, A. B., Nicole, A. C., Sittie ,N. D., Gemeile, A .L., &Ikka, U.T.(2009). Social networking sites affect one’s academic performance adversely. Retrieved From <http://www.scribd.com/doc/28919575/SOCIALNETWORKING-SITES-2009>

Kirkup, G. (2010). Academic blogging: Academic practice and academic identity. London Review of Education, 8(1), 75-84. <http://dx.doi.org/10.1080/14748460903557803> Livingstone, S. (2008). Taking risky opportunities in youthful content creation: Teenagers’ use Of social networking sites for intimacy, privacy and self-expression. New Media Society, 10, 393-411. Lippmann. (1922). Public opinion. New York: Mac Millian free press.

Loo, C.W. & Choy, J.L.F. (2013).Sources of self-efficacy influencing academic performance of Engineering students. American Journal of Educational Research, 1(3), 86-92.

Maloney, E. (2007). What Web 2.0 can teach us about learning. Chronicle of Higher Education,53(18). Matney, M., & Borland, K. (2009).Facebook, blogs, tweets: How staff and units can use social Networking to enhance student learning. Annual meeting of the National Association For Student Personnel Administrators, Seattle, WA

APPENDIX
THE INFLUENCE OF SOCIAL MEDIA ON STUDENT BEHAVIOR IN
UNIBEN AND BIU

Department of Mass Communication,
University of Benin,
Ekehuan Campus
Benin City, Edo State.

April 10th, 2025.

Dear Respondents,

My name is Wilson Erastus, I am a 400 level student of mass communication in the University of Benin. This questionnaire is designed to gather information on the influence of social media on students behaviour in UNIBEN and BIU. This data would be purely for academic Purposes. Your responses would be treated with utmost confidentiality.

Thank you for your understanding.

Yours faithfully,

Wilson Erastus
Researcher

Please answer sincerely

1. Age?

Mark only one oval.

16-20

21-25

26-30

Above 30

2. Gender

Mark only one oval.

Male

Female

3. Institution

Mark only one oval.

UNIBEN

BIU

4. Level of study

Mark only one oval.

100 level

200 level

300 level

400 level

500 level and above

5. Do you own a smartphone or device with Internet access

Mark only one oval.

Yes

No

6. How often do you use social media daily

Mark only one oval.

Less than 1 hour

1 -3 hours

4 -6 hours

More than 6 hours

7. Which social media platform do you use most frequently ?

Mark only one oval.

Facebook

Whatsapp

Tik tok

Snapchat

YouTube

If others specify

Other:

8. Has social media ever distracted you from studying or completing assignments?

Mark only one oval.

Always

Sometimes

Often

Never

9. Do you use social media for academic Purposes (e.g research, group discussion, study materials) ?

Mark only one oval.

Yes , very often

Sometimes

Rarely

Never

10. Do you believe social media has negatively or positively influenced your academic performance

Mark only one oval.

Positively

Negatively

Neutral

11. Do you feel that social media has improved your ability to socialize and communicate with others ?

Mark only one oval.

Strongly agree

Agree

Disagree

Strongly disagree

Other:

12. Has social media exposed you to negative behaviours (e.g cyberbullying ,peer pressure , immorality) ?

Mark only one oval.

Yes , frequently

Occasionally

Rarely

Not at all

13. Has social media influenced your lifestyle choices (fashion , language relationship, habits etc) ?

Mark only one oval.

Yes , very much

To some extent

Not really

Not at all

14. In your opinion , does social media affects students behaviour more positively or negatively ?

Mark only one oval.

More positively

More negatively

Neutral

15. What recommendation would you suggest for better use of social media among students ?