**CHAPTER ONE**

**INTRODUCTION**

## 1.0 Background to the Study

The world is today celebrating the improvements in communication technology which has broadened the scope of communication through Information and Communication Technologies (ICTs). Modern Technology in communication no doubt has turned the entire world into a “Global village”. But as it is, technology like two sides of a coin, bring with it both negative and positive sides. It helps people to be better informed, enlightened, and keeping abreast with world developments. Technology exposes mankind to a better way of doing things. Social networking sites include: Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), WhatsApp messenger, 2go messenger, Skype, Google talk, Google Messenger, iPhone and Androids. These networking sites are used by most people to interact with old and new friends, physical or internet friends (Asemah and Edegoh, 2012). The world has been changed rapidly by the evolution of technology; this has resulted into the use of technology as the best medium to explore the wide area of knowledge.

The evolution of internet technology has led to its use as the best medium for communication. Whereby, two-third of the world’s internet population visits social networking or blogging sites, thus serving as a communication and connection tool. Social networking sites (SNSs) are online Communities of Internet users who want to communicate with other users about areas of mutual interest, whether from a personal, business or academic perspective‖ (William ,Boyd, Densten, Chin, Diamond & Morgenthaler 2009). The millions of social networking sites have transformed the thought of global village into a reality whereby billions of people communicate through social networking sites. Numerous benefits have been obtained through distant communication through the use of social networking sites.

Academic excellence or achievement plays an important role in an individual placement, be it in the academic institutions or job placement. Due to this, many people are concerned with the ways they can enhance their academic achievement. The emphasis on academic excellence which is also prevalent worldwide has encouraged many studies about the conditions promoting it. The role of academic achievement as one of the predictors of one’s life success and also in the aspect of academic placement in schools to higher institutions as well as the level of employability in one’s career is inevitable (Kyoshaba, 2009).

Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

Academic performance or achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Annie, Howard & Mildred, 1996).

A direct relationship exists between social media usage and the academic performance of students in universities. However, the darker side within technological evolution has resulted in dilemmas such as the setback of real values of life especially among students who form the majority of users interacting through the use of social networking sites. Online social networking sites focus on building and reflecting social associations among people who share interests and or activities. With so many social networking sites displayed on the internet, students are tempted to abandon their homework and reading times in preference for chatting online with friends. Many students are now addicted to the online rave of the moment, with Facebook, Twitter etc.

Today most youths and students possess Facebook accounts. The reason most of them perform badly in school might not be far- fetched. While many minds might be quick to blame the poor quality of teachers, they might have to think even harder, if they have not heard of the Facebook frenzy (Oche & Aminu .2010). Olubiyi (2012) noted that these days’ students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy pinging, 2going or Facebooking, while lectures are on. Times that ought to be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues. Hence most students’ academics suffer setback as a result of distraction from the social media. In (Obi, Bulus, Adamu & Sala’at 2012), it was observed that the use of these sites also affects students’ use of English and grammar. The students are used to short forms of writing words in their chat rooms; they forget and use the same in the classrooms. They use things like 4 in place of for, U in place of You, D in place of the etc. and this could affect their class assessment.

Social networking sites although has been recognized as an important resource for education today, studies however shows that students use social networking sites such as Facebook for fun, to kill time, to meet existing friends or to make new ones (Ellison, Steinfield, and Lampe 2007). Although it has been put forward that student spends much time on participating in social networking activities, with many students blaming the various social networking sites for their steady decrease in grade point averages (Kimberly, Jeong and Lee, 2009), it also shows that only few students are aware of the academic and professional networking opportunities the sites offered.

According to Kuppuswamy and Shankar (2010), social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting. Whereas on the other hand, (Liccardi, Ounnas, Massey, Kinnunen, Midy, & Sakar. 2007) reviewed that the students are socially connected with each other for sharing their daily learning experiences and do conversation on several topics. Tinto (1997) argued that extracurricular activities and academic activities are not enough to satisfy some student those who are suffered by social networking isolation. This shows that social networks are beneficial for the students as it contributes in their learning experiences as well as in their academic life. Trusov, Bucklin, & Pauwels (2009) noted that the Internet is no doubt evolution of technology but specifically social networks are extremely unsafe for teenagers, social networks become hugely common and well-known in past few years. According to Cain (2009) social network websites provide ease of connecting people to one another; free of cost and after connecting one can post news, informative material and other things including videos and pictures etc. Wiley and Sisson (2006) argued that the previous studies have found that more than 90% of tertiary school students use social networks. In the same way Ellison et al (2007) stated that the students use social networking websites approximately 30 minutes throughout the day as a part of their daily routine life. This statement shows the importance of social networking websites in students’ life. Lenhart and Madden (2007) revealed through a survey that students strongly recommend social networking websites to stay in touch with friends to keep informed and aware.

Social information processing theory is an interpersonal communication theory which suggests that online interpersonal relationship development might require more time to develop than face-to-face relationships, but when developed, it has the same influence as face-to-face communication. This means, the more students use social media, the more they influence their disposition to studies, given the fact that friends from social media will begin to exert influence on each other.

**1.1 Statement of Problem**

The world today is a global market in which the internet is the most important sort of information. Since the advent of social media sites in the 1990s, it is assumed in some quarters that the academic performance of students is facing a lot of neglect and challenges. The educational system in Nigeria is faced with so many challenges which have certainly brought about a rapidly decline in the quality of education. There is a deviation, distraction and divided attention between social networking activities and their academic work. It is observed that students devote more attention to social media than they do to their studies.

Students’ addictiveness to social networks, students’ frequency of exposure to social network, social media network that the students are more exposed to and the influence of social media as a medium of interaction between students has been part of discussion in recent times and which have imparted on their academic performance. Instead of students reading their books, they spend their time chatting and making friends via the social media and this might definitely have influence on their academic performance, because when you do not read, there is no way you can perform well academically. It is a common sight to see a student chatting in sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the high way, they keep chatting.

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. Attention has been shifted from visible to invisible friends, while important ventures like study and writing might be affected in the process. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition.

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

## 1.2 Purpose of the Study

The purpose of this study generally is to examine the influence of social media on the academic performance of students in Kaduna Polytechnic.

Specifically, the study seeks;

1. To examine the level of student addictiveness to social media and the influence on their academic performance.
2. To determine the social media network that the students are more exposed to and the influence on their academic performance.
3. To ascertain how the use of social media has influence the academic performance of the students in Kaduna Polytechnic.
4. To ascertain the difference in students’ usage of social media network by gender.
5. To ascertain how age has influence on students’ usage of social media network.

**1.3 Research Questions**

The following research questions were raised;

1. To what extent would student addictiveness to social network influence their academic performance?
2. Does the social media network the students are exposed to, influence their academic performance?
3. How has the use of social media influence the academic performance of the students in Kaduna polytechnic?
4. Is there gender difference in the student’s usage of social media network?
5. In what way do younger and older students influence the use of social media?

**1.4 Significance of the Study**

This study is significant to the teachers, parents and students. This study will help the lectures of the school to know the influence that social media has on their students, so as to assist them to enlighten and create awareness to the students on the possible influence it has on them. The study is of significant to parents in the sense that they will know the possible effects this social media usage has on their children, so as to serve as watch-dog to their children on the usage of the social networking site.

The study will enable the students of the senior level so that they will be aware that, apart from the social benefits of this social networking site, using the sites more than necessary will pose possible dangers to their health. It will be relevant in assisting students in understanding the diversity of social media. It will provide relevance material for students and other researchers undertaking similar research. The study will help researchers with more information on the Influence of social media on student’s academic performance.

**1.5 Scope of the Study**

The focus of this research work is to primarily study the Influence of social media on the academic performance of students. The study will comprise students in College Of Administrative Studies And Social Sciences, Kaduna Polytechnic.

## 1.6 Operational Definition of Terms

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

**Social Media:** They are forms of electronic communication which facilitate interactive base on certain interests. Social media include web and mobile technology

**Social Networking Sites:** A website where people put information about them and can send to others.

**Social Networking:** The use of internet to make information about yourself available to other people especially people you share an interest with to send messages to them.

**Media:** Are all those media 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.

**Academic:** It is concerned with Studying from books as opposed by a practical work.

**Students:** Someone who is Studying at a Polytechnic or School. Someone who is very interested in a particular subject.

**Computer:** A computer is a machine that receives or stores or process data quickly according to a stored program.

**ICT:** Information and Communication Technology.

**CHAPTER TWO**

**LITERATURE REVIEW**

## 2.0 Introduction

This chapter reviewed some of the numerous works done by scholars and researchers which are directly related to this research work. In doing so, this chapter examined and reviewed the following areas;

*2.1* *The concept of social media*

*2.2 Students’ addictiveness to social media*

*2.3 Students’ exposure to social media*

*2.4 Influence of social media network on students’ academic performance*

*2.5 Usage of social media and students’ academic performance*

*2.6 Gender usage of social media*

*2.7 Usage of social media by age*

*2.8 social media in the classroom*

*2.9 Problems of social media*

*2.10 Summary of Literature Review*

**2.1 The concept of social media**

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-generated content (Kietzmannn, 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. Adding to it, that social news site is also social media site. Some media website includes:

* **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, BB chat)
* **Social Photo and Video Sharing:** interact by sharing photos or videos and commenting on the user submission. (Youtube and Fliki).
* **Wikis:** interact by adding articles and editing existing articles. (Wikipedia, wikia).

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 (2010) 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 a. There has been an increase in the mobile social media which has created new opportunity for browsing.

The internet usage effect of social media, in views of Nielsen (2012) is that, students 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 follow:

1. Collaborative Project (Wikipedia)
2. Blogs and Micro blogs (Twitter)
3. Content Communities (Youtube)
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.

### ***2.1.1 Mobile social media***

When social media is used in combination with mobile devices, it is called mobile social media. 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:

* Space-timers (location and time sensitive): exchange of message with relevance for specific location and time (Face book, 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, sype).
* Slow-timers (neither location nor time sensitive): transfer traditional social media application to mobile devices (reading a wikipedia entry).

### ***2.1.2 Social Networking Sites***

It is used to describe any website that enables users to create public profiles within that website and form relationship with other users of the same website who access their profile. It is used to describe community base website, online discussion forum, chat rooms and other social space online. Commonly, the phrase “social networking sites” is used as an umbrella term for all social media and computer-mediated communication, including but not limited to Facebook, Twitter, LinkedIn, and Myspace, as well as the inaugural social networking sites of Cyworld, Bebo and Friendster.

Ellison and Boyd (2007) define social network sites as web-based services that allow individuals to construct profiles, display user connections, and search and traverse within that list of connections. A social media is an online service or platforms that focus on facilitating the building of social network among people who share interest, activities and background on real life connections. It is a website that allows users to share information within a selected group. It is a great way to stay connected and a convenient way to share photos from trips (Awake, 2012). It consists of a representation of each user (profiles), social links and a variety of additional services. For detailed analysis of social networking, the following terms will be discussed; impact of Social Networking Site, Features, Social Networking and Education and Constraints in Education

### ***2.1.3 Impacts of Social Networking Sites***

Through email and instant messaging, online communities are created where a gift economy and reciprocal altruism are encouraged through co-operation. 2go and other social networking tools are increasingly the objective of scholarly research. Scholars in many fields have begun to investigate the impact of social networking site, investigating how such site may play into issues of identity, privacy, social, youth culture and education.

Several website are beginning to tap into the power of the social networking model for philanthropy. In 2011 HCL technologies conducted research that showed that 50% of British workers are banned from the use of social media during office hours. In this view, when one is chit-chatting, the content of the message reveal a lot about an individual. In chatting, comments, photos, and status should speak less of an individual. Kim in summary says: “if you are mindful of what you are doing, you can maintain a measure of privacy on a social network” (Awake, 2012); and, in reference to this, Proverbs 10:19, states that “In the abundance of words, there does not fail to be transgression, but the one keeping his in check is acting discreetly”.

“It’s a vortex that sucks one in and one has no idea you’ve been trapped. One of the ironies of the internet is that it keeps you apart from the most important things’. It is a great way to stay connected with people but you just have to know when to shut it down. Raquel concluded that it seems that when people go on a social network, they lose their mind” (Awake, 2012).

### ***2.1.4 Features of Social Networking Sites***

According to the Boyd and Ellison (2007) article entitled “Why Youth Heart, Social

Networking Site: the role of networked publics in teenage life?” It shares a variety of technical features that allows individuals to construct a public or semi-public office, articulate list of their users that they share connection with and view their list of connections within the system. In an article titled ‘social networking sites’ definition and scholarship, Boyd and Ellison adopt Sunden’s (2003) description of profiles as unique pages where one can type oneself into being a profile is generated from answer to question, such as age, location and interest. Some site allows users upload pictures’, add multimedia content or modify the look of their profile. For instance, 2go allows the user to update their status and change profile pictures and BB chat that allows them change display picture, name and status. They allow them search for users and share a list of contact and there are sections dedicated to comments from friends and other users. To protect their privacy, they have a control that allows users to choose who can view their profile, contact and add them to their list of contacts

### ***2.1.5 Social Network and Education***

The advent of social network platforms may also be impacting the way in which learners engage with technology in general. For a number of years, Prensky (2001) dichotomy between digital natives and digital immigrants has been considered a relatively accurate representative of the ease with which people of a certain age rate, in particular, those born before and after 1980, use technology.

Social networking and their educational uses are of interest to many researchers. Living Stone and Brake (2010) in their opinion said ‘social networking site, like much else on the internet representing a moving target for researchers and policy makers’. Recent trends indicate that 47% of American adults use social network. A national survey in 2009 found that 37% of online teenagers use social networking site which increased to 555% three years later (Len Hart, Purcell, Smith and Zickuhr, 2010). It has also, shown that it provides opportunity within professional education but however, there are constraints in such areas.

***2.1.6 Constraints of Social Networking in Education***

In the past, social networking was viewed as a distraction and offered no educational benefit. Blocking this social network was a form of protection for students against wasting time, bullying and privacy protection. In an educational setting, 2go and BB chat is seen by instructors and educators as frivolous time wasting and distraction from school work.

Cyber bullying has been an issue of concern with social networking site. An online survey based on 9-19 years old and above discovered that students received bulling comments online. Social networking, often include a lot of personal information posted publicly and many believe that sharing personal information and the easy communication vehicle that social networking opens the door to sexual predators.

However, there is evidence of contradiction to this; 69% of social media using teens and 85% adults said people are mostly kind to one another. The national school board association reports that almost 60% of the students who use social network talk about educational topics online and more than 50% talk about school work. Yet the vast majority of school district has stringent rules against nearly all forms of social media during school hours. Social networking focused on supporting relationship between teachers and students which are now used for learning. Some sites like Ning-for teachers and Term wiki-learning Centre were created to support this.

Social media are also emerging as online year book for private and public use. It allows anyone from the general public to register and connect to others. It allows participant the opportunity for just in time learning and engagement and prescribed curriculum. Jerkins

(2006) described it as participatory culture. It creates space for learners which James (2004) suggest affinity space and dispersion of expertise and relatedness for learning.

### ***2.1.7 Social Networking and Nigeria***

Social networks are increasingly gaining momentum in the world of information and communication. It has without doubt altered the conventional method of news gathering and dissemination, a confirmation of what seems to be paradigm shift from print and broadcast media to the more effective and efficient rave of the moment. Social networking played a pivotal role in information and communication in Nigeria last year, event that will forever stick to our memories.

It all started with the removal of fuel subsidy on New Year Day in 2012. This event showed the overwhelming power of networking. Daily protest was organized and sustained for about a week in social networks. It was a powerful tool that it was rumored that the president considered suspending their operations. Another incident is the case of Cynthia

Okojie who was murdered by “Facebook’s friends”. The role of social network is quiet overwhelming in this scenario considering the very fact that this ordeal started and ended on Facebook, it wowed everyone. It proved that social networks are becoming tools in the hands of government and weapons for criminals. One of the most shocking and angering thrillers ever was the video and pictures of the “Aluu4”. It was a horrible site to behold, inhumanity at its peak. It was evidently one of the biggest news that rocked 2012. It wasn’t the first “criminals” were butchered and burnt alive by angry uncivilized barbaric mobs. The difference between Aluu4 and other similar occurrences was simply the presence of social networking which led to empathy from the public and resultant involvement of the government.

Social Networking Sites (SNS) have been popular since the year 2002 and have attracted and fascinated tens of millions of Internet users (Boyd & Ellison, 2007). Though only a few have gained worldwide publicity and attention, the Federal Bureau of Investigation estimated that there are over 200 different sites that are used for social networking (Duven & Timm, 2008). Most people who are members of these sites, such as Facebook (over 400 million users) and MySpace (over 100 million users) participate in them on a daily basis (Duven & Timm, 2008). Each person who becomes a member of a SNS has the opportunity to create his or her own webpage or “profile” which is supposed to be seen as a reflection of that person’s personality (Tufekci, 2008). By using this personal profile, one can build an entire social network based on his or her own personal preferences (Boyd & Ellison, 2007).

The idea behind most of this phenomenon, as with many websites, is to help people feel socially connected and part of a community, even though they may be sitting home alone at their computer (Coyle & Vaughn, 2008). Participants may connect with other people they know through school, work, or an organization, or they may meet complete strangers from all over the world (Coyle & Vaughn, 2008). They do this by searching for people and adding them as “friends” so that they may share information with them and other networks that those people may be a part of (Boyd & Ellison, 2007). Being “friends” in the SNS world simply means that two profiles have been linked together (Tufekci, 2008). This, in turn, expands a person’s network greatly, so that they may meet and share information with even more members (Coyle & Vaughn, 2008).

In addition, being “friends” with someone on a SNS allows a person to communicate in a variety of ways such as sending private and public messages, participating in on-line games, commenting on photos that have been posted, sharing music or movie preferences, responding to journal entries, and much more (Livingstone, 2008). In one author’s opinion,

“Creating and networking online content is becoming an integral means of managing one’s identity, lifestyle and social relations” (Livingstone, 2008, 394). A click of a button may mean the loss or gain of a friendship, and a friendship on a SNS may be with someone who is not a friend in “real life” (Livingstone, 2008).

Though there are several options for “privacy” on these sites, research has shown that the public aspect of sharing information is what draws many to join and participate (Duven & Timm, 2008). Privacy has a new definition when referring to Social networking sites, since just becoming a member requires a person to give certain personal information (Duven & Timm, 2008). Some sites, like Facebook, started as a way for college students to connect and having an “edu” email address was required for signing up (Tufekci, 2008). Now, this site is open for all users, which also increases the amount of people who may have two accounts: One for private use, and one for business or school use (Tufekci, 2008).

When conceptualizing why these sites appeal to so many people, it is significant to note that each SNS focuses on the presentation of self and social status (Tufekci, 2008). Each person who joins a SNS must choose a picture to post on their personal profile, which is the picture that will be used as a representation of themselves (Barker, 2009). Some people use a recent picture of their face or a photo of a group of friends, while others choose a different image that they want to represent them or their values (Barker, 2009). Either way, this picture is significant when looking at a SNS because it shows how each individual would like to be seen by others (Barker, 2009).

Social status is also a very important part of SNSs because it is plays a role in how each individual is viewed on their profile by others (Tufecki, 2008). Most SNS will show how many “friends” a person has, as well as how many people have written to that person lately (Tufecki, 2008). Because of this, many SNS members will seek out people to connect with, even though they may not personally want to be linked with specific people (Tufecki, 2008). Adolescents and college-aged individuals are especially interested in having a lot of friends, because many worries what others will think if they do not have as many friends as their peers (Barker, 2009).

Not only does joining a SNS help gain and preserve popularity, but selecting the perfect pictures to post are also very important aspects of the experience (Siibak, 2009). According to a recent study done on visual impression management and social networking sites, approximately 60% of adolescents will spend more time selecting which pictures to post on their profile than actually communicating with others (Siibak, 2009). This shows that these SNSs are not just for keeping in touch with classmates and meeting new people, they are used to build adolescent identities (Siibak, 2009) because social networking sites are used primarily by adolescents and young adults.

### ***2.1.7.1 Examples of SNS***

There are varieties of social networks like 2go, WhatsApp Messenger, blackberry Messenger, facebook, and twitter for people to have access to.

2go is a Social Networking Site, chat, and instant messaging (IM) application. It enables users to chat on their mobile phones free. You can meet users and 2go users as friends. Chat rooms on different topics are opened where you can join in the discussion and socialize with others and also, 2go have gateways that enable users chat with friends on Gtalk, Mxit, and facebook. One of the greatest points of 2go chat is its simplicity and light weight, making it available to lots of low-end phones. 2go runs on any java enabled phone, Nokia, LG, Samsung, and Sony Ericson. Blackberry users can use 2go on their Pc as part of an experimental service by the company and with it, they can chat anywhere and anytime of the day as they so please.

WhatsApp Messenger is a proprietary cross-platform instant messaging subscription service for Smartphone’s and selected feature phones that uses the internet for communication. In addition to text messaging, users can send other images, video, and audio media messages as well as their location using integrated mapping features.

Blackberry Messenger is propriety internet-based instant messenger application included on blackberry devices that allows messaging between blackberry users. It was developed by the manufacturer of the blackberry research in motion (RIM); messages sent via blackberry messenger are sent over the internet and use the blackberry pin system, so communication is only possible between blackberry devices. Pinging allows you to connect to friends using a ping ID, something akin to blackberry pin but easier to remember because you can pick it yourself. Once you’ve shared your pin or found friends via email or twitter, you can send text, messages, photos, videos and voice memos. Pretty much anything you might want to send to a friend can be sent using pin. Messages are in real time over the data network and pushed to the recipient. Once a message is sent, a little S or D and a tick with an R indicating the message has been sent and read. Ping chat also packs group messaging and social profiles, which allows you to display a photo, status and some information about yourself to confirm contacts and through these, one is connected to the whole world.

Facebook allows anyone who claims to be at least 13 years old to become a registered user of the website. Users must register before using the site, after which they may create a personal profile, add other users as friends, exchange messages, and receive automatic notifications when they update their profile (Roblyer 2010). Additionally, users may join common-interest user groups, organized by workplace, school or college, or other characteristics, and categorize their friends into lists such as "People from Work" or "Close Friends" (Rapacki, 2007).

Twitter is an online social networking service that enables its users to send and read text- based posts of up to 140 characters known as “tweets.Users can also follow the updates of friends they “follow,” send them direct messages, reply publicly to friends, or just post questions or comments as their current status (Sorav , 2010). In many ways this social network site (twitter) continually provides social network for people at all ages. Twitter as a social network plays a role in communication throughout the world in the sense providing online services to share information with others and connect with them by creating a profile that may include a personal web page and a blog. It has been argued by (Jonah 2013) that twitter affects behavior by causing psychological disorder via addiction to the access of the social network. Also twitter affects behavior because the network is open to all (Jaclyn 2011).

***2.1.8 Parental Involvement and social media***

Parent- child conflicts have also become more of an issue since the sudden escalation of online social networking (Greenfield & Subrahmanyam, 2008). Research has shown that students who have a strong sense of communication and closeness with one (or more) parent or guardian have a better chance at academic success (Greenfield & Subrahmanyam, 2008). With adolescents hooked on the Internet and other forms of technology and their language changing with new acronyms and code words that can only be learned through this technology, the gap between parents and children has gotten larger (Greenfield & Subrahmanyam, 2008). Many parents do not understand their children, and cannot find a way to relate to their virtual worlds. This, in turn, causes distress in the household and may ultimately lead to a barrier between parent, child, and communication about school work and grades (Greenfield & Subrahmanyam, 2008).

### ***2.1.9 Benefits of Social Networking***

Though many arguments can be made about the possible risks of adolescent social networking, it is important to point out the benefits of these websites as well. Many schools have started to use these sites to promote education, keep students up to date with assignments, and offer help to those in need (Boyd, 2007). In general, the Internet and social networking sites can be a positive influence on adolescents. Social networking sites provide an outlet for teens to express themselves in their own unique ways (Boyd, 2007). In addition, they serve both as a meeting place for teens to interact with other like-minded people and as showplaces for a teen’s artistic and musical abilities (Boyd, 2007).

Finally, high school students use these sites as tools to obtain information and resources for graduation preparation and future planning. For example, students applying for college visit profiles of that college’s students to view pictures and read blogs of past students to determine whether the college would be a good fit (Boyd & Ellison, 2007).

## 2.2 Student’s addictiveness to social media

On the internet, students engage in a variety of activities some of which may be potentially addictive. (kuss and Griffiths, 2011). The mass appeal of social media on the internet could be a cause for concern, particularly when attending to the gradually increasing amount of time students spend online. Undergraduates spend more time on Facebook, Twitter and other social media through smartphones that are now in abundance among these youths. Many students cannot go for two-three hours without checking and updating their profiles on these social networks even at the detriment of other activities such as educational and career pursuit. (Morahan- Martin and Schumacher, 2000) explain social media addiction as the excessive use of the internet and the failure to control this usage which seriously harms a person’s life.

In an article on the Daily Trust newspaper, Itodo (2011) posits that there seem to be an alarming rate of social networking obsession among students today; a trend that could affect their academic, social and spiritual lives negatively if not properly controlled.

Many concerned parents have expressed grave concern that they could hardly get the attention of their children and wards, as they seem to have been carried away by the fascinating world of social networks. Some youths are such social freaks that they have now carved out for themselves a world of fantasy and illusion for detached from reality. Bello (2012) of the Sunday Observer observes that if the dangerous trend of social media network “obsession” if left unchecked could further affect an already collapsing education system in Nigeria. The reason students are performing poorly in school these days might not be farfetched. While poor quality of lecturers can quickly take the blame, one might think harder if the phrase “Facebook frenzy” has not been heard of. It is a common sight to see a youth chatting in sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the high way, they keep chatting. Attention has been shifted from visible to invisible friends, while important ventures like study and writing are affected in the process.

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

In a study of 884 students of different universities in Nigeria, (Olowu & Seri 2012). Indicated that students in Nigeria are spending too much time on social networking sites at the detriment of other necessary things such as their studies. They explained that Youths’ use of these social networking sites even point towards obsession. The youths have made the social media their top priority and continued to need more usage in order to feel satisfied In Ogedebe, Emmanuel & Musa (2012), a study on Facebook and Academic Performance in Nigeria Universities was carried out on 122 university students; they tested six hypotheses to know the effect of Facebook on the academic performance of students in selected universities. The study tested among other hypotheses that the more time a student spends on Facebook, the lower his or her grade point average will be.

In Olubiyi (2012), the author observed that the bone of contention of the social media is the obsessive attitude of Nigerian youths towards its use. He pointed out that students waste their time through idle chats and other immoral acts. Students are so engrossed in the social media networks that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy pinging, 2going or Facebooking, while lectures are on. The result is that quality time that ought to be spent on academic research and other productive networking is lost.

**2.3 Students 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’s anywhere on the globe. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as students no longer need to visit a cybercafé before they send and receive messages. Some school are so equipped that there is internet connection made available within the school premises as well as in the library. Online Wikipedia and blogs are the main resource centers for students as attention have been shifted from making research in the library to overall dependence on theses social 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 smartphones, while spending less time with computers, TV’s, handheld gaming devices and e-readers.

**2.4 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? It is estimated that even those students who do graduate high school, one out of three does not have possess the knowledge and skills that would lead him or her to the next level, such as college or an advanced trade school (Bowen, 2008).

The top academic areas that many school professionals are concerned about are English (ELA) and advanced literacy (Williams, 2008). The current generations of teens live in a fast-paced technological world with many different types of communication happening all at the same time. For example, he or she may be on the computer on a SNS, while also talking on the phone, sending instant messages to a friend, and emailing someone else all at the same time (Williams, 2008). While there may be some advantages to this, such as the teen learning how to type faster and multi-task many things at once, there may also be a breakdown in much of that communication (Williams, 2008).

Literacy has also taken a dive in the past decade, which has caused many educators to question what can be done to help students improve their reading, writing, speaking, and thinking- all of the most basic skills for a successful future (Wise, 2009). As one researcher stated, “Literacy is, in reality, the cornerstone of student achievement, for any student, in any grade” (Wise, 2009, 373). The question that many school professionals have with regards to communication is whether or not a tertiary institution student is able to follow school curriculum in courses like English or Language Arts (Williams, 2008). Also, will it be possible to teach them without the use of multi-tasking and using new forms of technology.

**2.5 Usage of social media and Students’ 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 especially recognized these internet sites to be able to contact their peers, share information, reinvent their personas, and showcase their social lives Nicole Ellison,(2007).While using the increase of technology helpful for getting together with others along with the recognition on the internet, Internet sites are now being an activity that's done mainly on the web, with Websites Vaughn, Coyle (2008).

According to Khan U (2009), social media users often time experience poor performance academically. Similarly, Englander, Terregrossa & Wang (2010) posit that social media is negatively associated with academic performance of student and is a lot more momentous than its advantages. Internet addiction consequently gave rise in internet usage within the last couple of decades. Nalwa & Anand (2003). Recommended that addicted users prefer using internet setting back their personal and professional responsibilities which ultimately leads to poor academic performance. In the same vein, Karpinski (2009) pointed out that social media users devoted lesser time to their studies in comparison to nonusers did and subsequently had lower GPAs. Karpinski & Duberstein. (2009). Also mentioned that among various unique distractions of every single generation, Social media remains a major distraction of current generation.

## 2.6 Gender Usage Of social media

When reviewing the literature related to gender and adolescents, results are mixed as to which group spends more time on the Internet as well as on social media networks (Lin & Subrahmanyam, 2007). Studies have shown that boys have been online more than girls in previous decades because of earlier forms of technology such as video or computer games

(Lin & Subrahmanyam, 2007). Girls have reported that they use social media for things like chatting and downloading music (Giles & Price, 2008). Because of this, one may hypothesize that girls will be more likely to be attracted to social media networks and other online social groups (Giles & Price, 2008). According to most research done on the topic, the number of teenage girls and boys who communicate on these social media networks are equally divided (Bonds-Raacke & Raacke, 2008).

Research has shown that though girls and boys are both likely to have a SNS account, the reasons for the accounts may vary based on gender (Bonds-Raacke & Raacke, 2008). For girls, social networking sites are primarily placed to reinforce pre-existing friendships; for boys, the networks also provide opportunities for flirting and making new friends (BondsRaacke & Raacke, 2008) .Girls are also more likely than boys to post sexually explicit pictures of themselves, and to talk about sexual activity in public forums (Rafferty, 2009). However, boys are more likely to create an account simply because they are trying to meet a significant other, or because they are already in a relationship with someone who has requested them to join (Bonds-Raacke & Raacke, 2008).

Girls are also more likely than boys to share personal information about their daily lives (Merten & Williams, 2009). Results of a recent study involving Facebook, MySpace, and Xanga showed that though most teenagers aged 13-17 used these sites for fun and positive reasons, 55% of girls shared personal stories about depression, anxiety, and relationship problems (Merten & Williams, 2009). Only 15% of boys shared any personal information besides their hobbies, interests, and friendships (Merten & Williams, 2009). This study also showed that adolescents use SNS when dealing with a death of a peer, and use forums and member profiles to help their grieving process (Merten & Williams, 2009).

In a recent study, it was shown that boys seem to benefit more from social media use and communication technology than girls do (Peter & Valkenburg, 2009). This was hypothesized because boys tend to have more difficulty expressing their thoughts and emotions face-to-face with others than girls do (Peter & Valkenburg, 2009). The early stages of social networking, as mentioned earlier, included web technology such as AIM, which helped many “chats” with others on the computer rather than in person (Peter & Valkenburg, 2009). The number of teenagers, both male and female, participating on social networking sites is staggering, and this may explain why certain problems arise from these sites that have become a major problem in today’s society.

## 2.7 Usage of social media by Age

In the beginning years of personal computers and Internet access, social media websites were used primarily for information gathering and research (Alexander & Salas, 2008). In the past several years, the Internet has become the center of communication between people, as well as being their prime source of entertainment (Alexander & Salas, 2008). It has also become the tool used for almost every project or paper that a student will write in high school, and in their later years in college (Alexander & Salas, 2008). In recent studies, university students have shown to be the greatest consumers of the Internet, particularly for social interactions (Lin & Subrahmanyam, 2007). Social networking sites, as well as email, instant messaging, blogging, and online journals have completely changed the way that adolescents interact and gather information (Bonds Raacke & Raacke, 2008).

Teenagers have become accustomed to this lifestyle much more than older generations have in recent years, as this way of living is all they know (Lewis, 2008). Teenagers now use the social media for the majority of their daily activities and information gathering, as opposed to older generations who used resources like the television or newspaper (Lewis, 2008). A recent survey showed that approximately ninety percent of teens in the United States have Internet access, and about seventy-five percent of these teens uses social media more than once per day (Kist, 2008). This study also showed that approximately half of all teens who have Internet access are also members of social networking sites, and use the Internet to make plans and socialize with friends (Kist, 2008). As one researcher stated, “Teens use the social media as an extension of their personality, to show their friends – and the world – who they are, what they care about, and to build connections with other like-minded people” (Goodman, 2007, 84). It is estimated that the vast majority of teenagers in Nigeria visit at least one social networking site approximately twenty times each day (Peter & Valkenburg, 2009).

There is often controversy as to whether or not students should be able to freely use social media for communicating with others (Tynes, 2009). Parents in particular are strongly cautioned by the media and school officials about online predators and the influence of certain websites on teenagers (Tynes, 2009). They may use Internet services such as Cyber Nanny to block certain websites and keep records of what their children may be looking at on the Internet (Tynes, 2009). Other parents make house rules about when the Internet may be used or insist that the computer be located in a central area of the house so that they may monitor what is being looked at by their teen (Tynes, 2009).

Social networking sites have also been in the center of concern for many parents because of safety concerns and risks (Tynes, 2009). Other parents just simply do not want their children staring at the computer too long. The risks and dangers of teen internet usage are constantly flooding television shows, newscasts, and magazines, always warning parents to educate parents on teen internet behaviours (Tynes, 2009).

Sharing inappropriate information or disclosing “too much information” is another concern that many adults have about teens that participate in social networking online (DeSouza & Dick, 2008). In a recent study done on teens and their MySpace participation, it was estimated that at least 65% of teens who had a MySpace account had very personal information on their profile pages (DeSouza & Dick, 2008). This personal information included where they live, their phone number and email addresses, where they attend school, where they work, and a number of things that they enjoy doing in their spare time (DeSouza & Dick, 2008). Also, many teens, especially females, posted information about their sexual behaviour and their alcohol and substance use (DeSouza & Dick, 2008).

On the other side of the issue, there are other adults and many professionals, including teachers and school faculty, who encourage the use of social networking sites like Facebook because they allow students to connect with one another and discuss school related issues (Alexander & Salas, 2008). Students can form online communities in order to plan for a project, have group discussions about class material, or use the SNS as a way to keep in contact when a student has been absent and needs to be updated on current academic information (Alexander & Salas, 2008).

In response to the question of how much time adolescents spend on social network

websites, it is significant to note that there are other parents who are in favour of these sites (Bryant, Sanders-Jackson, & Smallwoood, 2006). Some parents are concerned about their children’s social lives and are grateful that they may have an outlet for their potential depression and loneliness (Bryant, Sanders-Jackson, & Smallwood, 2006). In a study completed in 2006, almost 35% of parents of adolescents reported that they feel that communication with others, in any form, is better than having no communication at all, and therefore are fully supportive of their child’s internet use (Bryant, Sanders-Jackson, & Smallwood, 2006).

### ***2.7.1 Cyber-Bullying***

Participating in online social networks also increases the likelihood of being victimized online, or, cyber-bullied (Mesch, 2009). Cyber-bullying is the use of communication technology, such as SNSs, to harm or “bully” others (Mesch, 2009). Forms of cyberbullying include harassing emails, web pages, hateful instant messages, text messages, and cruel posts on social networking sites (Mesch, 2009). The result of being a victim of cyberbullying can be embarrassment, feelings of belittlement, low self-esteem, and even suicide (Mesch, 2009).

Because the Internet allows students to remain anonymous on websites or create false profiles, cyber-bullying has become a serious issue (Mesch, 2009). One national poll showed that over 13 million children between the ages of 6 and 17 have reported victims of cyber-bullying (Mesch, 2009). Research has also shown that an adolescent is more likely to harass or harm another student if they are not together face-to-face, which also can make a social networking site a perfect place for trouble to manifest (Mesch, 2009). However, there is no current legislation that protects students from this type of harassment, even though there are laws for more traditional types of bullying (Geach & Haralambous, 2009).

***2.7.2 Peer Pressure***

According to recent research about social media networks and Internet usage, social networking sites like Facebook and Myspace have become so popular that many university students will get an account even if they do not want to (Peter, Schouten, & Valkenburg, 2006). This shows that joining a SNS signifies more than just going on a website; it is way of “fitting in” with peers, just like many other types of groups in high school (Peter, Schouten, & Valkenburg, 2006). In fact, SNS may be predictors of self-esteem and wellbeing in students, and they have become a fundamental role in student’s life (Peter, Schouten, & Valkenburg, 2006). A student stated in a research study by Dr. Danah Boyd at Berkeley University: “If you’re not on MySpace, you don’t exist” (Boyd, 2007).

## 2.8 social media in the classroom

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

In early 2013, Steve Joordens, a professor at the University of Toronto, encouraged the

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

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

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

Twitter also promotes social connections among students. It can be used to enhance communication building and critical thinking. Domizi (2013) utilized Twitter in a graduate seminar requiring students to post weekly tweets to extend classroom discussions. Students reportedly used Twitter to connect with content and other students. Additionally, students found it “to be useful professionally and personally”. Junco, 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 his colleagues (2011) found that the students in the Twitter group had higher GPAs and greater engagement scores than the control group. Gao, Luo, and Zhang (2012) reviewed literature about Twitter published between 2008 and 2011. They concluded that Twitter allowed students to participate with each other in class (back channel), and extend discussion outside of class. They also reported that students used Twitter to get up-to-date news and connect with professionals in their field. Students reported that microblogging encouraged students to “participate at a higher level” Since the posts cannot exceed 140 characters, students were required to express ideas, reflect, and focus on important concepts in a concise manner. Some students found this very beneficial. Other students did not like the character limit. Also, some students found microblogging to be overwhelming (information overload). The research indicated that many students did not actually participate in the discussions, “they just lurked”.

YouTube is the most frequently used social media tool in the classroom (Moran, Seaman, & Tinti-Kane 2012). Students can watch videos, answer questions, and discuss content. Additionally, students can create videos to share with others. Sherer and Shea (2011) claimed that YouTube increased participation, personalization (customization), and productivity. YouTube also improved students’ digital skills and provided opportunity for peer learning and problem solving. Eick & King (2012) found that videos kept students’ attention, generated interest in the subject, and clarified course content.

**2.9 Problems of social media**

Social media networks, as well as other new forms of communication technology, are also a concern to many school professionals because of the level of distraction they create within the school (Greenfield & Subrahmanyam, 2008). Even though many schools have created many strict rules that forbid the use of handheld technology during school activities or that block certain social networking websites, many students are still able to connect during lecture hours as they please (Greenfield & Subrahmanyam, 2008). This has caused distractions during instruction time and has had a negative impact on the learning environment.

**2.10 Summary of Literature Review**

There are many issues concerning students in Kaduna Polytechnic and social networking site participation. On one hand, there may be benefits for students who use these sites properly and appropriately. Other research suggests that there are clear risks involved when students become too consumed with the Internet and social networking websites. It was discovered that social networking sites are the most common used social media networks among students and also Wikipedia has the main resort point for students for research purposes. Students engage themselves with one activity or the other on the various social media on day-to-day activities. However, Undergraduates spend more time on Facebook,

Twitter and other social media through smartphones that are now in abundance among these youths. Many students cannot go for two-three hours without checking and updating their profiles on these social networks even at the detriment of other activities such as educational and career pursuit. Smart phones, android phones as well as tablets were seen to be the major ways through which students gain easy access to the internet to be on the various social media network platforms.

Again, this chapter discussed the age usage as well as the gender usage of social media websites. According to most research done on the topic, the number of teenage girls and boys who communicate on these social media networks are equally divided. Majority of students in Nigeria visit at least one social networking site approximately twenty times each day. Cell phones have been banned from classroom and schools have blocked many popular social media websites due to the repercussion the social media might have on the academic performance of students.

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

**CHAPTER THREE**

**RESEARCH DESIGN AND METHODOLOGY**

**3.1 Introduction**

The intent of this section is to describe the methodology dimensions that were proposed to be used to assess “Social Media and Academic Performance of Student In Kaduna Polytechnic”. This chapter will therefore discuss the following: research design, Population of the study, sampling technique, data collection instruments, validity of research instrument, method of data collection, method of analysis of the data and limitations of the study

**3.2 Research Design**

It is a term used to describe a number of decisions which need to be taken regarding the collection of data before they are collected. (Nwana, 1981). It provides guidelines which direct the researcher towards solving the research problem and may vary depending on the nature of the problem being studied. According to Okaja (2003, p. 2),” research design means the structuring of investigation aimed at identifying variables and their relationship, it is used for the purpose of obtaining data to enable the investigator test hypothesis or answer research question by providing procedural outline for conducting research”. It is therefore, an outline or scheme that serves as a useful guide to the researcher in his efforts to generate data for his study. The research therefore, adopted the survey method in data collection. It is used to obtain the peoples opinion through questionnaire.

**3.3 Population of the study**

Population means, all cases or individuals that fit a certain specification. According to kerlinger (1981), defined population as” all members of any well-defined class of people, events, or subjects which can be living or non-living things”. A maximum of 100 students from Kaduna polytechnic was used for the research.

***3.3.1 Target Groups***

The Target Groups used for this research is divided into four groups; Group A was drawn from final year students, group B was drawn from third year students, group C was drawn from second year students and group D was drawn first year students. These groups comprised of 25 students from Kaduna Polytechnic, who were randomly sampled in order to give each member an equal chance of being selected. This was so because they were the main purpose and targets for this study and was representing students from each year of study.

**3.4 Sampling Size and Techniques**

Sample is a portion of a population selected for the study and sample size is the method of selecting the samples from the population. (Ogedegbe, 1998). It is a small group of elements or subjects drawn from a definite procedure of a specified population. A total of 25 students from each group were issued with a questionnaire to fill in for the study.

Sampling technique is specifying how elements are drawn from the population. There are four group of students in Kaduna polytechnic, which are; First year student, Second year student, Third year student, Final year student.

Using the purposive sampling technique, the researcher purposively selected a sample size of 100 respondents from the four groups of students. ND I student contributed a sample size of 25 respondents, ND II student contributed a sample size of 25 respondents, HND I student contributed a sample size of 25 respondents, and HND II students contributed a sample size of 25 respondents. Therefore, the sample size for the study were 100 respondents.

**3.5 Data Collection Instruments**

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

A total number of ten (10) items were drawn and administered to the respondents. They were divided into two sections; section A contained items on the demography of respondents and section B answered the research questions.

**3.6 Validity of Data Gathering Instrument**

The questionnaire used for this study was administered to the respondent in order for the researcher to get a valid information on the research she is carrying out.

**3.7 Method of Data Collection**

Data was collected using the questionnaire which the researcher administered face to face to the respondents. All the 100 copies of questionnaire distributed to the respondents were completely answered and retrieved.

**3.8 Method of Data Analysis**

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

**3.9 Limitations of the study**

The study was limited by time. Since few similar studies have been done especially in institutions of higher learning, there is limited empirical literature on the area of impacts of social media on behavior change especially in the context of Kaduna polytechnic. Another expected limitation was that some students failed to give correct information on the basis of invasion of their privacy. The researcher explained to them that the study was purely for academic purposes and not motivated by any other interests whatsoever.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

**4.1 Introduction**

The purpose of this study was to determine the “Impact of social media on Academic performance of student in Kaduna polytechnic, A Cast Study of Students of Kaduna polytechnic”. In this chapter, data collected is analyzed and presented. The chapter is divided into: Analysis of Biodata and Analysis of research questions.

**4.2 Response Rate**

Out of 100 questionnaires shared, 100 questionnaires were properly filled and returned giving a hundred percent (100%) response rate. Babbie (2003) argues that return of 50% and above is satisfactory for data analysis. Therefore, a return of all the questionnaires was considered acceptable for this study. The (100) hundred respondents represented all the student in Kaduna polytechnic.

**4.3 Data Presentation and analysis**

**Table 4.3.1: Gender Distribution of the respondent**

|  |  |  |
| --- | --- | --- |
| **Respondents** | **Frequency** | **Percentage (%)** |
| Male | 50 | 50 |
| Female | 50 | 50 |
| **Total** | **100** | **100** |

***Sources: field survey 2022***

The above tables show that female was 50% and male 50%.

**Table 4.3.2: Age Distribution of the respondent**

|  |  |  |
| --- | --- | --- |
| **Respondents** | **Frequency** | **Percentage (%)** |
| 1-10 | 0 | 0 |
| 11-20 | 50 | 83.4 |
| 21-30 | 35 | 8.3 |
| 31-40 | 15 | 8.3 |
| 41 and above | 0 | 0 |
| **Total** |  | **100** |

***Sources: field survey 2022***

Theabove table shows that the respondent with the age range of 1-10 are Nil because none of the student are within the range while the majority of the respondents are within the age bracket of 11-20 years old with 50 (83.4) response rate. This is followed by the respondent within the age range of 21-30 years old with 35 (8.3) response rate. The respondent within the age range of 31-40 years old with 15 (8.3) response rate while the respondent with the age bracket of 41 and above are Nil.

**Table 4.3.3: Level of study**

|  |  |  |
| --- | --- | --- |
| **Respondents** | **Frequency** | **Percentage (%)** |
| ND 1 | 20 | 20 |
| ND II | 50 | 50 |
| HND I | 20 | 20 |
| HND II | 10 | 10 |
| **Total** | **100** | **100** |

***Sources: field survey 2022***

The above table shows that, 20 respondents (20%) were ND I students, 50 respondents (50%) were ND II students, 20 respondents (20%) were HND I students and 10 respondents (10%) were HND II students.

**Table 4.3.4:** **Which Department are you from**

|  |  |  |
| --- | --- | --- |
| **Respondents** | **Frequency** | **Percentage (%)** |
| Social Development | 50 | 40 |
| Library and Information Science | 15 | 8 |
| Public Administration | 20 | 22 |
| Local Government Studies | 15 | 20 |
| **Total** | **100** | **100** |

***Sources: field survey 2022***

The above table shows that, 50 respondents (40%) were students from Social Development, 15 respondents (8%) were students of Library and Information Science, 20 respondents (22%) were students of Public Administration and 15 respondents (20%) were students of Local Government Studies.

**Table 4.3.5: Do you have access to social media?**

|  |  |  |
| --- | --- | --- |
| **Respondents** | **Frequency** | **Percentage (%)** |
| Yes | 70 | 70 |
| No | 30 | 30 |
| **Total** | **100** | **100** |

***Sources: Field Survey 2022***

The above table shows that majority of the respondent agreed that the have access to social media, with a response rate of 70(70%) which choose yes as their option and 30(30%) response rate choose no as their answer.

**4.4 Analysis of Research Question**

Five research questions were proposed for this study. The questions are reproduced here and analyzed.

**Table 4.4.1: To what extent would student addictiveness to social network influence their academic performance?**

|  |  |  |
| --- | --- | --- |
| **Respondents** | **Frequency** | **Percentage %** |
| Increase in Knowledge | 45 | 40 |
| Vibrant in class | 20 | 20 |
| Distracted to academics | 35 | 40 |
| **Total** | **100** | **100** |

***Sources: Field Survey 2022***

From the table above, it is clear that social media has influence on students, However the influence seems to be clear. This is because while 45% agreed that social media helps student in the increase of knowledge in academics and 20% say it makes student to be vibrant in classes, 35% said the student are distracted to their academics due to their addictiveness to social media.

**Table 4.4.2: Does the social media network that students are more exposed to, influence their academic performance?**

|  |  |  |
| --- | --- | --- |
| **Respondents** | **Frequency** | **Percentage %** |
| Yes | 45 | 45 |
| No | 45 | 45 |
| Not sure | 5 | 5 |
| **Total** | **100** | **100** |

***Sources: Field Survey 2022***

Theabove table shows that the respondents choose with a high response rate of 45 (45%) between yes and no while a minimum response rate of 5(5%) choose not sure.

**Table 4.4.3: How has the usage of social media influence the students of Kaduna polytechnic?**

|  |  |  |
| --- | --- | --- |
| **Respondents** | **Frequency** | **Percentage %** |
| Positive | 40 | 40 |
| Negative | 20 | 20 |
| Undecided | 40 | 40 |
| **Total** | **100** | **100** |

***Sources: Field Survey 2022***

From the table above, it is clear that social media has influence on students, However the influence seems not to be clear. This is because while 40% agreed that social media has positive influence and 20% say it has negative influence, 40% say they are not decided on the influence which shows that the influence that social media has on students may be actually negative.

**Table 4.4.4:** **Is there gender difference in the student’s usage of social media network?**

|  |  |  |
| --- | --- | --- |
| **Respondents** | **Frequency** | **Percentage (%)** |
| Yes | 30 | 30 |
| No | 70 | 70 |
| **Total** | **100** | **100** |

***Sources: Field Survey 2022***

The above table shows that majority of the respondent agreed that there is no gender difference in the student’s usage of social media network, with a response rate of 70(70%) which choose no as their option and 30(30%) of their option.

**Table 4.4.5:** **In what way do younger and older students influence the use of social media?**

|  |  |  |
| --- | --- | --- |
| **Respondents** | **Frequency** | **Percentage (%)** |
| Studying | 50 | 50 |
| Laziness | 30 | 30 |
| Reliance | 20 | 20 |
| **Total** | **100** | **100** |

***Sources: Field Survey 2022***

The above table shows that majority of the student influence the use of social media through studying with a response rate of 50(50%).

**4.5 Research Findings**

In this section, the data collected from survey on the topic “The Influence of Social Media on The Academic Performance of Students”, A Case Study of Kaduna Polytechnic will be discussed. The data was contained in 100 fully completed copies of questionnaire retrieved from the respondents. Reponses to answers on research questions would be discussed.

The first research question states Students’ addictiveness to social network has no significant influence on their academic performance was tested using table 8. The finding of this study shows that Students’ addictiveness to social network has a significant influence on their academic performance. Social media have become a major part of the lives of the students of today. The hypothesis which states that Student’s exposure to social media network has no significant influence on students’ academic performance was tested. In testing it, table 4.4.1 was used.

From the second research question, it is crystal clear that the student of Kaduna polytechnic is influenced Positively than negatively. The finding also proved that some respondents are undecided on the influence of social media of students as shown in table 4.4.2

The aim of this research questions was to find out the behavioral change social media has brought on student of Kaduna polytechnic. From the above findings, it is obvious that majority of the respondents choose Knowledge upgrade as the behavioral changes social media has on student of Kaduna polytechnic as shown in table 4.4.3. the study also showed that the student of Kaduna polytechnic upgrades their knowledge through the use of social media. The finding received the support of Sofela (2014). A study on the influence of social media on students in the researcher found out that student use social media to upgrade their knowledge.

The finding of this study shows that there is no gender difference in the student’s usage of social media network. The research question was analyzed using table 4.4.4

It was examined that studying is the way in which students influence social media. the research question “In what way do younger and older students influence the use of social media” using table 4.4.5.

**CHAPTER FIVE**

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

In this chapter, the summary of the study, recommendations and conclusions are presented.

**5.1 Summary of the findings**

The summary of the findings shows the questions proposed for this research. The study was to determine the influence of social media on the behavior of student, Kaduna Polytechnic.

1. The findings describe the Students’ addictiveness to social network has no significant influence on their academic performance was tested. The finding of this study shows that Students’ addictiveness to social network has a significant influence on their academic performance. Social media have become a major part of the lives of the students of today. The hypothesis which states that Student’s exposure to social media network has no significant influence on students’ academic performance.
2. The research findings describes that the student of Kaduna polytechnic is influenced Positively than negatively. The finding also proved that some respondents are undecided on the influence of social media of students.
3. The finding describe that majority of the respondents choose Knowledge upgrade as the behavioral changes social media has on student of Kaduna polytechnic as shown in table 4.4.3. the study also showed that the student of Kaduna polytechnic upgrades their knowledge through the use of social media. The finding received the support of Sofela (2014). A study on the influence of social media on students in the researcher found out that student use social media to upgrade their knowledge.
4. The finding of this study shows that there is no gender difference in the student’s usage of social media network.
5. It finding examined that studying is the way in which students influence social media. the research question “In what way do younger and older students influence the use of social media”

**5.2 Conclusion**

The result from the findings of this study showed that, though Social media have negative effects on teenagers such as lack of privacy, distracting students from their academic work, taking most of their productive time, and such like, they also have benefits and can be used appropriately. For instance, students can form online communities in order to plan for a project, have group discussions about class material, or use the Social networking sites(SNS) as a way to keep in contact when a student who has been absent needs to be updated on current academic information.

The findings of this study and earlier ones showed some noteworthy results. The first independent variable influencing the academic performance of students, that is, social media participation was negatively related with students’ outcome, while the other independent variables were positively related with students’ outcome. The results of this study suggest that lecturers should come up with a template on how their students can maximize the benefits of Social media, that school management should incorporate rules and regulations on the use of the social media in the school and, that the government should put in place adequate control measures to regulate their use among students and lecturers.

**5.3 Recommendations**

In the light of the findings of this study, the following recommendations are made:

1. Students should be educated on the influence of Social media on their academic performance.
2. Students should be monitored by teachers and parents on how they use these sites.
3. Teachers should ensure they use the social media as a tool to improve the academic performance of students in schools.
4. Students should better manage their study time in and prevent distractions that can be provided by the social media. There should be a decrease in the number of time spent by students when surfing the net.
5. Social Networking Sites should be expanded and new pages should be created to enhance academic activities and avoid setbacks in the students’ academic performance.
6. The students should create a balance between chit-chatting and academic activities. More attention should be directed to research.
7. The use of Social media network by students should focus on the academic relevance of those sites instead of using them for negative purposes.

**5.3.2 Suggestions for Further Studies**

This study serves as a basis for further research study on Social media and the academic performance of students.

Similar studies should be conducted in other states of the federation so as to bring about improvement in the academic performance of students through the use of Social media networks and to create more pages for research and academic activities, thereby avoiding distraction which leads to deviation from their academic works.

## Reference

A.C. Karpinski, 2009. “A description of Facebook use and academic performance among undergraduate and graduate students,” paper presented at the Annual Meeting of the American Educational Research Association, San Diego, Calif.

Alexander, J. and Salas, G. 2008. Technology for institutional enrollment, communication, and student success. New Directions for Student Services, 124, 103-116.

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.

Amos Alunyo Bello (2012) Effects of Social Networking on Nigerian youths/Students Nigeriaobservernews.com/26022012/Sundayobserver/features.html. (Retrieved 12/072012).

Annie Ward, Howard W. Stoker, Mildred Murray-Ward (1996), Achievement and Ability Tests - Definition of the Domain. Educational Measurement, 2, University Press of America, pp. 2–5, ISBN 978-0-7618-0385-0

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.

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.

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

Bryant, J.A., Sanders-Jackson, A., and Smallwood, A. (2006). IMing, text messaging, and adolescent social networks. Journal of Computer-Mediated Communication, 11, 10. Retrieved from: http://jcmc.indiana.edu/vol11/issue2/Bryant.html.

Boyd, D. 2007. Why youth (heart) social network sites: The role of networked publics in teenage social life. MacArthur Foundation Series on Digital Learning-Youth, Identity, and Digital Media Volume. Cambridge, MA: MIT Press. 1-26.

Boyd, D. and Ellison, N. (2007). Social network sites: Definition, history, and scholarship. Journal of Computer-Mediated Communication, 13(1), 1-11. Retrieved from http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.html.

Boyd D.M. and Elision N.B (2007). Timeline of the launch dates of many major Social Networking Sites.

Cain, J. (2009). Pharmacy students’ Facebook activity and opinions regarding accountability and e-professionalism.American Journal of Pharmaceutical Education, 73(6), Article: 104.

Coyle, C., & Vaughn, H. (2008, summer). Social networking: Communication revolution or evolution? Bell Labs Technical Journal, 13(2), 13-17.

De Souza, Z. and Dick, G. (2008). Information disclosure on myspace- the what, the why and the implications. Pastoral Care in Education, 26, 143-157.

Domizi, D.P. (2013). Microblogging to foster connections and community in a weekly graduate seminar course. TechTrends, 57(1), 43-51.

Duven, C. and Timm, D. (2008). Privacy and social networking sites: New directions for Student services.

Eick, C.J. & King, D.T. (2012). Non-science majors’ perceptions on the use of YouTube video to support learning in an integrated science lecture. Journal of College Science Teaching, 42(1), 26-30.

Englander F, Terregrossa RA, Wang Z (2010). Educational Review, 62(1): 85 -96.

Fewkes, A. and McCabe, M. (2012). Facebook: Learning Tool or Distraction? Journal of Digital Learning in Teacher Education, 28(3), Retrieved from http://eric.ed.gov/?id=EJ972449.

Mesch, G. (2009). Parental mediation, online activities, and cyberbullying. CyberPsychology and Behavior, 12, 387-392.

Gao, F., Luo, T., & Zhang, K. (2012). Tweeting for learning: A critical analysis of research on microblogging in education published in 2008- 2011. British Journal of Educational Technology, 43(5), 783-801.

Gao, Luo,& Zhang. (2012). Tweeting for learning: A critical analysis of research on microblogging in education published in 2008- 2011. British Journal of Educational Technology, 43(5), 783-801.

Geach, N. and Haralambous, N. (2009). Regulating harassment: Is the law fit for the Social networking age? The Journal of Criminal Law, 73, 241-257.

Goodman, J. (2008) Click first, ask questions later: Understanding teen online behavior. Australasian Public Libraries and Information Services, 20(2), 84-85. Retrieved From: http://www.search.informit.com.au

Greenfield, P. and Subrahmanyam, K. (2008). Online communication and adolescent relationships. The Future of Children, 18, 119-140. Retrieved from: http://www.futureofchildren.org.

H.Vaughn, C. a. (2008). Social networking: Communication revolution or evolution? Bell Labs Journal, 13-17.

Jeong, T.G. (2005). The effect of internet addiction and self-control on achievement of elementary school children. Korean Journal of Yeolin Education. Vol 5 (3).

Jonah, A. (2013). Social networking: the new Nigeria. The bug (8th edition). P. 2.

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.

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. Business horizons, 53(1), 59-68.

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.

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.

Kuppuswamy, S., & Narayan, P. (2010). The Impact of Social Networking Websites on the

Education of Youth. *International Journal of Virtual Communities and Social Networking (IJVCSN), 2*(1), 67-79.

Kuss D. J and Griffiths M. D. (2011). Online Social Networking and Addiction-A Review of the Psychological Literature Int. J. Environ. Res. Public Health 2011, 8, 3528- 3552; i: 10.3390/ijerph8093528.

Kyoshaba M (2009). Factors affecting academic performance of undergraduate students at Uganda Christian University. Retrieved December 4, 2013 from http://mak.ac.ug/documents/Makfiles/theses/Kyoshaba%2520Martha. Pdf.

Lenhart, A., & Madden, M. (2007). Teens, Privacy & online social networks: How teens manage their online identities and personal information in the age of My Space. Washington, DC.

Lewis, S. (2008). Where young adults intend to get news in five years. Newspaper Research Journal, 29(4), 36-5, Retrieved from: http://findarticles.com/p/ articles/mi\_qa3677/ is\_200810/ ai\_n39229321/

Liccardi, I., Ounnas, A., Pau, R., Massey, E., Kinnunen, P.Lewthwaite, S., Midy, A., & Sakar, C. (2007). The role of social networks in students’ learning experiences. ACM SIGCSE Bull 39(4), 224-237.

Lin, G. and Subrahmanyam, K. (2007). Adolescents and the net: Internet use and wellbeing. Adolescence, 42(168), 659-675. Retrieved from: http://findarticles.com/ p/articles/ mi\_m2248/ is\_168\_42 /ai\_n27483301/

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.

Moran, M., Seaman, J., Tinti-Kane, H. (2012). How today’s higher education faculty use social media. Retrieved from http://www.pearsonlearningsolutions.com /pdfs/pearson-social-media survey-2012-color.pdf.

Morahan-Martin, J., & Schumacher, P. (2000). Incidence and correlates of pathological

Internet use among college students. Computers in Human Behavior, 16, 13–29.

McQuail, D. (2008). Mass communication theory (5th ed). California: Sage Publishers.

Merten, M. and Williams, A. (2009). Adolescents’ online social networking following the death of a peer. Journal of Adolescent Research, 24, 67-90.

**APPENDIX I**

Department of Social Development,

College of Administration Studies and Social Science,

Kaduna Polytechnic,

Kaduna State,

Nigeria.

14th June, 2022

Dear respondents,

I am a National Diploma student of the above-named institution, conducting a research on the topic **“****Influence of Social Media on the Academic Performance of Students in Kaduna Polytechnic”** a case study of Kaduna polytechnic.

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

Yours faithfully,

**Muslimat Ahmed Olamide**

**KPT/CASSS/19/****54192**

**APPENDIX II**

**QUESTIONNAIRE**

**Please tick ( ) appropriately in the box provided**

**Section A**

1. Gender
2. Male ( )
3. Female ( )
4. Age
5. 1-10 ( )
6. 11-20 ( )
7. 21-30 ( )
8. 31-40 ( )
9. 41 and above ( )
10. Level of study?
    1. ND I ( )
    2. ND II ( )
    3. HND I ( )
    4. HND II ( )
11. Which Department are you from?
12. Social Development ( )
13. Library and Information Science ( )
14. Public Administration ( )
15. Local Government Studies ( )
16. Does social media influence academic performance students in Kaduna polytechnic?
    1. Yes ( )
    2. No ( )
17. To what extent would student addictiveness to social network influence their academic performance?
    1. Increase in Knowledge ( )
    2. Vibrant in class ( )
    3. Distracted to academics ( )
18. Does the social media network that students are more exposed to, influence their academic performance?
    1. Yes ( )
    2. No ( )
    3. Not sure ( )
19. How has the usage of social media influence the students of Kaduna polytechnic?
    1. Positive ( )
    2. Negative ( )
    3. Undecided ( )
20. Is there gender difference in the student’s usage of social media network?
    1. Yes ( )
    2. No ( )
21. In what way do younger and older students influence the use of social media?
    1. Studying ( )
    2. Laziness ( )
    3. Reliance ( )