**TITLE PAGE**

**ANALYSIS OF STUDENTS’ USE OF FACEBOOK COMPARISM: ACADEMICS RELATIONSHIP/SOCIAL INTERACTION USES**

**(***A Study of Godfrey Okoye University, Enugu)*

**A PROJECT REPORT**

**SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF BACHELOR OF SCIENCE (B.Sc.) HONOURS IN MASS COMMUNICATION**

**BY**

**EZEMMUOKWE, OLUOMA FRANCES**

**U14/MSS/MAC/071**

**DEPARTMENT OF MASS COMMUNICATION**

**FACULTY OF MANAGEMENT AND SOCIAL SCIENCES**

**GODFREY OKOYE UNIVERSITY, ENUGU**

**SUPERVISOR: MR. MIKE NWOSU**

**JULY 2018**

**CERTIFICATION PAGE**

This is to certify that this project has been approved as work written and submitted by Ezemmuokwe, Oluoma Frances with the Registration Number U14/MSS/MAC/071 for the award of Bachelor of Science (B.Sc.) degree in the Department of Mass Communication, Faculty of Management and Social Sciences, Godfrey Okoye University, Ugwuomu Nike, Enugu State.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Mr. Mike Nwosu** Date

*(Supervisor)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Prof. Cosmas Nwaokafor** Date

*(H. O. D.)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Prof. Onyema Ocheoha** Date

*(Dean, Faculty of Management Sciences)*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**External Examiner** Date

**DEDICATION**

This research work is dedicated to God Almighty, who in his immeasurable grace and mercy made the project work successful. All glory and honour to Him.

**ACKNOWLEDGEMENTS**

I wish to express my profound gratitude to God Almighty for His love, abundant blessings, protection and kindness to me.

My immense gratitude goes to all in one way or the other who contributed to the successful completion of this study. To my Project Supervisor, Mr. Mike Nwosu, HOD, Prof. Cosmas Nwokafor, Mr. Ment Nnomeh, you are simply the best. I salute your academic proficiency. You did not only teach me, but also made sure I understood the lectures by your tolerance to my numerous questions.

I want to specially thank some people who have contributed to the success of my work like Mr. Ben Onwukwereonye and Odoh Miriam.

My deepest gratitude goes to my parents and siblings, Mr. and Mrs. Ezemmuokwe, who have supported me, both financially and otherwise.

I will never fail to appreciate my room mates and friends who have encouraged me to make sure this work is successful like Gloria, Lauretta, Laurentia, Eneh Chinasa and Adanna. God bless you all.

**TABLE OF CONTENTS**

**Contents: Pages:**

Title Page i

Certification Page ii

Dedication iii

Acknowledgement iv

Table of Contents v

List of Tables viii

Abstract ix

**CHAPTER ONE: INTRODUCTION**

1.1Background of Study 1

1.2 Statement of the Research Problem 5

1.3 Objectives of the Study 6

1.4 Research Questions. 6

1.5 Significance of the Study 6

1.6 Scope of the Study 7

1.7 Definition of Terms 7

**CHAPTER TWO: LITERATURE REVIEW**

2.1 Introduction 8

2.2 Review of Concept 8

2.2.1 Brief History of Social Media 8

2.2.2 Examining the Various Categories of Social Networking Sites. 11

2.2.3 The Purposes of Using Social Networking Sites 13

2.2.4 The Benefits of Using Social Networking Sites 15

2.2.5 Individual Identity and Self-Expression 18

2.2.6 Strengthening Interpersonal Relationships 18

2.2.7 Dangers Associated in Using Social Facebook 19

2.2.8 Strategies for Ameliorating the Dangers of Social Networking

Especially Facebook 24

2.3 Empirical Review 25

2.4 Theoretical Framework 28

2.5 Summary of Literature 30

**CHAPTER THREE: RESEARCH METHODOLOGY**

3.1 Introduction. 31

3.2 Research Design. 31

3.3 Population of the Study 31

3.4 Sample Size. 32

3.5 Sample Technique 33

3.6 Description of Research Instrument. 33

3.7 Validity and Reliability of Data Gathering Instruments 33

3.8 Method of Data Collection 34

3.9 Method of Data Analysis 34

**CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS**

4.1 Introduction 35

4.2 Analysis of Data 35

4.2.1 Questionnaire Distribution and Return Rate 35

4.3 Discussion of Results 40

**CHAPTER FIVE: SUMMARY, CONCLUSION AND**

**RECOMMENDATION**

5.1 Introduction 41

5.2 Summary of Findings 41

5.3 Conclusion 42

5.4 Recommendations 42

5.5 Area for Further Research 42

REFERENCES 43

QUESTIONNAIRE 49

**LIST OF TABLES**

**Tables: Pages:**

Table 1: Questionnaire Distribution and Return Rate 35

Table 2: Age of the Respondents 35

Table 3: Students Level 36

Table 4: To determine whether students have internet enabling

devices or have access to internet 36

Table 5: To determine how often the students use the new media 37

Table 6: What category of new media or social media is used frequently? 37

Table 7: How often do students use new media? 38

Table 8: To what extent do students use the new media for

interaction/academic purposes? 38

Table 9: What factor could usually propels students to make use of

social media during academic periods? 39

Table 10: What activities do students mostly use the new media to perform? 39

**ABSTRACT**

The topic of the study was analysis of students use of facebook comparism; academics relationship/interaction uses. This study intends to analyze students’ use of facebook to know if they use them for social interaction or for academic purposes. The general purpose of the study is to analyze students’ use of facebook, to ascertain if they use it more for social interaction or for academic purposes. Thus, the study will tend to: 1. Determine how often the students use social media for academic purpose.2. Examine how students use facebook for interactive/academic purposes.3. Find out the factors that propel students to use facebook during academic periods. 4. Find out the activities that students mostly use facebook to perform. This study adopted random sampling, Godfrey Okoye University Enugu. Simple random sampling was used in each faculty, two departments were selected using ballot system. the students from each department were selected using convenience sampling technique. The sample size of the study was 380. Findings from this research reveals that students own and have access to internet enabling devices, are also aware of various social media platforms, use facebook to a large extent for social interaction also that facebook use is mostly for fun and increases their social interaction. and this to a very large extent affects their academics, it was also observed that there are some factors which propels the use of facebook such as boredom, laziness, fun and addiction. In the light of the above findings of the research, the following recommendations are proffered:

1.Restrictions should be made on the students’ use of facebook in classes in tertiary institutions and other institutions of learning. 2. Punishment should be given to students found using facebook during academic periods. 3. Appropriate use of facebook for academic purposes should be taught at all levels of educational institutions to avoid misuse of the social media platforms. 4. Restrictions should be made on how often students access the internet towards its misuse.

it can be concluded that students use facebook for social interaction other than for academic purposes in Godfrey Okoye University. Enugu.

**ANALYSIS OF STUDENTS’ USE OF FACEBOOK COMPARISM: ACADEMICS RELATIONSHIP/SOCIAL INTERACTION USES**

**(***A Study of Godfrey Okoye University, Enugu)*

**BY**

**EZEMMUOKWE, OLUOMA FRANCES**

**U14/MSS/MAC/071**

**DEPARTMENT OF MASS COMMUNICATION**

**FACULTY OF MANAGEMENT AND SOCIAL SCIENCES**

**GODFREY OKOYE UNIVERSITY, ENUGU**

**JULY 2018**

**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background of study**

According to Mahmood, Safdar and Gilani (2014) facebook is the most recent form of media, having many features and characteristics. It has many facilities on same channel such as communicating, texting, images sharing, audio and video sharing, fast publishing, linking with people all over the world and direct connecting. It is also the cheapest, fast access to every corners of the globe and it is very important for all age of peoples. Its use is increasing day by day with high rate around the world. Facebook are very popular means of public communication mostly among the youths all over the world currently. Youths are among the most prolific users of social networking site. Emerging studies found that youths spend a considerable portion of their daily life interacting through facebook and these have provided an open arena where the youths are free to exchange ideas and information concerning their social life and issues of importance.

Before the deregulation of the Nigeria telecommunication sector in I999, few Nigerians had access to computers while the lack of sufficient technological infrastructure such as the internet and mobile phones constrained communication within the society. However, with the deregulation of the telecommunication sector, social network spread like wide fire in Nigeria. Today, all classes of Nigerians now have unlimited access to the facebook.

This, of course, is not surprising as the digital age is widely believed to belong to the youth. The facebook commonly used in Nigeria include Facebook, twitter, and Yahoo messengers, BBM, Whatsapp, Twitter and Linkedln among others. They all offer their users unrestricted access to chat with friends, relations and other acquaintances. Started from Facebook followed by Twitter, social networking websites have become the vogue across the world, especially among the youth. Just a few clicks and you can chat with your friends and family, sitting at a different corner of the globe.

According to Andrew (2005), information travels over the internet through a variety of language known as portal. Communication allows people to connect with people they know in high school and colleges and enable them to meet others. Social network is a social structure made up of individual or organization called nodes; which are tied (connected) by one or more specific types of interdependency such as friendship, kingship, common internet, financial exchange, social relationship or relationship of beliefs, knowledge or prestige.

According to Adeboye (20l2), the expansion in technology has also affected internet software thus leading to chatting sites known by the name, facebook. With facebook networking sites, one can send5receive message almost immediately. This is why Mcquail (2008) viewed that the internet penetrates more homes, it is a common sight to see a youth chatting in sensitive and highly organized places like church & lecture venues. The manufacturing and distribution of cell phones has led to students not playing list to cyber-café. Attention one shifted from visible to invisible friends, while important ventures like study and writing are affected in the process.

Negussie and Ketmar (2014) stated indicated that facebook networks has become an Integral part of students social life. Most students use their social network site like Facebook, Twitter, Whatsapp and so many others to interact with their family and friends. According to Tivares (2013) these networks have become an important platforms to users to interact and relate with their peers.

Meanwhile Ito et al (2009) viewed that just as it is done in parking lots and shopping centers, young people gather in network public spaces for a number of reason and these include negotiate identity, gossip, support one another, collaborate, share information, flirt and joke.

In the educational settings, there have been arguments among scholars and institutional authorities that the youths are seen to be misusing the facebook as they are no longer using it for the purpose in which is meant to be, such as research, references and other educational purposes.

To this end, studies have generally focused on the usage pattern of facebook by mostly the youths, (Hamat *et al*. 2015: Syed Hassan & Landani 2015);or investigated a specific facebook such as Facebook (e.g. Adnan & mavi, 2015; Sharifah Sofiah *et al.* 20l1) or failed to specifically delineate how facebook was used (Al-rahmi *et al.* 2014). However, these studies have under explored the usage pattern and the extent of such use for academic purposes during school hours.

Although it could be understood that facebook uses are varied, and learning or academic purposes being one of them, we do not have enough knowledge as to how much facebook is being used for academic purposes, hence limiting efforts of effective integration. Thus, following the remark made by Maloney *et al.* (2014) that limited information exists on how university students utilize Social Network Site (SNS), be it for educational or strictly social purposes. Elisson *et al.* 2011 claims that students tend to participate in such a websites activities while doing their homework, It may have negative effect on their academic performance by interrupting them from learning process, it is difficult to ignore that there might be a correlation between facebook and its application for various reasons which the reason that facebook can affect both academics and off- academic.

New media which were introduced in the less than decades have drawn large number of users (students). Kord (2013) confirmed that the involvement of students in facebook has increased. Considerably since 2004, students embraced facebook so as to interact with peers for information sharing for formulating their personality and getting their social life off the ground. Research found that students spend more time on facebook even when formal class is going on. Also kishner and karpinski concluded that facebook is commonly used by students who exhibits care free attitude, luxious living generally flout laws, easily copy bad attitudes, which they are not serious with their academics which have drained most of the students. Youth’s attentions to the extent they have become addicted. The social penetration theory described the development of interpersonal relationship as a slow process which noted in a research that social networking sites impact on interpersonal communication skills and relationship by Pritta Chasombat, says that computer has speed up the intimacy process where people are likely to disclose personal information on facebook rather than to meet face to face communication because the level of control is higher.

Over the years, social networking sites have metamorphosed from few-user-based sites into phenomena that have become niches for billions of users. The growth and popularity of social networking sites have generated concerns among well-meaning citizens and scholars particularly among university authorities, about the benefit and potential risks facing undergraduates, as they engage in online social networking to cater for their social and information needs rather than oral face-to-face communication.

In the light of the risks of social networking sites on oral communication among their users, Sherry Turkle (2012), the founder and director of the MIT initiative on technology and self, asserted that the convenience the social networking site gives users ways to communicate with one another that can damage their interpersonal communication. What is more, addiction to social networking sites can establish feelings of loneliness and increase feelings of insensitivity to disconnection.

Anim (2007) aptly noted that societies greatly influence the operations and functions of the media that operate within those societies. However, this seems not to be the case in the Nigeria academic environment as indication shows that the media which is meant to contribute to the academic life and activities of students is now being misused during school hours. Facebook use and the role it plays in the academic life of students are of a school hours is a subject to study.

**1.2 Statement of the Research Problem**

Kord (2013) confirmed that the involvement of students in facebook has increased. Considerably since 2004 students embraced facebook so as to interact with peers for information sharing for formulating their personality and getting their social life off the ground. Research found that students spend more time on facebook even when formal class is going on.

What is more, addiction to social networking sites can establish feelings of loneliness and increase feelings of insensitivity to disconnection, according to Cacioppo (2009) a neuroscientist at the University of Chicago, he stated that with so many other negative sides influencing the youth who comprises a larger population if students in the university.

However, Elisson *et al.* (2011) claims that students tend to participate in such as websites activities while doing their homework, It may have negative effect on their academic performance by interrupting them from learning process, it is difficult to ignore that there might be a correlation between facebook and its application for various reasons which the reason that facebook can affect both academics and off- academic.

This study intends to analyze students’ use of facebook to know if they use them for social interaction or for academic purposes.

**1.3 Objectives of the Study**

The general purpose of the study is to analyze student’s use of facebook, to ascertain if they use it more for social interaction or for academic purposes. Thus, the study will tend to:

1. Determine how often the students use the facebook for academic purpose.

2. Examine how students use facebook for interactive/academic purposes.

3. Find out the factors that propel students to use facebook during academic periods.

4. Find out the activities that students mostly use facebook to perform.

**1.4 Research Questions.**

The following research questions are formulated to guild the study:

1. What extent do students use the facebook for academic purpose?

2. What extent do students use facebook for interaction/academic purposes?

3. What factors propel students to make use of facebook during academic periods?

4. What activities do students mostly use facebook to perform?

**1.5 Significance of the Study**

It is expected that the output of this research will benefit students and the administration of universities in Nigeria especially Godfrey Okoye University understand the level of the students’ use of facebook comparison of academic and relationship/ interaction. This shall help them to understand how best to sustain the students attention on using facebook during school hours. Also this work will be of immense the relationship which the new media has created between the students social interaction and effect on their academics.

Also the findings could be used by academic advisers and counselors to proffer professional advice to the university authorities on how to regulate the social network usage among undergraduate students of Godfrey Okoye University. Again, the findings of this study would provide facts that will enable the ministry of communication technology to know what arises from students’ use of the social networking sites. This will help the ministry, to know how to control new media usage upon successful completion of this research; it shall be very relevant to various people, across Nigeria.

**1.6 Scope of the Study**

This study is limited to the analysis of student’s use of facebook comparison of academic and relationship/ interaction with a focus on undergraduates’ of Godfrey Okoye University as they mostly fall within the age brackets of youths which are within the age range of 17-25, 25-30.

**1.7 Definition of Terms**

**Students:** There are various definitions of a student but in the context of this work, a student is one who is enrolled or attends classes at a school, college, or university like Godfrey Okoye University.

**Facebook:** This is a means through which students charts with other peers and communicate with others.

**Social Networks:** The use of dedicated websites and applications to interact with other users, or to find people with similar interests to oneself. However, in this study, facebook and social networks will be used interchangeably.

**Lecture Hours:** A period of time in which academic activities are going on, or a period of time in which learning takes place, from 8.00am to 3.00pm.

**CHAPTER TWO**

**LITERATURE REVIEW**

**2.1 Introduction**

This chapter sees to the review of the following:

* Conceptual Review
* Empirical Review
* Theoretical Framework
* Summary of Literature Review

**2.2 Review of Concept**

This chapter explores a wide range of related relevant literature. The literature and materials were sourced from mostly textbooks and internet materials related to mass communication and other related fie1ds of study. This chapter also discussed the theory upon which this study is based.

**2.2.1 Brief History of Facebook**

The origins of [Facebook](http://www.businessinsider.com/facebook) have been in dispute since the very week a 19-year-old [Mark Zuckerberg](http://www.businessinsider.com/mark-zuckerberg) launched the site as a Harvard sophomore on February 4, 2004.

Then called "thefacebook.com," the site was an instant hit. Now, six years later, the site has become one of the biggest web sites in the world, visited by 400 million people a month.

The controversy surrounding Facebook began quickly. A week after he launched the site in 2004, Mark was accused by three Harvard seniors of having stolen the idea from them.

This allegation soon bloomed into a full-fledged lawsuit, as a competing company founded by the Harvard seniors sued Mark and Facebook for theft and fraud, starting a legal odyssey that continues to this day.

New information uncovered by Silicon Alley Insider suggests that some of the complaints against Mark Zuckerberg are valid. It also suggests that, on at least one occasion in 2004, Mark [used private login data taken from Facebook's servers to break into Facebook members' private email accounts and read their emails](https://www.businessinsider.com/how-mark-zuckerberg-hacked-into-the-harvard-crimson-2010-3) — at best, a gross misuse of private information. Lastly, it suggests that Mark [hacked into the competing company's systems and changed some user information](https://www.businessinsider.com/how-mark-zuckerberg-hacked-connectu-2010-3) with the aim of making the site less useful.

The primary dispute around Facebook's origins centered around whether Mark had entered into an "agreement" with the Harvard seniors, Cameron and Tyler Winklevoss and a classmate named Divya Narendra, to develop a similar web site for them — and then, instead, stalled their project while taking their idea and building his own.

The litigation never went particularly well for the Winklevosses.

In 2007, Massachusetts Judge Douglas P. Woodlock called their allegations "tissue thin." Referring to the agreement that Mark had allegedly breached, Woodlock also wrote, "Dorm room chit-chat does not make a contract." A year later, the end finally seemed in sight: a judge ruled against Facebook's move to dismiss the case. Shortly thereafter, the parties agreed to settle.

After Facebook announced the settlement, but before the settlement was finalized, lawyers for the Winklevosses suggested that the hard drive from Mark Zuckerberg's computer at Harvard might contain evidence of Mark's fraud. Specifically, they suggested that the hard drive included some damning instant messages and emails.

The judge in the case refused to look at the hard drive and instead deferred to another judge who went on to approve the settlement. But, naturally, the possibility that the hard drive contained additional evidence set inquiring minds wondering what those emails and IMs revealed. Specifically, it set inquiring minds wondering again whether Mark had, in fact, stolen the Winklevoss's idea, screwed them over, and then ridden off into the sunset with Facebook.

**2.2.2 Examining the various categories of social networking sites.**

According to Wikipedia, the main social networks are those that contain categories places (such as former school year or classmates), means to connect with friends (usually with self- description pages), and a recommendation systems linked to trust. In Hudon’s (2011) view, social networks and to niche social networks, General social networks are another types of social networks and to corroborate this Chris (2010) opined that some social networking websites such as Facebook, fall in the “general, category, they accommodate folks of all interest and backgrounds of this type of social networking websites. Members can after includes their interest…and then locate members with similar interests by searching for keywords and key phrases. The main purposes of general social networking networks is to serve as a special platform where people can reunite with old friends; stay connected with current ones, and even make new acquaintances (pp.235).

Social networking sites can also be classified based on people’s areas of interest. Harson (2009) stresses that other social networking sites have tight, niche focuses, and cater for specific group of people. Social networking websites can revolve around sports, dating, culture, hobbies, ethnicity, education, romance, entrepreneurship and more. (pp.442).

In addition, social network can be categorized based on ownership of the websites and they are founded to achieve some specific goals which are determined by the owners. In view of this, Wikipedia (2011) documents that:… The major social networking sites include academic.edu, Asian Avenue, Ahtlinks, Audiomated, Black planet, Blogster. Blot.com, Catemom, Care2, Cellufun, Daily booth, Dol 12 Day, Explore, Facebook face party, Face.com, Flister, Friends, Friendster, Gather.com, Google Buzz, Linkedln, MEET, in my space, Netlog, Orku, Pingsta, Twitter, Yoruneo, Xing (pp.253)

The most recently added social network is 2go. It is a mobile social network founded by a South African, Michaelgan in 2008.

Also social networks can be classified based on formats. These formats have to do with the extent to which they incorporate new information and communication tools. Schrader (2009) contributes by asserting that types of social networking sites. Forums-forums are typically comprised of people with similar interest. Blogs-originally called web-logs, these person journals still exit while others blogs discuss a particular niche or interest. Micro-Blogging-similar to blogs, this is a micro-journal of what is happening right now. Multimedia sharing social networking site are known for sharing information, in this case, photo. . . .video sharing-you tube is the video sharing site that almost everyone has seen.. . .professional networking allows people to connect with people and, by this connection, meet professionals that person knows. Social- social networking sites are about being social, so there are site purely for allowing users to stay in touch with people whom they know. (pp.1 63).

Jason (2010) sums it up by asserting that “social networking sites are classified based on the nature of their communities. “In his own eyes, these network include social news, social measuring, micro blogging, social Q&A, video, sharing, photo sharing, professional networks, niche communities, social E-mail, comment communities, broadcasting communities, blog networks, product-based, networks, presentation sharing and review and recommendation sites.

**2.2.3 The Purposes of Using Facebook**

**Connecting with Customers**

A business cannot create a profile on Facebook; instead, a business communicates with the public through a business page, which is typically an offshoot of the personal Timeline of the company's owner or manager. Business pages work a bit differently than profiles. When a customer "Likes" a page, he receives page updates in his news feed, which he can then share with his friends. He can also post on the business page -- if the page administer allows posts -- and send a private message to the administrator. With a presence on Facebook, organizations can connect directly with their customers and answer questions they may have. Facebook's social status may also potentially increase the business's likability factor.

**Branding and Marketing**

Facebook can reinforce your website and business brand. Just having a Facebook presence and participating in conversations can spread your brand recognition. Post useful or intriguing content on your page -- content that people will share -- for cheap brand marketing. People on networks respond better to this soft sell than to a hard marketing sell.

Businesses with products or services to market can create coupon offers to distribute through their business page's network. Facebook also offers a paid "promotion" option, which positions an update in a prominent position in a follower's news feed for a specific amount of time instead of letting it fade when other news feed updates appear. With Facebook ads, you can specifically target your audience and promote your brand or service.

**Networking with Other Businesses**

Business pages cannot comment on or interact with personal profiles. They can, however, interact with other pages, which puts them in contact with other businesses. Using this option, you can form mutually beneficial relationships with related businesses all over the country and the world. When you establish a relationship, you can cross-promote one another's services or products and share ideas.

**Communication Within an Organization**

Depending on the social networking expertise of your employees and the size of your business, Facebook's groups option may provide an effective interface for communication and collaboration within the company. Groups have a message board format conducive to conversations among small groups of people who share a common interest. To participate in a Facebook group, each member must have a personal Facebook profile. The privacy options for groups are different from those for pages. In addition to an open group, which everyone on the Internet can see, you can choose closed and secret groups, which keep conversations hidden and -- in the latter option -- keeps the existence of the group secret.

**2.2.4 The Benefits of Using Social Networking Sites**

Social networking sites can be a great way to make connections with people with related interests and goals, like a virtual meeting place where friends hang out. There is evidence of a broad range of benefits to students or users associated with the use of social networking sites.

There are just some of the several positive things that have contributed to social networking popularity among scholars because they can discuss different topics, share information and exchange files and pictures. However, the study carried out by Konetes and McKeague (2011) came up with certain revelations about the use of the social networking sites especially Facebook. The research reported that, “students are using Facebook and other channels to develop their identities, beliefs and stances on various issues such as politics, religion, and work, as well as pioneer and develop intimate relationships.”

In support of the benefits that social network has on interactions among students and teachers, Wikipedia documented that: Social networks focused on supporting relations between teachers and students, are now used for learning, educators, professional development and content. Ming for teachers, learn central, teachers-street and other sites are being built to foster relationships that educational blogs, e-portfolios, formats and adhoc communities, as well as communication such as chats, discussion threats, and synchs nous for a, these sites also have content sharing and rating features.

Also Brennan (2001) and Notle (2010) noted that social networking helps in the school and universities to leverage and complement formal education activities and enhance learning outcomes. In other words, social networking can provide opportunities for new relationships as well as strengthening existing relationships. These are some breakdown of benefits of using social networking sites.

Joseph Barker (2013) noted that facebook offers plenty of opportunities for learning and interactivity and it is not too hard to see how students and it users benefits from using facebook. Joseph said that they are learning and adapting to the world using a relatively new form of communication. He went further to discuss the following benefits of using social networking as:

**Web engagement:** Students use social networking sites day in day out to interact with their peers and even teachers about class-related subjects. In a word where online engagement is important for businesses, these students are becoming experts at developing a sense of internet presence. Not only do they know how to interact with others on the internet, they know how to use basic and even complex functions in order to do so.

**Informal knowledge and skill:** Social networking sites can facilitate learning and skill development outside formal learning environments by supporting peer-to-peer learning of knowledge and skills collaboration and diverse cultural expressions. Also, Nottey (2007) reviewed that because of personalization involved, social networking sites can be particularly important learning interests and needs such as online marketing.

**Education:** According to Brennan (2001) and Notley (2010), social networking helps in schools and universities programmers. Such social networking sites e.g., blogs help to leverage or complement formal education activities and enhancing outcomes. While learning frameworks are now integrated into most educational setting; the use of SNS is less comprehensively utilized. (Notley, 2009) noted that “access to social networking sites varies according to state and educational levels, with some states banning accessing to social networking sites services together”. SNS is also being used to extent opportunities for formal learning across geographical contexts. For example, within the linking latitudes program established by Tasmania’s Sacred Heart School and pularumpi school on Melville Island, learners from both schools use instant messaging and Skype to share information about their cultures and work, collaboratively. It is important to note the educational benefits of SNS are not experienced equally by all young people. Certain groups of learners, such as indigenous young people, those from low socioeconomic backgrounds and those living in remote areas, face persistent challenges of internet access and literacy (MCEETYA 2006; ABC, 2007; The Smith Family, 2008; ACMA 2009). Maximizing the benefits of SNS for these groups specifically requires addressing access and digital literacy. That is why (Banchard et al 2007) noted that “yet where access and skills are promoted, SNS and facebook can enhances the interactions of marginalized young people with their teachers and increase their confidence in educational activities.

Furthermore, as for informal knowledge and skills; social networking services can facilitate learning and skills development outside formal learning environments by supporting peer-to-peer learning of knowledge and skills, collaboration, diverse cultural expression; the development of the skills valued in the modern workplace, and a more empowered conception of citizenship(Ito et al,2006; Jenkins,2007). The knowledge and skill young people are learning through SNSs are directly relevant to the ‘participatory web’ in which ‘user generated content is now integral in a rapidly developing online business model that capitalizes on the social networks, creativity and knowledge of its user; and this means that this has led some to claim that the learning enabled via facebook will have a direct bearing on their economic futures. Although it cannot be pressured that daily use of technology outside of formal education contexts translates into meaningful use for learning. SNS will provide the most benefit in terms of learning when there is integration of social networking users in educational settings and their everyday lives. (Kennedy*,et.al*.2008).

**2.2.5 Individual Identity and Self-Expression**

Boyd (2007) noted that “SNS are increasingly important for the expression of identity. This articulation is not merely narcissistic but supports critical peer-based sociality. Because SNS are essentially flexible and designed to promote individual customization” Vaitysoon (2010) used SNS to experiment as well as find legitimacy for their political, ethical, cultural or sexual identity (Colernan & Rowe,2005, Montgomery *et al* 2004Hillier & Harrison, 2007). SNS can also reinforce parts of their identity such as ethnicity or cultural background. Blanchard *et al.* (2008) particularly its important for people with chronic illness, newly-arrived migrates and minority ethnic groups (Stephens —Reicher, *et al* 2010).

Social networking sites can provide users with a space to work out identity and status, make sense of cultural cues and negotiate public life. Boyd (2007). Citing part of the results of the studies carried out by Greenhow, Robelia & Hughes in 2009; Konetes and Mckeagu (201 1), stated that self-esteem, personal validation and value are positively affected by the use of Facebook for many users especially those who have a low self- worth. Among SNSs, Facebook in particular has been found to increase user’s sense of personal belonging. Also, this sense of personal belonging has in and of itself been positively correlated with academic performance.

**2.2.6 Strengthening Interpersonal Relationships**

Having positive interpersonal relationships is an important predictor of well-being (Hartup & Stevens, 1999) and can buffer individuals from many of the key stressors that characterize the transition from childhood to adulthood (Bukowski. 2001: Hartup, 2000). Social networking generally, has been found to strengthen individual interpersonal relationships (Valentine & Holloway, 2002; ACMA 2009: Valkerburg & Peter, 2006). Email, instant messaging and social networking can address new barriers people may face to forming and maintaining public places together, limited transport to get there, and time free to structured activities such as school and sports.

To summarize the benefits of social networking, from the views of Joseph Barker (2013), and Philippa Collin, Raphilly Ingred Richardson, Amanda Third (2010) the social networking is becoming a vital part of everyday business, providing endless potential which can be of benefit to students in their academic performance and daily activities in a variety of ways as outlined above. If anyone does not currently have an account with the social networking site, that person is missing out on the increased communication on offer.

**2.2.7 Dangers Associated in Using Facebook**

Facebook claims that it has 400 million users. But are they well-protected from prying eyes, scammers, and unwanted marketers?

Not according to Joan Goodchild, senior editor of [CSO (Chief Security Officer) Online](http://www.csoonline.com).

She says your privacy may be at far greater risk of being violated than you know, when you log onto the social-networking site, due to [security gaffes or marketing efforts](https://www.cnet.com/news/understanding-facebooks-privacy-aftershocks/) by the company.

Facebook came under fire this past week, when 15 privacy and consumer protection organizations filed a [complaint with the Federal Trade Commission](https://www.cnet.com/news/facebooks-impending-fight-with-d-c-faq/), charging that the site, among other things, manipulates privacy settings to make users' personal information available for commercial use. Also, some Facebook users found their private chats accessible to everyone on their contact list--a major security breach that's left a lot of people wondering just how secure the site is.

On "The Early Show on Saturday Morning," Goodchild spotlighted five dangers she says Facebook users expose themselves to, probably without being aware of them:

1. Your information is being shared with third parties
2. Privacy settings revert to a less safe default mode after each redesign
3. Facebook ads may contain malware
4. Your real friends unknowingly make you vulnerable
5. Scammers are creating fake profiles

Below is an edited transcript of the interview.

**Is Facebook a secure platform to communicate with your friends?**   
Here's the thing: Facebook is one of the most popular sites in the world. Security holes are being found on a regular basis. It is not as inherently secure as people think it is, when they log on every day.

Certainly, there are growing pains. Facebook is considered a young company, and it has been around a few years now. It is continuing to figure this out. They are so young, they are still trying to figure out how they are going to make money. It is hard to compare this to others; we have never had this phenomenon before in the way [so many] people are communicating with each other--only e-mail comes close.

The potential for crime is real. According to the [Internet Crime Complaint Center](http://www.ic3.gov), victims of Internet-related crimes lost $559 million in 2009. That was up 110 percent from the previous year. If you're not careful using Facebook, you are looking at the potential for identity theft, or possibly even something like assault, if you share information with a dangerous person you think is actually a "friend." One [British police agency](https://www.cnet.com/news/compromise-between-facebook-u-k-police-agency/) recently reported that the number of crimes it has responded to in the last year involving Facebook climbed 346 percent. These are real threats.

Lately, it seems a week doesn't go by without some news about a Facebook-related security problem. Earlier this week, TechCrunch discovered a security hole that [made it possible for users to read their friends' private chats](https://www.cnet.com/news/privacy-bug-causes-facebook-to-disable-chat/). Facebook has since patched it, but who knows how long that flaw existed? Some speculate it may have been that way for years.

Last month, researchers at VeriSign's iDefense group discovered that a [hacker was selling Facebook usernames and passwords](http://www.zdnet.co.uk/news/security-threats/2010/04/23/idefense-15-million-facebook-accounts-for-sale-40088751/) in an underground hacker forum. It was estimated that he had about 1.5 million accounts--and was selling them for between $25 and $45.

And the site is constantly under attack from hackers trying to spam these 400 million users, or harvest their data, or run other scams. Certainly, there is a lot of criticism in the security community of Facebook's handling of security. Perhaps the most frustrating thing is that the company rarely responds to inquiries.

**Do people really have privacy on Facebook?**   
No. There are all kinds of ways third parties can access information about you. For instance, you may not realize that, when you are playing the popular games on Facebook, [such as FarmVille](https://www.cnet.com/news/zynga-no-were-not-charging-for-farmville/), or take those popular quizzes--every time you do that, you authorize an application to be downloaded to your profile that gives information to third parties about you that you have never signed off on.

**Does Facebook share info about users with third parties through things such as** [**Open Graph**](https://www.cnet.com/news/facebook-f8-one-graph-to-rule-them-all/)**?**   
Open Graph is a new concept for Facebook, which unveiled it [last month at its F8 conference](https://www.cnet.com/news/what-facebooks-latest-means-for-the-web/). It actually is basically a way to share the information in your profile with all kinds of third parties, such as advertisers, so they can have a better idea of your interests and what you are discussing, so Facebook can--as portrayed--"make it a more personal experience."

**The theory behind Open Graph--even if it has not implemented it--is its whole business model, isn't it?**   
That is the business model--Facebook is trying to get you to share as much information as possible so it can monetize it by sharing it with advertisers.

**Isn't it in Facebook's best interest to get you to share as much info as possible?**   
It absolutely is. Facebook's mission is to get you to share as much information as it can so it can share it with advertisers. As it looks now, the more info you share, the more money it is going to make with advertisers.

**Isn't there also a security problem every time it redesigns the site?**   
Every time Facebook redesigns the site, which [usually] happens a few times a year, it puts your privacy settings back to a default in which, essentially, all of your information is made public. It is up to you, the user, to check the privacy settings and decide what you want to share and what you don't want to share.

Facebook does not [necessarily] notify you of the changes, and your privacy settings are set back to a public default. Many times, you may find out through friends. Facebook is not alerting you to these changes; it is just letting you know the site has been redesigned.

**Can your real friends on Facebook also can make you vulnerable?**   
Absolutely. Your security is only as good as your friend's security. If someone in your network of friends has a weak password, and his or her profile is hacked, he or she can now send you malware, for example.

There is a common scam called a 419 scam, in which someone hacks your profile and sends messages to your friends asking for money - claiming to be you--saying, "Hey, I was in London, I was mugged, please wire me money." People fall for it. People think their good friend needs help--and end up [wiring money to Nigeria](https://www.cnet.com/news/nigerian-scammers-hit-facebook/).

**A lot of Web sites we use display banner ads, but do we have to be wary of them on Facebook?**   
Absolutely: Facebook has not been able to screen all of its ads. It hasn't done a great job of vetting which ads are safe and which are not. As a result, you may get an ad in your profile when you are browsing around one day that has malicious code in it. In fact, last month, there was an [ad with malware](https://www.cnet.com/news/ads-to-blame-for-malware-in-facebooks-farm-town/) that asked people to download antivirus software that was actually a virus.

**Is too big a network of friends dangerous?**   
You know people with a lot of friends--500, 1,000 friends on Facebook? What is the likelihood they are all real? There was a study in 2008 that [concluded that 40 percent of all Facebook profiles are fake](http://www.v3.co.uk/vnunet/news/2227649/facebook-flooded-fake-profiles). They have been set up by bots or impostors. (Wikkipedia 2011).

**2.2.8 Strategies for Ameliorating the Dangers of Social Networking Especially Facebook.**

Several authors have suggested many strategies for the amelioration of the danger of social networking especially Facebook. According to SANs, N.D. (2009) reviewed the threat from insufficient authentication controls could be mitigated by the password security portion of an organization security policy. In many facebook applications of data is distributed in various locations. So, password security would help offset these risks. Password security is a crucial part of a recommended security policy. Good password security would make it much harder for an attacker to gain access to a protected account or database. Another important aspect of password policy is using strong password (SANs, n.d). Users should be taught to choose strong password that they can memorize without having to write them down on a sheet of paper near their computer, where they could be exposed. In a study by Acunetix, 42 percent of Hotmail accounts had poor passwords (Timm and Perez, (2010). There are well-known techniques for creating strong memorable passwords. For example, Byte interactive good passwords web sites (http://www.good passwords.com) assists in generating strong passwords, up to 60 characters in length that are aligned with the keys on a standard keyboard to assist in recall. Another application is password safe, available from http://source forge. Net/projects/password safe/ which enables a user to maintain an encrypted database of passwords on their computer or to generate secure passwords on request. To aid in memorization, users might also consider grouping passwords by category of sites or application. For example, a strong core password might be reused but with variations in beginning or ending characters.

On the other hands, Timm & Perez (2010) suggest that users should be aware of phishing attacks. Timm & Perez noted that in social networking sites, users are often quit to accept messages purporting to be from friends or acquaintances at face value without validation. Such messages often have enticing subject lines or contents leading users to perform actions desired by the attacker, such as opening attachments or running applications. Timm & Perez (2010) reviewed that in order to avoid disclosing information to an imposter users, should follow some prudent practices when communicating on social networking sites. Primarily, users should exercise basic caution when communicating and sharing information with online friends. Similarly, Rosman (2009) noted, that security in social networking sites starts with knowing whom one is communicating. Many people have friends and following online, but do not really know who their online friends are or whether they are even whom their claim to be. It is relatively easy for an attacker to impersonate someone in a facebook sites for financial gain.

Furthermore, users should also carefully control what information they post on social networking sites accounts and to whom this information is made available to. Even if users try to protect their privacy by restricting the visibility of their personal information and posts, social networking sites should be cautions of what they post in facebook sites, for example, in 2009 Facebook changed its items of service to allow users to retain archived copies of user content, even if the user had removed the content from their profile (Wikipedia, 2011).

**2.3 Empirical of Related Studies**

**Exploring the patterns of Social Networking use among Business Students in Malaysia.**

Ahmed & Faridahwati (2015**),** This core objective of this study is to explore the patterns of facebook use among Business Students in Malaysia. The study revealed that since facebook is started, it has been a subject that attracts much scholarly attention. According to them, one group of users that has been increasingly focused on facebook. This is because they represent an age group, which according to a survey conducted by the Pew Research Centre, is the biggest group in the USA that use facebook, with Facebook being the most popular facebook sites (Duggan *et al.* 2015). The survey also reported that 58% of them have Facebook, 23% Linkedln 22% Pinterest, 21% Instagram, and 19% Twitter. Junco *et al*. (2011) reported in his study that 58% of students at a large research university in the USA had accounts on Facebook. Other common sites among the students in their study included MySpace and Twitter.

**The Use of Facebook as a Tool for Learning Purposes.**

Caraher & Braselman (2010),The aim of this study was to access the use of facebook as a tool for learning purposes. The researcher surveyed more than 1,000 college students in the US. They found that more than half of the students used facebook especially Facebook, as an educational tool to enable real-time dialogue, collaboration and content is sharing with classmates.

Specifically, they observed that 64% of them used facebook to connect to classmates to study or work on assignments at least several times per months, 41% to study or work on class assignment at least several times per month, and 27% to connect with faculty to study or work on class assignment, at least several times per month.

Madge et al. (2009),The aim of this study is to examine to what extent Facebook helps British first year undergraduate university students socially into the university life. Using a qualitative technique in which in-depth interviews were conducted, they found that the students felt that Facebook was used most importantly for social reasons, such as, contacting friends about social events, and not for academic purposes especially when it comes to contacting their teachers or tutors.

The study also showed that Facebook was mainly used by the students to help them settle into their university life. They also observed that as the students became more adjusted to the university life, the use of Facebook for informal learning purposes (defined as student-to-student interactions about academic work-related matters that do not involves teachers) increased. That is, more students began to use Facebook for contacting other students to organize group meeting for projects work, for revision and for coursework queries

The equally revealed that 43% of students interviewed strongly remarked that Facebook was a SNS and not a tool for academic work, when asked if there were any ways they thought Facebook could be utilized to enhance teaching and learning. As indicated by one of the interviewers,’ Facebook is a social networking site and the ultimate tool for procrastination, and whilst the social side of university is important and it can help build and sustain bonds between people, asking people to go on it for educational purposes is essentially giving them a green light to NOT do work…(p. 149).

The study found out that 1,715 university students aged between 18 and 29 have joined or used Facebook groups, including information acquisition about campus/community, entertainment/recreation, social interaction with friends and family, and peer pressure/self- satisfaction.

The study revealed that socializing explained almost 31% of the variance in reasons for participating in Facebook9roups. The study also stated that when Facebook was used for more interpersonal reasons, academic achievement would suffer because students in her study did not have the necessary time management skills, suggesting that her 1052 participants in Taiwan were using Facebook more for social purposes rather than for learning purposes.

Jahan & Ahmed (2012),In a study of university student in Bangladesh, the researchers found out that many students used several facebook simultaneously.

The researchers in this study asked students in one large university in Bangladesh to indicate their likelihood of participating in course-related social network activities on a seven point scale. They found that the students were more likely to use social networking sites to communicate with other students in the class, followed by viewing the course schedules, joining a SNS group for students in the course, accessing course notes and other materials, and using online discussion that included only students.

**2.4 Theoretical Framework**

The theoretical foundation of this study was based on the following theories

Media Systems Dependency Theory

Uses and Gratification Theory

**Media Systems Dependency Theory**

This study was anchored on two theories namely Media Systems Dependency (MSD) theory and Uses and Gratifications theory. The media systems dependency theory was first proposed by Sandra Ball-Rokeach and Melivin Defleur in 1976, consists of a complex system in which the media, individuals, their personal environment. According to Baran and Davies (2009), media system dependency theory assumes that the more a person depends on having his or her needs met by media use, the more important will be the role that the media play in the person’s life, and therefore, the more influence the media will have on the person. People turn to the media to communicate or make sense of what is happening, as the world becomes complex. Little-John (2002) also explained that people will become more dependent on the media that meet a number of their needs than on the media that touch only a few needs. The more an individual relies on the media for the expression of thought and sharing of ideas, the more that individual is influenced by the media.

**Uses and Gratification Theory**

The uses and gratifications theory which stresses how and why the audiences use the media, Klapper (1963) as cited by Haridakis & Hanson (2009). Also, expatiating on the theory, McQuail (2010) has it that “the central question posed is: why do people use media, and do they use them for? He further posits that: Functionalist sociology Wright, (1974) viewed the media as serving the various needs of the society -e.g. for cohesion, cultural continuity, social control and a large circulation of public information of all kinds. This, in turns, that individuals also use media for related purposes such as personal guidance, relaxation, adjustment, information and identity formation. The theory recognizes and maintains that the audience has various needs that prompt themselves to any media or media content. Therefore focal point is that the theory is of the notion that there are distinct benefits the media messages consumers envisage to get from any medium they would expose themselves to. Once the medium does not deliver to the people those purposes, needs and or benefits they anticipate from the organ, the tendency is that they (audience) may desert the very channel or content that does not satisfy them. The implication of this is that the media audience is not an ‘idle’ spectator that swallows what the media offers, hook line and sinker. Failure of a medium to satisfy the audience’s basic desire regularly will give them room for searching for another medium.

In linking these two theories together, in as much as the media dependency theory postulates that the more a person depends on having his or her needs met by media use, the more important will be the role that the media play in the person’s life, and therefore, the more influence the media will have on the person. The uses and gratification theory stipulates that students depends on a particular medium (facebook) because of the gratification they want to get from it.

**2.5 Summary of Literature**

From the plethora of literature examined, what continues to emerge is the notion of facebook as an evolving era of study especially with regard to academic activities. It becomes obvious that limited amount of study that focus on student usage pattern of facebook especially during school hours have been done. This obvious gap is also almost prominent in developing society like such as Nigeria where the probation, usage and access is not quite as high as we have in other countries, necessitating the need for this study.

Most research studies have also not concentrated on student’s use of facebook in a formal academic setting. The use of facebook in previous studies have rather demonstrated student usage pattern of facebook for information purposes only or how it is used outside school period and other types of engagements and communication, thus signaling the need to find out whether beyond their obvious use of the facebook for social engagement and academic purposes outside the school hours, do they use it within the school period such as lecturers, And whether such engagements helps in boosting their academic performances in all.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

**3.1 Introduction**

This chapter shall discuss the research design, population of the study, sampling techniques/ sample size, description of research instrument, validity and reliability of the instrument used. This chapter will also discuss the method of data collection and method of analyzing data collected.

**3.2 Research Design**

According to the business dictionary (2018) research design could be defined as a detailed outline of how an investigation will take place. It would typically include how the data is collected, what instrument is used and how it will be used to analyze the collected data.

The survey method was adopted for this study collecting samples from a population, so as to be able to examine the data collected and interaction of the phenomenon in this study.

Survey research is defined as a collection of information from a sample of individual through their responses to question. This type of research allows for a variety of methods to recruit participants, collect data and utilize various methods of instrument (Check& Schutt, 2012.

**3.3 Population of the Study**

Population has to deal with the number of people found in a given area of study. The population of this study is derived from the population of undergraduate students found in Godfrey Okoye University (Go- Uni). The total number of undergraduate students in Go –Uni is a total number of 2,222.

**3.4 Sample Size**

According to Wimmer and Dominick (1987) sample is a subset of the population that is taken to be representative of the entire population.

To determine the sample size for this study, Taro Yamani formula was adopted.



Where, n = Desired sample size

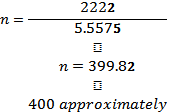
N = The entire population

e = level of significance or limit of tolerable error assumed to be 5% or 0.5

1 = Unit, a constant figure.

Where n is the population 2,222 and the error is 0.5.

Therefore:



Therefore, n = 400 (desired sample size)

**3.5 Sample** **Technique**

This study adopted multi stage sampling technique. Multi – stage sampling technique according to Obayi et al (2016) is a type of sampling technique that requires the use of more stages in the sampling procedure.

Stage1: Using simple random sampling, Godfrey Okoye University Enugu was selected in Enugu metropolis.

Stage2: Two faculties were selected from the universities using simple random sampling, and in each faculty, two departments were selected using ballot system.

Stage 3: In this stage, the students from each department were selected using convenience sampling technique.

**3.6 Description of Research Instrument.**

The measuring instrument used in collecting data is questionnaire. The questionnaire would cover two sections: the demographic and psychographic section. The demographic section focused on information about the bio-data of the respondents, while the psychographic section focused on the research questions. The measuring instrument being the questionnaire consists of closed ended questions.

**3.7 Validity and Reliability of Data Gathering Instruments**

Validity means that the test or instruments is accurately measuring what it is suppose to measure, to check the validity of the research instruments, a copy of the instrument was given to the project supervisor who checked it for validity and made necessary corrections.

To check for student o f Go Uni were randomly selected and administered thequestionnaire to checkif the instrument would be reliable to generate the kind of data expected.

**3.8 Method of Data Collection**

A total of 400 copies of the questionnaire were distributed to the respondents from Godfrey Okoye University. It was shared face to face and was collected by hand.

**3.9 Method of Data Analysis**

The data collected was analyze and interpreted with the use of tables, percentages. The analysis was organized in such a way as to provide answers to this research questions generated for this study, one after the other in a sequential other.

**CHAPTER FOUR**

**DATA PRESENTATION AND ANALYSIS**

**4.1 Introduction**

In this chapter, the data and information generated through the distribution of well structured questionnaire will be analyzed. The data is analyzed with various statistical instruments like frequencies and percentages.

**4.2 Analysis of Data**

**4.2.1 Questionnaire Distribution and Return Rate**

|  |  |  |
| --- | --- | --- |
| **Questionnaires distributed** | **Questionnaire Returned** | **Return Rate (%)** |
| 400 | 380 | 95% |

**Source: Field Survey, 2018.**

During the course of this survey study, 400 questionnaires were distributed to the respective respondents adopting the random sampling technique. Out of the 400 questionnaires administered to the respondents, 380 were returned and filled validly. The response rate was ascertained to be 95% which is considered high and acceptable.

**Table 2: Age of the Respondents**

|  |  |  |
| --- | --- | --- |
| Respondents | Frequency | Percentage |
| 16 – 20 years | 100 | 26.3% |
| 21 – 25 years | 120 | 31.6% |
| 26 – 30 years | 100 | 26.3% |
| 30 and above | 60 | 15.8% |
| Total | 380 | 100% |

From the Age table, it can be deduced that 26.3% of the respondents fall into the age category of 16-20 years, 31.6% fall into the age category of 21-25 years, 26.3% fell under the age category of 26 – 30 years, and 15.8% fell into the age category of 30 years and above. It can be deduced from the age table that majority of the respondents fell into the age category of 21-25 years which represents the adults.

**Table 3:** **Students Level**

|  |  |  |
| --- | --- | --- |
| Respondents level | Frequency | Percentage |
| 100 level | 120 | 31.6% |
| 200 level | 120 | 31.6% |
| 300 level | 100 | 26.3% |
| 400 level | 40 | 10.5% |
| Total | 380 | 100% |

From the above table, it can be deduced that 31.6% respondents fell under the category of 100 and 200 levels respectively, while 26.3% fell under 300 level, and finally, 10.5% respondents fell under 400 level. It is therefore seen that 100 and 200 level has the greater percentage users.

SECTION B

**Table 4:** To determine whether students have internet enabling devices or have access to internet

|  |  |  |  |
| --- | --- | --- | --- |
| **ITEM** | **RESPONSES** | **YES** | **NO** |
| 5 | Do you own/have access to Internet enabling devices? | 380 | 0 |
|  | **TOTAL** | 380 | 0 |
|  | **PERCENTAGE** | **100%** | **0%** |

From the table above, it was ascertained that 100% of the students have internet enabling devices and also have access to steady internet, while 0% is without internet access.

**TABLE 5:** To determine whether the students are aware of various facebook platforms

|  |  |  |  |
| --- | --- | --- | --- |
| **ITEMS** | **RESPONSES** | **YES** | **NO** |
| 6 | Are you aware of the various facebook platforms that exist? | 380 | 0 |
|  | **Total** | 760 | 0 |
|  | **Percentage** | **100%** | **0%** |

The respondents were queried on whether they own or have internet enabling device, as well as whether they are aware of various facebook platforms that exists, 100% answered Yes while 0% answered No. this implies that 100% of the respondents have internet enabling devices and uses them on facebook.

**Table 6:** What category of facebook is used frequently

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ITEM** | **RESPONSES** | **Facebook** | **Twitter** | **Instagram** | **Whatsapp** | **Total** |
| 7 | which category of facebook do you use? | 300 | 10 | 40 | 30 | 380 |
|  | **Percentage** | **78.9%** | **2.7%** | **10.5%** | **7.9%** | **100%** |

The above responses indicated that, 78.9% of the respondents’ uses facebook and 7.9% respondents’ uses whatsapp, while 2.7% of the respondents use twitter, and finally 10.5% of the respondents uses instagram.

**Table 7:** How often do students use facebook?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ITEM** | **RESPONSES** | **VERY OFTEN** | **RARELY** | **Total** |
| 8 | How often do you use it? | 300 | 80 | 380 |
|  | **Percentage** | **78.9%** | **21.1 %** | **100%** |

The above table shows that 78.9 respondents uses the facebook very often, while 21.1% of the respondents’ uses facebook rarely. This shows that the greater number of the respondents often uses facebook.

**Table 8:** To what extent do students use facebook for interaction/academic purposes?

|  |  |  |  |
| --- | --- | --- | --- |
| **ITEM** | **RESPONSES** | **LARGE EXTENT** | **SMALL EXTENT** |
| 9 | To what extent do facebook influence you in your academics? | 280 | 100 |
| 10 | To what extent do facebook influence you in your relationship with others? | 200 | 180 |
|  | **Total** | 480 | 280 |
|  | **Percentage** | **63.2%** | **36.8%** |

From the above responses, 63.2% of the responses show that facebook influence the respondents to a large extent, while 36.8% of the respondents indicated that facebook influences them to a small extent.

**Table 9:** What factor could usually propel students to make use of facebook during academic periods?

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ITEM** | **RESPONSES** | **Boredom** | **Laziness** | **Fun** | **Addiction** | **Total** |
| 11 | These factors usually leads you to make use of facebook during your academic periods, such as | 40 | 40 | 290 | 10 | 380 |
|  | **Percentage** | **10.5%** | **10.5%** | **76.3 %** | **2.6%** | **100%** |

The responses above shows that 76.3% of the respondents use facebook during academic periods because of fun, 10.5% use facebook during academic periods because of laziness and boredom respectively, while 2.6% of the respondents uses facebook during academic periods simply as addiction.

**Table 10:** What activities do students mostly use the new media to perform?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ITEM** | **RESPONSES** | **Academic Purpose** | **Social Interactions** | **Total** |
| 12 | Which activity engages you to make use of facebook? | 130 | 250 | 380 |
|  | **Percentage** | **34.2%** | **65.8%** | **100%** |

From the above table, the researcher ascertained that 65.8% of the respondents use facebook mostly for social interaction, while 34.2% of the respondents use facebook for academic purposes.

**4.3 Discussion of Results**

This research has been able to carry out an empirical study on students’ use of facebook to know if they use them for social interaction or for academic purposes. Findings from this research reveals that students own and have access to internet enabling devices, tat they are also aware of various facebook platforms, use the facebook to a large extent for social interaction, which is used mostly for fun and increases their social interaction. and this to a very large extent affects their academics, it was also observed that there are some factors which propels the use of facebook such as boredom, laziness, fun and addiction. This makes them use it for more social than academic purpose.

**CHAPTER FIVE**

**5.0 SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 Introduction**

The main thrust of this chapter is to discuss the summary of the research, the findings, policy recommendations and conclusion drawn. In essence, this research discusses the summary of the undertaken study, findings of the research and recommendations and conclusion extracted in the light of the findings.

**5.2 Summary of Findings**

The primary essence of the research is to carry out an empirical study to analyze students’ use of facebook to know if they use them for social interaction or for academic purposes. The survey design was adopted and the tables and frequency/percentages analysis was adopted to analyze the demographic and substantive issues contained in the questionnaire instrument. Major findings of the research were given as follows:

1. Facebook has influenced students in their academics to a large extent.
2. The major effects of facebook is that students often do use them very often to the detriment of their academics.
3. Facebook has influenced students in their relationships with others.
4. These factors usually lead students to make use of facebook during their academic periods, such as boredom, laziness, fun, addiction.
5. The activity that engages students to make use of facebook is for social interaction and not for academic purpose,

**5.3 Conclusion**

This research has been able to x-ray empirically students’ use of facebook to know if they use them for social interaction or for academic purposes. Based on the findings of the study, it can be concluded that students use facebook for social interaction other than for academic purposes in Godfrey Okoye University. Enugu.

**5.4 Recommendations**

In the light of the above findings of the research, the following recommendations are proffered:

1. Restrictions should be made on the students’ use of facebook in classes in tertiary institutions and other institutions of learning.
2. Punishment should be given to students found using facebook during academic periods.
3. Appropriate use of facebook for academic purposes should be taught at all levels of educational institutions to avoid misuse of the facebook platforms.
4. Restrictions should be made on how often students access the internet towards its misuse.

**5.5 Area for Further Research**

This study is focused on ascertaining students’ use of other facebook platform to know if they use them for social interaction or for academic purposes. No research is on its own exhaustible, the researcher therefore suggests that further studies should be carried out in other schools to ascertain the effectiveness of this research. Furthermore, the researcher also suggests that further studies be done on the students’ use of the facebook to know if they use them for other purposes.

**REFERENCES**

Adnan,H.M, & Mavi, S.R, 2012,bridging social capital on facebook as a platform: a case study of Malaysian college students”, Asian social science, vol.11,no.15,pp,1-9.

Agichtein W. (2008) “Emerging Consumption Patterns Among Young People of Countries”media international Australia, 126,145-154.

Aladi D. (2010) “ use of internet and conventional media among young people” Journal of technology management and innovation.3(4),pp,84-89.

A-rahmi, W.M, Othman, M.S, & Musa, M.A 2014,,, the improvement of students” academic performance by using facebook through collaborative learning in Malaysian higher education”, Asian social sciences,vol.10,no.8,pp.210-221.

Eze Amaka, (2012) the use of social networking sites among the undergraduates’’ university journal of international law and jurisprudence – vol 3 107-110

Anim ,E.(2007).The influence of geo-political affiliations on newspapers’ coverage of national issues. In international journal of communication: an interdisciplinary journal of communication.

Awake! “what should you know about social network?” (2012,February) awake, 3-9.

Awake,(2011 ,july).what should I know social network? part 1,pp.24.25.

Baker,Adam.(October,2009).phishing scams continue to plague facebook sites. Wise Bread. Retrieved April 22,2011,from world wide web.Http://www.wisebread.comphishing-scams-continue-to-plague-social-media-sites.

Ball-Rokeach, S.J. (1985).” The origins of individual media- system dependency: a sociological framework” communication research,4,485-510.Retrieved August 2016,from <Http://en.wikipedia.org/w/index.php?Title=media-> system-dependency theory & Oldid=46479890.

Ball-rokeach, S.J., Defleur, Model of mass-media effects. communication research,1,3-21.Retrieved August 2016 from <Http://en.wikipedia.org/w/index.php?Title=media> system-dependency-theory & Oldid=46479890

Baran, S.J.(2010).Introduction to mass communication: media literacy and culture(6th ed.),New York: McGraw-Hill.

Barbour, M.K, & Reeves, T.C 2009,,, the reality of virtual schools: a review of the literature,” computers and Education,vol.52,no.2,pp.402-416.

Barkhuus,I., & Tashivo, J. (2010).Student socialization in the age of facebook in proceedings of the twenty-eight annual sigchi conference on human factors in computing systems, Atlantis, USA, April 10-15,2010 (pp.133-142): <Http://cseweb.used.edu/barkhuus/harkhuus-chi2010,pdf>.

Bennett,s. January 2015,facebook usage in the Asia pacific: statistics& trends [infographics].available From:http://www.adweek.com/socialtimes/social-media-asia-pacific-stats/614053

Besley (2008).Cyberbullying: an emerging threat to the “always on” generation. In Canadian Teacher magazine,18-20.

Blanchard, M., Metcalf, A., Burns, J.M.(2007).Bridging the digital divide: creating opportunities for marginalized young people to get connected report for the inspire foundation and Orygen youth health research ,university of Melbourne.

Blanchard, M., Metcalf, A., Degney, J., Hermann,h. & Burns, J.M.(2008).Rethinking the Digital divide: finding from a study of marginalized young people’s information communication technology (ict)use. In youth studies Australia 27(4):35-42.

Boyd, D. & Ellison, M. (2007). “Social networking sites; definition, history and scholarship” Retrieved May,2016 from [http://jcmcindiana;edu/vol 13/issue/boyd.ellison.html](http://jcmcindiana;edu/vol%2013/issue/boyd.ellison.html).

Boyd, D.M., Ellison B.N.(2007),social networking sites: definition of history and scholarship: journal of computer-mediated communication,13 (1) (2007),pp.210-230.

Cacioppo, J.T., Fowler, J.H. & Christakis, N.A. (2009).”Sensitivity analysis contagion effects in social networks”. Sage journals,1552-8294.

Caraher, K, & Braselman, M. 2010. The 2010 21st-century campus report: campus 2.0.2010 Cdw governmental. Retrieved from <Http://webobjects.cdw.com/webobjects/media/pdf/newsroom/cdwg-21stcentury-campus-report-0710.pdf>

Coleman, S. & Rowe, C.(2005).Remixing citizenship: democracy and young people’s use of the internet a report for the carnage young people’s initiative.

Dominick, J.R.(2009).The dynamics of mass communication: media in the discourage.(10th Edition).New York: McGraw hill.

Duggan, M., Ellison, N.B., Lampe, C., Lenhart, A.,& Madden, M. 2015.Facebook update 2014.Retrieved from:http//www.pewinternet.org/2015/01/09/social-media-update-2014/

Ellison, N.B. (2007) Benefits of Facebook ‘friends’: Social capital and college students’ use of online social network sites: Journal of Computer Mediated Communication, 12(4) (2007).

Essoungou, A.M. (2011). *Nigeria’s April elections set new records in use of facebook.* Retrieved from: <http://nigerians> abroad live.com/Nigerians-April-of-social-media/.accessed on December 17,2011.

Fisher Dennis (May, 2011) Phishing, social networking attacks on the rise. Threat post. Retrieved July, 2016, from world wide web. <http://threatpost.com/enu/blogsphishing-social-network-attack-rise-05/2011>.

Folorunso, O. Vincent, R.O., Adekoya, A.F. &Adewal, O.O. (n.d). Diffusion of Innovation in Social networking sites among University students. *In International Journal of Computer Science and Security* (jess), 4() 3, pp. 361-372.

Garba Ibrahim (2011) Contemporary Media Usage Pattern Among Nigerian Youth: A critical analysis. *Nigerian Sociology Review*, 55(3).

Gross, E. (2004). Adolescent internet use: what we expect, what teens report. *In Journal of Applied Developmental Psychology* 25(6):633-649.

Hamat, A., Embi, M.A. & Abu Hassan, H. (2012), The use of social networking sites among Malaysian University Students, “*International Education Studies*. Vol 5, no. 3, pp. 56-66.

Harris, C.W. (2012), The uses of facebook technologies in hospitality curriculum on an experiential learning platform for a new generation of students, “*Asia Pacific Journal of Marketing and Logistics,* Vol 24, No. 5, Pp. 805-825.

Hartup, W.W. & Stevens, N. (1999). Friendships and adaption across the life span. *In current Direction in Psychological Science* 8(3):76-79.

Hillier, I. & Harrison, I. (2007). Building realities less limited than their own: young people practicing same sex attraction on the internet. *In sexualities: studies in culture and society* 10(1):82-100.

Hranstinki, S., & Aghaee, N.M. (2012). How are campus students using facebook to support their studies? An explorative interview study, “education and information technologies, Vol 17, No. 4, Pp. 4514464.

Ibidapo, C. (2014) “How teens use the facebook in Nigerian” the electronic library, 27(3). Pp. 238-248.

Ito, M., Okabe, D., & Matsuda, M. (2006). *Personal, portable, pedestrian, mit press, Massachusetts.*

Jahan, I. & Ahmed, S.Z. (2012). Students’ Perceptions of academic use of social networking sites: A survey of University students in Bangladesh, “*Information Development*, Vol 28, No. 3, Pp. 235-247.

Jason, R. (2006). “Types of social networking sites” retrieved June 12, 2011 from <http://onblogging-well.com/23types-of-social-networking-sites/>

Javed, M.W. & Bhatti, R. (2015). Usage of facebook by medical and dental students at Nishtar medical College, Multan, Pakistan, “*Journal of Hospital Librarianship*, Vol. 15, No. 1, 53-64.

Jenkins, H. (2007). Confronting the challenges of participatory culture: media education for the 21st century, Macarther Foundation, Chicago.

Johnson, K. Tanner, M., Lalla, N., & Kawalski, D. (2013). Social capital: the benefit of Facebook, friends”, “*Behavior and Information technology*, Vol. 32, No. 1, Pp. 24-36.

Junco, R., Heiberger, G., & Loken, E. (2011). The effect of twitter college student engagement and grades. “*Journal of Computer Assisted Learning*. Vol. 27. No. 1, pp. 24-36.

Junco, R. Heirberger, G., & Loken, E. (2011). The Effect of twitter college student engagement and grades, “*Journal of Computer Assisted Learning,* Vol. 32, No. 1, Pp. 24-36.

Kapla (2010) “The use of Facebook for Research and Analysis: A feasibility study” academic research international, 6(4), Pp. 105-133.

Kennedy, G.E., Judd, T.S., Churchward, A. & Bray, K. (2008). First year learners’ experiences with technology: are they really digital natives? *Australian Journal of Educational Technology*, Vol. 24, No. 1, Pp. 108-122.

Keyton, J. (2012). *Communication research:* Asking questions, finding answers. Boston: McGraw Hill Higher Education.

Lenhart, A., Purcell, L. Smith, A., & Zickuhr, K. (2010). Facebook and young adults: Pew internet and American life project. Retrieved April, 2016, from <http://www.pewinternet.org/reports/2010/social-media-and-young-adult.aspx>.

Madge, C., Meek, J., Wellens, J. & Hooley, T. (2009). Facebook, social integration and informal learning at University: It is more for socializing and taling to friends about work than for actually doing work, “Learning, media and technology, Vol 34, No. 22, Pp. 141-155. *Proceedings of the Asian Pacific Conference on Business and Social Sciences2015, Kuala Lumpur (in partnership with the Journal of Developing Areas)* ISBN 978-0-9925622-2-9-434.

Mahmood, Safdar & Gilani (2014) “Usage of Social networking sites and its effects on communication patterns of College Students” Young Consumers. 8(4), 244-256.

Maloney, S., Moss, A., & Ilic, D. (2014). Facebook in health professional education: A student perspective on user levels and prospective applications, “*Advances in Health Sciences Education*. Vol 19, No. 5, Pp. 687-697. Nunnally, JC (1978). Psychometric theory, McGraw-Hill, New York.

Notley, T.M. & Tacchi, J.A. (2005). Online youth networks: researching, the experiences of Peripheral” young people in using new media tool for creative participation and representation. In 3 media. *Journal of Community Citizen’s and Third Sector Media and Communication*, (1). Pp. 73-81.

Occd (2007). Participative web and user-created content: web 2.0, wikis & social networking a report for the oecd working part on the information economy & oeco directorate for Science, Technology and Industry.

Ojo, K.G. (2014). The Impact of Facebook on Children, Adolescents and Families. From the *Nigerian Academy of Pediatrics*, pp. 335-45.

Onomo, A.A., (2012, January 15). People Power, 15 facebook. The guardian, pp. 38 Perez Sarah, (February 2009). Top & Web 2.0 Security threats. Read write enterprise. Retrieved March 2016, from world wide web

<http://www.readwriteweb.com/enterprise/2009/top-9-web-20-security-threat.php>.

Panek, E. (2014). Left to their own devices: college students “guilty pleasure” media use and time management, “*Communication Research*, Vol. 41, No. 4, pp. 561-577.

Rosman, Katherine (August 2009). Sarah Palin’s Facebook alter-ego gets found out. *The Wall Street Journal*. Retrieved May, 2016 from world wide web. [http://blogs.wsj.com/speakeasy/2009/08/13 sarah-palins-facebook-alter-ego-gets-foundout/](http://blogs.wsj.com/speakeasy/2009/08/13%20sarah-palins-facebook-alter-ego-gets-foundout/)

Safko, L. (2010) The facebook bible. John Wiley & Sons, Hoboken, New Jersey.

Sharifah Sofiah, S.S., Omar, S.Z., Bolong, J. & Osman, MN (2011). Facebook addiction among female university students”, *Revista De AdministratiePublica Si PoliticiSociale*, Vol 2, No. 7 Pp. 95-109.

Syed Hassan, S.S. & Landani, Z.M. (2015). The use of social network sites (SNSs) among University Students: How far do they learn, “*International Journal of Social Science and Humanity*, Vol 5, No. 5, pp. 436-439.

Timm, C. & Perez, R. (2010). Seven dead, est social network attacks. Burlington, Ma: Syngress Publishing Inc.

TNS (2014) *Nigerian Internet Users amongst the global social leaders.* Retrieved August, 2016 from <http://www.tngslobal.com/press-release/Nigerian-internet-users-amongst-global-social-leaders>.

Tsai, H.C. & Liu, S.H. (2015). Relationship between time-management skills, Face interpersonal skills and academic achievement among junior high school students, “*Social Psychology of Education*. Vol. 18. No. 3. Pp. 503-516.

Turner, J.S. & Croucher, S.M (2014). An examination of the relationships among college students’ use of socially interactive technologies , need for cognition, and grade point average, “*Learning, media and technology*, Vol 39, pp. 199-214.

Valentine, G. & Holloway, S. (2002). Cyberkids? Exploring children. Sidetinties and social networks in online and worlds. *In Annuals of the association of American geographers.* 92(2): 302-309.

Valtysson (2010). Access culture. Webk 2.0 & cultural participation. *In International Journal of Cultural Policy* 16(2):200-214.

Wikipedia (July 2010): Criticism of Facebook. Retrieved July, 2016 from World Wide Web: <http://en.wikipedia.org/wiki/criticism-of-facebook#terms-of-use-controversy>.

Wikipedia. List of social networking websites. Retrieved July, 2016. [www.en.wikipedia.org/wiki/social-networkings-service](http://www.en.wikipedia.org/wiki/social-networkings-service)...

Will, M. (2011), “African Facebook Phenomena Nigeria, Kenya, South Africa” retrieved June, 2016 from <http://www.afrinnovator/con/blog/2011/01/04/af>

Wimmer and Dominick (1987).*The mass media research: an introduction*- 9th edition wadsworth publishers in Belmont.

Taro Yamane (1967) *statistical, an introductory analysis* 2nd edition open access journals publishers for science and education.

Obayi et al (2016) Biometal symposium on Boidegradable metals, University of Nigeria Nsukka. Open journal.

**QUESTIONNAIRE**

Department of Mass Communication,

Faculty of Management and Social Sciences.

Godfrey Okoye University, Enugu.

28th Many, 2018.

Dear Respondent,

My name is Oluoma Ezemmuokwe F. I am a final year student of Mass Communication of the above University conducting a research on “THE ANALYSIS OF STUDENT’S USE OF FACEBOOK: COMPARISM OF ACADEMIC AND RELATIONSHIP/ INTERACTION USES.

You are required to read the questions in the questionnaire and tick the most appropriate response that relates to your views or experience.

Your personal identification is not required as your response will be handled confidentially.

Thank you.

Yours faithfully,

**Ezemmuokwe, Oluoma F.**

**SECTION A**

**Demography**

**PERSONAL DATA**

1. What is your gender? Male female

2. What is your age bracket? 16 – 20 21 – 25 30 and above

3. What level are you? 100 200 300 400

**SECTION B**

5. Do you own/have access to Internet enabling devices? Yes No

6. Are you aware of the various facebook platforms that exist? Yes No

7. If yes, which category of new or facebook do you use? Facebook Twitter

Instagram Whatsapp

8. How often do you use it? Very often Rarely

9. To what extent do facebook influence you in your academics?

Large extent Small extent

10. To what extent does facebook influence you in your relationship with others?

Large extent Small extent

11. These factors usually propels you to make use of facebook during your academic periods, such as

boredom laziness fun addiction

12. Which activity engages you to make use of facebook?

Academics purpose Social interactions