

**SOCIAL MEDIA AND ACADEMIC PERFORMANCE OF STUDENTS IN
UNIVERSITY OF LAGOS.**

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**BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT
OF EDUCATIONAL ADMINISTRATION, FACULTY OF EDUCATION,
UNIVERSITY OF LAGOS, IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELOR OF ARTS B.A(Ed)
DEGREE IN EDUCATIONAL ADMINISTRATION**

JANUARY, 2015

CERTIFICATION

This is to certify that this research was carried out by Osharive, Peter with Matriculation Number 100302125 under my supervision.

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Supervisor.

Date

DEDICATION

This research work is dedicated to the God almighty, the author and finisher of our Faith whom by His grace foreknew, predestined and made this work a success and for seeing me through my academic years. I also dedicate it to my parents, Mr. And Mrs. Osharive and my siblings without whose caring support and prayers it would not have been possible.

ACKNOWLEDGEMENTS

My profound gratitude goes to the Almighty God the creator of all mankind for his faithfulness, favor, grace and mercies towards me from the beginning of the Academic session to the end. And for a successful project well done.

My immense appreciation goes to my honorable supervisor, a virtues woman, a great mother, a great and wonderful lecturer and a friend indeed, Dr. Sola Thomas, who despite all the stress and tight schedule made out time to go through my work with all mistakes and help make the necessary corrections and still never gave up on me and in her own way encouraged me to carry on to the end. I pray that the Lord will richly reward you in double folds and according to his riches in glory, Amen. My regards also goes to my worthy and able lecturers who in their own way brought me to where I am now, Dr. (Mrs) Sophia Madumere, Dr. Simeon Oladipo, Dr. Jeremiah Adetoro, Dr. Ngozi Nzoka, Dr. Martha Amadi, Dr. Sheidu Sule, Dr. Abogunde Adekunle and Dr. Maruff Oladejo, for their immeasurable impact of knowledge and wisdom in my life. I will forever remain grateful to you all.

My sincere gratitude goes to my loving and ever caring parents, Mr. and Mrs. Osharive who were there for me due to their love and desire for education and above all their prayers which brought me this far. I couldn't have asked God for more because they are all I will ever need.

My special and profound gratitude goes to my lovely brothers and sisters; Blessing, Kinsley, Gladys, Friday, Peace, and my twin Paul who in his own way helped me in creating and choosing my topic and generating material, I say a big thank you. I bless the name of Lord indeed you're a blessing in your own way.

My thanks goes to my good and loving friend's Tobiloba, Daniel, Faith, Charity, Wuraola, Abisayo, Lekan, Debola, Eniola, Uche, Tunmininu, Yemisi, Aishat, Bukky, Diya, Biola, Ayobami, Gloria, Jenifer, Micheal, Damilola, for giving me the idea and to many, whom I could not list for your presence in my life and for the role you all played, am indeed grateful. And most importantly, am saying a huge thank you to my one and only best friend Enikanoselu Busayo for your support, understanding and time you took to ensure the success of my work, am really grateful. Your presence in my life was worthwhile. To all my friends I love you. Amen.

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Abstract

The purpose of this research study is to examine the influence of Social Media and Academic Performance Of students in University of Lagos. Five Research questions and five Research hypotheses guided the study. To achieve this, the descriptive survey research design was adopted. The study focused on University of Lagos hence, population consists of all the 24,661 full-time undergraduate students. The simple random sampling technique was used to select a sample of 378 students. A four point Likert Type Rating Scale Questionnaire type, titled: Social Media and Academic Performance of Students Questionnaire (SMAAPOS) was used to collect data from the participants. The descriptive statistics of frequency counts and percentage, were used to analyze the demographic data while inferential statistics of Chi-square(x2) was used in testing the research hypotheses. Research findings showed that a great number of students in University of Lagos, are addicted to social media. To this end, the researcher recommended that social media should be used for educational purposes as well; Social Networking Sites should be expanded and new pages should be created to enhance academic activities and avoid setbacks in the students' academic performance; and Students should be monitored by teachers and parents on how they use these sites This is to create a balance between social media and academic activities of students to avoid setbacks in the academic performance of the students.

CHAPTER ONE

INTRODUCTION

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), Whats app 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 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 students 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.

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 University of Lagos.

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 University of Lagos.

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 University of Lagos.
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.

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 that the students are more exposed to influence their academic performance?

3. How has the use of social media influence the academic performance of the students in University of Lagos?
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?

Research Hypotheses

The following hypotheses are generated by the researcher and was tested in this study:

1. Students' addictiveness to social network has no significant influence on their academic performance.
2. Student's exposure to social media network has no significant influence on students' academic performance.
3. Use of social media do no significantly influence on the academic performance of the students in University of Lagos.
4. There is no significant difference between male and female student usage of social media network.
5. Age does not have significant influence on the use of social media.

Significance of the Study

This study is significant to the teachers, parents and students. This study will help the teachers 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 these 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.

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 University of Lagos.

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 University 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.
Tweets:	A short message posted on Twitter (a micro blog).
ICT:	Information and Communication Technology.

CHAPTER TWO

LITERATURE REVIEW

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;

- The concept of social media
- Students addictiveness to social media
- Students exposure to social media
- Influence of social media network on students' academic performance
- Usage of social media and students' academic performance
- Gender usage Of social Media
- Usage of social media by age
- Social media in the classroom
- Problems of social media
- Summary of Literature Review

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 (Kietzmann, 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 channel 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 follows:

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.

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).*

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*
- *Constraints in Education*

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).

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

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 55% 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.

Constraints of Social Networking in Education

In the past, social networking were 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 bullying 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.

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 were 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 plays a role in how each individual is viewed on their profile by others (Tufekci, 2008). Most SNS will show how many “friends” a person has, as well as how many people have written to that person lately (Tufekci, 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 (Tufekci, 2008). Adolescents and college-aged individuals are especially interested in having a lot of friends, because many worry 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.

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).

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).

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).

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 far 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.

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.

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.

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.

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 (Bonds-Raacke & 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 “chat” 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.

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, & Smallwood, 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).

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 cyber-bullying 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 cyber-bullying 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).

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 well-being 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).

Social Media in the Classroom

Having social media in the classroom has been a controversial topic for the last several years. Many parents and educators have been fearful of the repercussions of having social media in the classroom (Kist 2012). As a result, cell phones have been banned from classroom and schools have blocked many popular social media websites. However, despite adult’s apprehensions, students are using social media. Schools have realized that they need to incorporate these tools into the classroom and rules are changing. The Peel District School Board (PDSB) in Ontario is one of many school boards that has begun to accept the use of social media in the classroom. In 2013, the PDSB introduced a “Bring Your Own Device” (BYOD) policy and have unblocked many social media sites. Fewkes and McCabe (2012) have researched about the benefits of using Facebook in the classroom. In early 2013, Steve Joordens, a professor at the University of Toronto, encouraged the 1,900 students enrolled in his introductory psychology course to add content to Wikipedia

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

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

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

Twitter also promotes social connections among students. It can be used to enhance communication building and critical thinking. Domizi (2013) utilized Twitter in a graduate seminar requiring students to post weekly tweets to extend classroom discussions. Students

reportedly used Twitter to connect with content and other students. Additionally, students found it “to be useful professionally and personally”. Junco, Heiberger, and Loken (2011) completed a study of 132 students to examine the link between social media and student engagement and social media and grades. They divided the students into two groups, one used Twitter and the other did not. Twitter was used to discuss material, organize study groups, post class announcements, and connect with classmates.

Junco and his colleagues (2011) found that the students in the Twitter group had higher GPAs and greater engagement scores than the control group. Gao, Luo, and Zhang (2012) reviewed literature about Twitter published between 2008 and 2011. They concluded that Twitter allowed students to participate with each other in class (back channel), and extend discussion outside of class. They also reported that students used Twitter to get up-to-date news and connect with professionals in their field. Students reported that microblogging encouraged students to “participate at a higher level” Since the posts cannot exceed 140 characters, students were required to express ideas, reflect, and focus on important concepts in a concise manner. Some students found this very beneficial. Other students did not like the character limit. Also, some students found microblogging to be overwhelming (information overload). The research indicated that many students did not actually participate in the discussions, “they just lurked”.

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

peer learning and problem solving. Eick & King (2012) found that videos kept students' attention, generated interest in the subject, and clarified course content.

Problems in Schools

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.

Summary of Literature Review

There are many issues concerning students in University of Lagos 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 student 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 University of Lagos and whether or not they are able to balance a life of social networking and academic performance.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter presents the method and procedure that was applied in this study. It was organized under the following sub-headings: Research Design, Population of the Study, Sample and Sampling Technique, Research Instrument, Validity of the Instrument, Reliability of the Instrument, Method of Data Collection, and Method of Data Analysis

Research Design

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

Population of the Study

The population in this research are all the full time undergraduate students in the University of Lagos in 2013/2014 session. The total population comprised 24,661 undergraduate full time students.

Sample and Sampling Technique

A total sample size of 378 students were randomly selected using confidence interval of 5 and confidence level of 95% (0.05) from the total population of 24,661 full-time students in the University of Lagos.

Research Instrument

A well-constructed and self-developed questionnaire titled “Social Media and Academic Performance of Students Questionnaire (SMAAPOS)” was used to get the desired information from the students. The questionnaire was divided into two sections (A and B). Section A was for collection of information on personal data of respondents while Section B consisted of questions that elicited responses from the respondents with response options: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Validity of the Instrument

The designed questionnaire was submitted to the project supervisor for vetting, correction and approval before distributing it to the respondents.

Reliability of the Instrument

The reliability of the research instrument was determined using a split half test using the odd and even numbered items to form the two halves. The two halves were administered to a sample of students from a university not selected for the main study. The Pearson Correlation Coefficient was used to determine the reliability of the instrument. A coefficient value of 0.65 indicated that the research instrument was reliable; hence it was adopted for getting the desired information for the study.

Method of Data Collection

The researcher collected the needed data through the use of questionnaire and its administration in the selected faculties. The administration of the questionnaire were carried out by the researcher. A total of 378 copies of the questionnaire were distributed to elicit responses from the students and retrieved on the spot by the researcher. A total of 22 questionnaires were missing while 32 were wrongly filled leaving the researcher with 324 valid questionnaires.

Method of Data Analysis

Responses from the questionnaire were analyzed using the descriptive statistics of frequency counts and percentage, and inferential statistics of Chi-square(χ^2). Descriptive statistics of frequency counts and percentages were used in analyzing demographic variables and research questions while the inferential statistics of Chi-square(χ^2) was also used to test the stated hypotheses at 0.05 level of significance.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

Introduction

This chapter presents the results and discussions from this study in three sections under the following subheadings:

- Presentation of Demographic Data
- Analysis of Data and Testing of Hypotheses
- Discussion of Findings

SECTION A: Presentation of Demographic Data

Table 1: Distribution of respondents according to Faculty.

Faculty	Frequency	Percent (%)
Arts	74	23
Education	55	17
Social Sciences	52	16
Business Administration	72	22
Environmental science	71	22
Total	324	100.00

The table shows the distribution of students from the selected faculties as follows: Arts 74 (23%), Education 55 (17%), Social Sciences 52 (16%), Business Administration 72 (22%) and Environmental science 71 (22%).

Table 2: Presentation of Demographic Data.

Sex	Frequency	Percent (%)
Male	140	43
Female	184	57

Age	Frequency	Percent (%)
16-20 years	126	39
21-25 years	56	17
26 years and above	142	44

Level	Frequency	Percent (%)
100	55	17
200	59	18
300	83	26
400	30	9
500	97	30

The table shows the demographic data of the participants: 140 representing (43%) of the respondents were Male and 184 representing (57%) were Female; 126 which represents (29%) of the respondents were between 16-20years, 54 which represents (17%) were between 21-25years, and 142 which represents (44%) were between 26years and above; 55(17%) of the respondents are from 100 level, 59 (18%) from 200 level, 83 (26%) from 300 level, 30 (9%) from 400 level and 97 (30%) are from 500 level.

Analysis of Research Questions

Research Question 1: To what extent would student addictiveness to social network influence their academic performance?

Table 3: Students Addictiveness to Social Network and Academic Performance.

S/N	Statement	SA	A	D	SD	Total
1	Addiction to online social networks is a problematic issue that affects my academic life	197 (61%)	86 (27%)	27 (8%)	14 (4%)	324 (100%)
2	Online social networks distract me from my studies.	149 (46%)	101 (31%)	74 (23%)	- (-)	324 (100%)
3	Hours spent online can never be compared to the number of hours I spend reading.	182 (56%)	75 (23%)	55 (17%)	12 (4%)	324 (100%)
4	There is no improvement in my grades since I became engaged into these social networking sites.	69 (21%)	50 (15%)	106 (33%)	99 (31%)	324 (100%)
Total		597	312	262	125	1296
Percentage %		(46 %)	(24%)	(20 %)	(10%)	(100%)

Table 3 shows that 597 (46%) of the participants' response Strongly Agree that Students' addictiveness to social network has a significant influence on their academic performance, 312 (24%) Agree, 262 (20%) Disagree, while 125 (10%) Strongly Disagree.

Research Question 2: Does the social media network that the students are more exposed to influence their academic performance?

Table 4: Exposure of Students to Social Media Network and Their Academic Performance.

S/N	Statement	SA	A	D	SD	Total
1	I usually have unlimited access to Facebook and this has affected my academic performance negatively.	79	207	15	23	324
	(100%)		(24%)	(64%)	(5%)	(7%)
2	I engage in academic discussions on twitter and this has improved my academic performance.	177	53	59	35	324
		(55%)	(16%)	(18%)	(11%)	(100%)
3	I make use of whatsapp to disseminate knowledge to my class mate.	88	153	78	5	324
		(27%)	(47%)	(24%)	(2%)	(100%)
4	I Solely rely on information gotten from Wikipedia to do my assignments without consulting other sources.	237	48	14	25	324
		(73%)	(15%)	(4%)	(8%)	(100%)
Total		581	461	166	88	1296
Percentage %		(45)	(36)	(13)	(6)	(100%)

Table 4 shows that 581 (45%) of the participants' response Strongly Agree that Student's exposure to social media network has significant influence on students' academic performance, 461 (36%) Agree, 166 (13%) Disagree, while 88 (6%) Strongly Disagree.

Research Question 3: How has the use of social media influence the academic performance of the students in University of Lagos?

Table 5: Use of Social Media and Students' Academic Performance

S/N	Statement	SA	A	D	SD	Total
1	The usage of Wikipedia for research has helped improve my grades.	89 (27%)	183 (57%)	37 (11%)	15 (5%)	324 (100%)
2	Engaging in academic forums on yahoo reduces my rate of understanding.	21 (6%)	13 (4%)	201 (62%)	89 (28%)	324 (100%)
3	I use materials gotten from blogging Sites to complement what I have been Taught in class.	180 (56)	57 (18)	27 (8)	60 (18)	324 (100%)
4	I will not perform well in my academics even if I stop using social media.	69 (22%)	46 (14%)	111 (34%)	98 (30%)	324 (100%)
Total		359	299	376	262	1296
Percentage %		(28%)	(23%)	(29%)	(20%)	(100%)

Table 5 shows that 359 (28%) of the participants' response Strongly Agree that Use of social media has significantly influence on the academic performance of the students, 299 (23%) Agree, 376 (29%) Disagree, while 262 (20%) Strongly Disagree.

Research Question 4: Is there gender difference in the student's usage of social media network?

Table 6: Gender Usage of Social Media.

S/N	Items	SA	A	D	SD	Total
1	Male and female students use social media networks differently in different frequencies.	80 (24%)	201 (62%)	14 (4%)	29 (10%)	324 (100%)
2	Female students use social networking sites more to explicitly foster social connections.	217 (67%)	85 (27%)	-	22 (6%)	324 (100%)
3	Gender determines the level of social media network usage.	35 (11%)	231 (71%)	19 (6%)	39 (12%)	324 (100%)
4	Males are more effective at using social networking sites for nonacademic purposes.	197 (61%)	56 (17%)	51 (16%)	20 (6%)	324 (100%)
Total		529	573	84	110	1296
Percentage %		(41%)	(44%)	(7%)	(8%)	(100%)

Table 6 shows that 529 (41%) of the participants' response strongly Agree that there is a significant difference between male and female student usage of social media network, 573 (44%) Agree, 84 (7%) Disagree, while 110 (8%) Strongly Disagree.

Research Question 5: In what way do younger and older students influence the use of social media?

Table 7: Age Usage of Social Media.

S/N	Items	SA	A	D	SD	Total
1	Age has impact on the use of social media.	138 (43%)	111 (34%)	17 (5%)	58 (18%)	324 (100%)
2	Social media become boring has I grow older.	18 (6%)	270 (83%)	23 (7%)	13 (4%)	324 (100%)
3	Social media is not relevant to people of older generation.	35 (11%)	34 (10%)	102 (32%)	153 (47%)	324 (100%)
4	The younger generation are the most active users of social media. (100%)	215 (66%)	78 (24%)	31 (10%)	-	324 -
Total		406	493	173	224	1296
Percentage %		(31%)	(38%)	(13%)	(18%)	(100%)

Table 7 shows that 406 (31%) of the participants' response strongly Agree that there is a significant difference between student's usage of social media network by age and their academic performance, 493 (38%) Agree, 173 (13%) Disagree, while 224 (18%) Strongly Disagree.

SECTION B: ANALYSIS OF DATA AND TESTING OF HYPOTHESES

In testing the hypotheses stated, the researcher used chi-square(X^2) inferential statistics.

Hypothesis 1: Students' addictiveness to social network has no significant influence on their academic performance.

Table 8: Chi-square Analysis for the influence of students' addictiveness to social network on academic performance of student.

Variables	N	Df	Ls	Crit X ² value	Calc X ² value	Decision
Students Addictiveness To Social Network And Academic Performance.	324	2	0.05	5.991	151.907	Rejected

Table 8 above showed that the calculated chi-square value of 151.907 is greater than the Critical chi-square value of 5.991, hence, the null hypothesis which states that Students' addictiveness to social network has no significant influence on their academic performance is hereby rejected. This implies that Students' addictiveness to social network has a significant influence on their academic performance.

Hypothesis 2: Student's exposure to social media network has no significant influence on their academic performance.

Table 9: Chi-square Analysis for the influence of Student's exposure to social media network on students' academic performance

Variables	N	Df	Ls	Crit X ² value	Calc X ² value	Decision
Student's exposure to Social Media Network and Their Academic Performance.	324	2	0.05	5.991	75.907	Rejected

Table 9 above showed that the calculated chi-square value of 75.907 is greater than the Critical chi-square value of 5.991, hence, the null hypothesis which states that Student's

exposure to social media network has no significant influence on students' academic performance is hereby rejected. This implies that Student's exposure to social media network has significant influence on students' academic performance.

Hypothesis 3: Use of social media do no significantly influence on the academic performance of the students in University of Lagos.

Table 10: Chi-square Analysis for influence of the use of social media on the academic performance of the students in University of Lagos.

Variables	N	Df	Ls	Crit X^2 value	Calc X^2 value	Decision
Use of social media						
And	324	2	0.05	5.991	14.130	Rejected
students Performance.						

Table 10 above shows that the calculated chi-square value of 14.130 is greater than the Critical chi-square value of 5.991, hence, the null hypothesis which states that Use of social media do no significantly influence on the academic performance of the students in University of Lagos is hereby rejected. This implies that Use of social media has significantly influence on the academic performance of the students in University of Lagos.

Hypothesis 4: There is no significant influence on male and female student usage of social media.

Table 11: Chi-square Analysis for male and female student usage of social media network

Variables	N	Df	Ls	Crit X^2 value	Calc X^2 value	Decision
Male and female						
students usage						
	324	2	0.05	5.991	46.500	Rejected
of social media						
network.						

Table 11 above shows that the calculated chi-square value of 46.500 is greater than the Critical chi-square value of 5.991, hence, the null hypothesis which states that there is no significant influence on male and female student usage of social media is hereby rejected. This implies that there is a significant influence on male and female student usage of social media.

Hypothesis 5: Age does not have significant influence on the use of social media.

Table 12: Chi-square Analysis for age influence on usage of social media.

Variables	N	Df	Ls	Crit X² value	Calc X² value	Decision
Age and Social Media	324	2	0.05	5.991	132.074	Rejected

Usage.

Table 14 above showed that the calculated chi-square value of 132.074 is greater than the Critical chi-square value of 5.991, hence, the null hypothesis which states that age does not have significant influence on the use of social media is hereby rejected. This implies that age influence the use of social media.

SECTION C: DISCUSSION OF FINDINGS

The hypothesis that 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 this hypothesis, table 9 was used. The finding of this study shows that Student's exposure to social media network has significant influence on students' academic performance. This corresponds with the findings of Olubiyi (2012) which states 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 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.

The third hypothesis which states that Use of social media do no significantly influence the academic performance of the students in University of Lagos was tested as well. In testing this hypothesis, table 10 was used. The finding of this study shows that Use of social media has significant influence on the academic performance of the students in University of Lagos. This goes in line with the observations of Nicole Ellison, (2007) which noted that, 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.

Table 11 was used to test the hypothesis which states that there is no significant difference between male and female student usage of social media network. The finding of this study shows that the there is no significant difference between male and female student usage of social media network. This is in line with the findings of Lin & Subrahmanyam, 2007 which

noted 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.

The hypothesis concerning age does not have significant influence on the use of social media was tested using table 12. The finding of this study shows that age influence the use of social media. This is in line with the findings of Lewis, 2008 which noted that 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.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

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

Summary of the Study

This study investigated social media and academic performance of the students in University of Lagos. The descriptive survey research design was adopted in the study. A sample of 378 respondents was selected from a population of 24,661 full time undergraduate students in the selected university using confidence interval of 5 and confidence level of 95% (0.05). A simple random sampling technique was used for the selection, where seventy five (75) students were randomly selected from five (5) randomly selected faculties in the University of Lagos. A self-developed Likert-type scale titled “Social Media and Academic Performance of Students Questionnaire (SMAAPOS)” thoroughly scrutinized by the project supervisor was used for data collection. The instrument was validated and found to be reliable. It was personally administered by the researcher. The data collected were analyzed with the use of descriptive statistics of frequency count and percentage, and the hypotheses were tested using the inferential statistics of Chi-square (χ^2) at 0.05 level of significance.

The results obtained showed that, Students’ addictiveness to social network has a significant influence on their academic performance; Student’s exposure to social media network has significant influence on students’ academic performance; Use of social media has significant influence on the academic performance of the students; there is a significant influence on student’s usages of social media network by age.

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.

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.

Generalizability of the Research Findings

The population of this study consisted all under graduate full-time students in the University of Lagos. The study can be generalized to the students in Universities in Lagos state because they share the same characteristics with other students.

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.

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UNIVERSITY OF LAGOS, AKOKA
FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION

SOCIAL MEDIA AND ACADEMIC PERFORMANCE OF STUDENTS
QUESTIONNAIRE (SMAAPOS)

Dear respondents,

The purpose of this study is to examine the influence of Social media on the academic performance of students in University OF Lagos.

Please read carefully and tick (✓) the appropriate column for each statement as promptly as possible. All information gathered shall be used purely for research purpose and shall be treated with confidentiality.

Thanks,

SECTION A (DEMOGRAPHIC DATA)

Faculty: _____

Sex: Male [] Female []

Age: 16 – 20() 21 – 25() 26 and Above ()

Level: 100 [] 200 [] 300 []
400 [] 500 []

SECTION B

SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree

S/N	ITEMS	SA	A	D	SD
	STUDENTS ADDICTIVENESS TO SOCIAL NETWORK AND ACADEMIC PERFORMANCE				
1	Addiction to online social networks is a problematic issue that affects my academic life.				
2	Online social networks distract me from my studies.				
3	Hours spent online can never be compared to the number of hours I spend reading.				
4	There is no improvement in my grades since I became engaged into these social networking sites.				
	EXPOSURE OF STUDENTS TO SOCIAL MEDIA NETWORK AND THEIR ACADEMIC PERFORMANCE				
5	I usually have unlimited access to Facebook and this has affected my academic performance negatively.				
6	I engage in academic discussions on twitter and this has improved my academic performance.				
7	I make use of whatsapp to disseminate knowledge to my class mate.				
8	I Solely rely on information gotten from Wikipedia to do my assignments without consulting other sources.				
	USE OF SOCIAL MEDIA AND STUDENTS' ACADEMIC PERFORMANCE				
9	The usage of Wikipedia for research has helped improve my grades.				
10	Engaging in academic forums on yahoo reduces my rate of understanding.				
11	I use materials gotten from blogging sites to complement what I have been taught in class.				
12	I will not perform well in my academics even if I stop using social media.				
	GENDER USAGE OF SOCIAL MEDIA				

13	Male and female students use social media networks differently in different frequencies.				
14	Female students use social networking sites more to explicitly foster social connections.				
15	Gender determines the level of social media network usage.				
16	Males are more effective at using social networking sites for nonacademic purposes.				
	AGE USAGE OF SOCIAL MEDIA				
17	Age has impact on the use of social media.				
18	Social media become boring has I grow older.				
19	Social media is not relevant to people of older generation.				
20	The younger generation are the most active users of social media.				

**For More Information about Social Media and
Academic Performance. You can contact the
researcher of this work.**

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