**ASSESSING SOCIAL MEDIA PERCEPTION BY NIGERIAN GRADUATES; A STUDY OF GODFREY OKOYE UNIVERSITY**

**BY**

**IGWEMMA, PAMELA NJIDEKA**

**U14/MSS/MAC/045**

**DEPARTMENT OF MASS COMMUNICATION,**

**FACULTY OF MANAGEMENT AND SOCIAL SCIENCES,**

**GODFREY OKOYE UNIVERSITY, ENUGU**

**JULY, 2018**

**TITLE PAGE**

**ASSESSING SOCIAL MEDIA PERCEPTION BY NIGERIAN GRADUATES; A STUDY OF GODFREY OKOYE UNIVERSITY**

**BY**

**IGWEMMA, PAMELA NJIDEKA**

**U14/MSS/MAC/045**

**A PROJECT SUBMITTED TO THE DEPARTMENT OF MASS COMMUNICATION,**

**FACULTY OF MANAGEMENT AND SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF BACHELOR OF SCIENCE (B.Sc) IN MASS COMMUNICATION**

**SUPERVISOR**

**MR. MIKE NWOSU**

**JULY, 2018**

**DECLARATION**

I, Igwemma Pamela N. with the registration number U14/MSS/MAC/045 is a student in the Department of Mass Communication under the Faculty of Management and Social Sciences in Godfrey Okoye University. I declare that the research work titled “Assessing Social Media Perception By Nigerian Graduates; A Study Of Godfrey Okoye University” submitted in partial fulfillment of the requirement for the award of Bachelor of Science (B.Sc) in Mass Communication is my original work and has not been submitted either in part or full for any other degree or diploma either in this or any other tertiary institution.

**………………………. …………………**

**Igwemma Pamela N. Date**

**APPROVAL PAGE**

This is to certify that this research work “Assessing Social Media Perception by Nigerian Graduates; A Study of Godfrey Okoye University” by Igwemma Pamela N. in the Department of Mass Communication has been examined and approved as meeting the requirements for the award of Bachelor of Science (B.Sc) Degree in Mass Communication, Faculty of Management and Social Sciences, Godfrey Okoye University, Enugu.

**…………………………. …………………..**

**Mr. Mike Nwosu Date**

**(Supervisor)**

**…………………………. …………………..**

**Prof. Cosmos Nwokeafor Date**

**Head of Department**

**…………………………. …………………..**

**Prof. Onyema Ocheoha (mni) Date**

**Dean of Faculty**

**…………………………. …………………..**

**External Examiner Date**

**DEDICATION**

This research work is dedicated to God almighty the author and finisher of our Faith made this work a success and for seeing me through my academic years.

**ACKNOWLEDGEMENTS**

I give all the glory, honour and thanks to God Almighty for his infinite mercy, grace, guidance upon my life, he is the only reason why I am where I am today.

My gratitude also goes to my amiable supervisor Mr Mike Nwosu for his patience, guidance and candid advice. His expertise saw me through the whole process of my project writing. His fatherly love and care gave me reason to give my best and to realize that my best was just a stepping stone.

I am indebted to Mr Nnamdi for his patience and guidance through my academic years! You are an academic genius indeed.

I will not forget to thank my lecturers Rev. Fr. Prof Christian Anieke, Prof Cosmos Nwokafor, Dr Regina Acholonu, Prof Ike S. Ndolo, Rev. Fr. Dr Paul Obayi, Prof Armstrong Idachaba, Mr Ment Nnomeh, Dr Alex Onyebuchi, Mr Ben Onwukwalonye, and a host of other lecturers too. No amount of words could repay you all, I am eternally grateful.

I wish to express my sincere appreciation to my parents Mr. & Mrs. Igwemma and my siblings; Nwamaka and William for their prayers and immeasurable support towards my education.

**TABLE OF CONTENT**

Title page i

Declaration ii

Approval iii

Dedication iv

Acknowledgements v

Table of Content vi

Abstract x

CHAPTER ONE; INTRODUCTION

1.1 Background of the Study 1

1.2 Statement of the Problem 5

1.3 Objectives of the Study 6

1.4 Research Question 6

1.5 Scope of the Study 6

1.6 Significance of the Study 7

1.7 Definitions of terms 7

CHAPTER TWO; LITERATURE REVIEW

2.1 Review of concepts 9

2.1.1 Social Media in Nigeria 9

2.1.2 Adolescent and internet 16

2.1.3 Psychological impact 17

2.2 Review of related Literature 18

2.3 Theoretical Framework 21

2.3.1 The play Theory 21

2.3.2 Technological Determinism Theory 25

2.3.3 Academic Achievement theory 27

2.4 Summary of related Literature 33

CHAPTER THREE; METHODOLOGY

3.1 Research Design 34

3.2 Population of the Study 35

3.3 Sample Size 35

3.4 Sampling Techniques 35

3.5 Instrument for data collection 35

3.6 Validation and reliability of the instrument 36

3.7 Method of Data collection 37

3.8 Method of Data Analysis 38

CHAPTER FOUR; DATA PRESENTATION AND ANALYSIS

4.1 Introduction 39

4.2 Analysis of Data 39

4.3 Discussion of findings 48

CHAPTER FIVE; SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction 53

5.2 Summary of Findings 53

5.3 Conclusion 54

5.4 Recommendations 54

Reference 55

Appendix  **59**

**Abstract**

The study seeks to assess the social media perception and usage among students of Nigerian universities. Three research questions guided the study. *Survey research design* was adopted for the study. The population for the study is 1816. The sample size of the study was drawn using Wimmer and Dominic to get 451. 451 copies of questionnaire were distributed and 317 copies of the questionnaire were returned. Data was gotten from both the primary source and secondary source. The primary source was gotten from a structured questionnaire while the secondary sources were gotten from text books, library, and journals. The method of data analysis was frequency distribution tables and analyzed using simple percentage approach, from the analysis; it was discovered that students spends time longer than necessary on social media, students prefer chatting on social media than talking with their friends, students uses social media to source information happening around the world. Also from the study it was gathered that social media enhances quality education, students can learn from social media because they have access to educational materials online. It was recommended that Students should spend more time on their academic studies than they spend time on social media. Government should take charge of monitoring what goes on in the internet and awareness should be created on the proper use of social media.

**CHAPTER ONE**

**INTRODUCTION**

**1.1 Background of the study**

Social media are fast becoming very popular means of both interpersonal and public communication in Nigeria and the world at large. Social media are modern interactive communication channels through which people connect to one another, share ideas, experiences, pictures, messages and information of common interest. What distinguishes the social media from the conventional means of communication is their interactive nature which allows the audience to participate in it from any part of the world they reside. McQuail (2010) differentiates the social media from the traditional mass media when he noted that “traditional mass communication was essentially one-directional, while the new forms of communication are essentially interactive.” This interactive feature of the new media confers an unprecedented popularity on them. Social Media are media that allow users to meet online via the Internet, communicate in social forum like Facebook, Twitter, etc., and other chat sites, where users generally socialize by sharing news, photo or ideas and thoughts, or respond to issues and other contents with other people. Common examples of social media are the popular social networking sites like Facebook, Myspace, Youtube, Flicker, etc. Social Media is an interactive media format that allows users to interact with each other as well as send and receive content from and to each other generally by means of the Internet.

Social media are technologies that facilitate social interaction, make possible collaboration, and enable deliberation by stakeholders across boundaries, time and space. These technologies include: blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook), and virtual worlds (Bryer and Zavatarro, 2011). The rise of social media sites as another platform on the internet has gained popularity over the last decade. The sites have attracted millions of users worldwide (Boyd, & Ellison, 2007) due to this fact many people are changing the outlets where they search for news, information, business and entertainment. These social media sites let those who use them create personal profiles, while connecting with other users of the sites. Users can upload photographs and post what they are doing at any given time. (Pempek, Yermolayeva, & Calvert, 2008). The social media by their nature have the capabilities of educating, informing, entertaining and inflaming the audience. Above all, they possess a contagious and outreaching influence which the conventional media lack. This potential is most likely what Osahenye (2012) refers to as “unstoppable power of the social media.

Now just like radio or television stations, social media sites spread everywhere in Nigeria and are bound to be sprouting as technologies continue to improve; however, the problem lies in the point that the purposes which the users apply the new media for are still obscure. This is what Folorunso, Vincent, Adekoya and Adewale (2010: 326), perceived when they argue generally that, “in Africa, social media networking site is becoming widely spread than it has ever been before and it tends to be majorly accepted by the youths. Yet the widespread adoption by users of these sites is not clear, as it appears that people’s perception of this technology is diverse. By and large, this study among other things is set to methodically examine why the students in universities within South-East Nigeria make use of the social media. The reason for such academic inquiry is to unravel some of the fundamental purposes which students use the new media to achieve. The rapid development of both technology and the skills and knowledge of social media users means that what makes up ‘social media’ continues to change at a rapid rate, as new websites and online content appear each day. As Jacka and Scott (2011:5) argue, ‘there is no single recognized definition of social media.’ For many people, well-known social network sites such as Facebook and Twitter typify social media. The sites have become enormously popular across demographics of race, age and gender, and have hundreds of millions of users. Jacka and Scott (2011:5) contend that it ‘can be said that social media is the set of Web based broadcast technologies that enable the democratization of content, giving people the ability to emerge from consumers of content to publishers’. The ABC (2011) has produced a Technology Explained website, where definitions and explanations are provided for modern technical and online terms. The website comments that: ‘Social media encapsulates digital tools and activities that enable communication and sharing across the net ... Social media is used prolifically by all areas of society; business, politics, media, advertising, police and emergency services. It has also become a key tool for provoking thought, dialogue and action around particular social issues’. The Social Media Guide website (2011) has listed some 50 definitions that it says it has collected from various other websites. In its terms, ‘social media is user generated content that is shared over the internet via technologies that promote engagement, sharing and collaboration.’ Kaplan and Haenlein contend that social media as we know it today can probably be traced back more than two decades. While it was unsophisticated by today’s standards, users could post public messages on sites such as Usenet. Not surprisingly, the advent and availability of high-speed internet access has led to a proliferation of sites and an explosion in their popularity (Kaplan and Haenlein 2010:60). Kaplan and Haenlein (2010:61) developed their own technical definition of social media: ‘Social Media is a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content.’

**1.2 Statement of the problem**

The use of the social media as channels of communication is a growing trend in Nigeria now, and in virtually all parts of the globe. In the country, almost everyone including university students make use of social media. Social media is a double-edged sword. Its power - for good and for bad - resides in us.” That is to say; people (users) determine what they do with social media. The rate at which social media is used is very high especially among university students which often leads to reduction of time the students devote to their studies. To ascertain if social media have any positive input on the students’ studies is a major concern. .The life of a student is consumed with studying, assignments and projects. However in this modern technology era, the life of a student is also consumed with countless social media sites like Twitter, Instagram, Facebook and other countless sites and this makes it difficult for students to focus on studying. It is observed that some of the students use the social media to engage in cybercrimes which could cause harm to the victims. For some students, they easily get addicted with social media that it begins to interfere with their lives (Wilson, 2015).

These constitute the core problems this study seeks to systematically unravel how the Social media perception and usage among university students.

**1.3 Objectives of the Study**

As a central objective, this study seeks to assess the social media perception and usage among students of Nigerian universities. Specifically, the study is meant to;

1. To find out the extent to which social media has influenced GO University students
2. To ascertain if frequent social media is linked to poor academic performances
3. To determine if social media contents are relevant to academic curriculum in Nigeria

**1.4 Research Questions**

The following research questions are proposed

1. To what extent do social media influence GO University students?
2. How is frequent social media use linked to poor academic performances?
3. How are social media relevant to academic curriculum in Nigeria?

**1.5 Scope of the Study**

This study is limited to literature regarding social media use based on academics in Nigerian universities. The research was conducted in Enugu because of the concentration of students within who are active users of social media.

**1.6 Significance of the Study**

The findings of this study would be of benefit to these persons; stakeholders/policy makers, student.

Stakeholders/policy makers in academics: this study will help the stakeholders and policy makers as they will reduce the use of cell phones and educate the students on the implication of using social media all the time.The study will also enable the policy makers to take measures in enacting laws that will guide the use of social media in the school, and appropriate punishment for offenders. The tuy would also help policy makers put a check to devices that can gain access to social media during academic activities.

Students: this study will help the students understand that too much of everything is bad which includes the use of social media as it might endanger them or make them become addicted to social media.

**1.7 Operational Definition of Terms**

Academic performance: is the extent to which a student, teacher or institution has achieved their short or long-term educational goals.

Perception: the way in which something is regarded, understood, or interpreted.

Social media: Social media is the creation, publishing and sharing of content from an author to a crowd, providing a locus for horizontal interaction across the crowd.

Stakeholder: An individual, group or organization who may affect, be affected by, or perceive itself to be affected by a decision, activity or outcome of the project.

Students: A person who is studying at a university or other place of higher education.

University: The grounds and buildings of an institution of higher education

Undergraduate: a university student who has not yet taken a degree.

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

**Introduction**

This chapter on literature review will attempt to review the available literature on Academic performance and social media use in Nigeria. It reviews the concept of social media, social media use in Nigeria as well as related theories and previous studies related to this research topic.

**2.1 Review of concepts**

**2.1.1 Social Media in Nigeria**

Research has shown that students who use social media for extended periods of time or multitask have an increased risk of not being able to achieve the educational outcomes of their courses (Willingham, 2010). In fact, social media is considered a highly engaging task that can take precedence over academics and negatively influence comprehension capabilities (Hanson et al., 2011). This corroborates the findings of Jacobsen &Forste (2011) that the manner and amount of time students choose to use social media is one of the determining factors influencing grades The definition of social media is “the relationships that exist between network of people” (Qingya, Wei & Yu, 2011: 3). Social media emerged as a term frequently used to describe different types of electronic communication platforms. The availability of high speed internet broadband connection with massive use of desktop computers, laptops, e-readers, tablets and smart phones enable millions of undergraduates to actively engage in social networking, text messaging, blogging, content sharing, online learning, and much more. Social media, as defined by Bryer and Zavatarro (2011: 327), “are technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders”. These technologies now include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms, and virtual worlds. Social Media Online (2011) defines social media as primarily internet-and mobile-based tools for sharing and discussing information by users. The term, according to Andreas and Michael (2010: 61), refers to “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content." Web 2.0 was coined by Darcy DiNucci in 1999 to describe interactive social websites which allow users to interact and collaborate with each other in a social media dialogue. For simplicity purpose, we regard social media as comprising online applications for social networking sites, social bookmarking and sharing tools, social citation tools, blogging and micro-blogging tools, virtual worlds, e-conference presentation sharing tools, audio and video tools, e-project management tools, and research and writing collaboration tools; primarily developed to foster user-centered social interaction. By this definition, social media could be categorized into eight areas that are inter-dependent by their mode of usage. Examples of sites listed are not exhaustive;

Social Networking Sites (SNS) : Facebook - www.facebook.com (Facebook is a social utility that connects people with friends and others who work, study and live around them, even if they are in other countries).

LinkedIn - www.linkedin.com (LinkedIn is a social networking website for people in professional occupations).

ResearchGate - www.researchgate.net (This is a social networking site for scientists and researchers to share papers, ask and answer questions, and find collaborators)

Academia - www.academia.edu (Academics use the platform to share their research, monitor deep analytics around the impact of their research, and track the research of academics they follow)

Social Bookmarking and Sharing Tools: CiteULike - www.citeulike.com (This social bookmarking site allows users to save and share citations of academic papers amongst researchers). Delicious - www.delicious.com (This is a social bookmarking web service for storing, sharing, and discovering web bookmarks).

Digg – www.digg.com (This is a news aggregator site that share the most interesting and talked about stories, videos and pictures on the web).

Reddit - www.reddit.com (Reddit, stylized as reddit, is a social news and entertainment website where registered users submit content in the form of either a link or a text post of either a link or a text post).

Blogging and Micro-blogging Tools: Blogger - www.blogger.com (This is a weblog publishing service from Google, for sharing text, photos and video).

Wordpress - www.wordpress.org (It’s an open source blogging tool and a content-management system (CMS) based on PHP and MySQL, which runs on a web hosting service).

Tumblr - www.tumblr.com (This is a micro-blogging platform and social networking service that allow users to post multimedia and other content to a short-form blog)

Twitter - www.twitter.com (This is an online social networking site and micro-blogging service that enables users to send and read "tweets", which are text messages limited to 140 characters. Registered users can read and post tweets but unregistered users can only read them)

Virtual Worlds: Second Life – www.secondlife.com (This is a free 3D virtual world where users can socialize, connect and create using free voice and text chat)

OpenSim – www.opensimulator.org (This is an open source multi-platform, multi-user 3D application server. It can be used to create a virtual environment (or world) which can be accessed through a variety of clients, on multiple protocols. It allows virtual world developers to customize their worlds using the technologies they feel work best).

Presentation Sharing Tools: Scribd - www.scribd.com (This is a digital documents library that allows users to publish, discover and discuss original writings and documents in various languages using their iPhone, iPad, Kindle Fire and Nook tablet).

SlideShare - www.slideshare.net (This platform allow the sharing of information in PowerPoint, OpenOffice presentations, Keynote, PDF and infographics).

Sliderocket - www.sliderocket.com (SlideRocket is an online presentation platform that let users create, manage, share and measure presentations).

Audio and Video Sharing tools: YouTube - www.youtube.com (YouTube is a video-sharing website which allow users to share their videos with friends, family, and the world. Flickr - www.flickr.com ( This is an image and video hosting website with large pool of picture galleries available with social networking, chat, groups, and photo ratings).

Livestream - www.livestream.com (This is a live streaming video platform that allows users to view and broadcast video content using a camera and a computer through the internet).

Research and Writing Collaboration Tools: PBworks – www.pbworks.com/education (PBworks is a commercial real-time collaborative editing system that allows users to capture knowledge, share files, and manage projects within a secure, reliable virtual environment).

Wikispaces - www.wikispaces.com (The section of this social site allow teachers to create a classroom workspace where the teacher and students can communicate and work on writing projects alone or in teams).

Wikipedia: [www.en.wikipedia.org](http://www.en.wikipedia.org) Wikipedia is a free online encyclopedia, written collaboratively by the people who use it. It is a special type of website designed to make collaboration easy, called a wiki. Jimmy Wales and Larry Sanger launched Wikipedia on January 15, 2001, the latter creating its name, wiki (quick) and encyclopedia.

Project Management, Meeting and Collaboration Tools: BigBlueButton – www.bigbluebutton.org (It is built for online learning. BigBlueButton enables universities and colleges to deliver a high-quality learning experience to remote students).

Skype - www.skype.com (The service allows users to communicate with peers by voice using a microphone, video by using a webcam, and instant messaging over the Internet. Phone calls may be placed to recipients on the traditional telephone networks)

Recent surveys have revealed that a growing number of today’s undergraduates often referred to as “Net Generation” students (those born between 1980 and 1989) consumed approximately 9 hours of social media per day with most of them using social network sites (SNS) with Blogging and Micro-blogging tools (Rosen, 2011, Cabral, 2011). Prensky (2001:1) describes them to be heavily involved in computer games, email, the Internet, cell phones and instant messaging as parts of their lives. To Prensky, this group of students functions best when networked. They prefer games to “serious” work (p. 2). The “I Generation” (those born between 1990 and 1999) even consume more time on social media particularly on chatting platforms such as Facebook Chat, 2GO and Google Chat than they do with their friends Face-to-Face. These two ‘generations’ spend more time on social media than the “Generation X” (those born between 1965 and 1979) who spend approximately from 20 minutes to 3 hours on social media (Rosen, 2011). By implication, most undergraduates running full time programs in Nigerian universities spend more time on social media than any other activity of the day, including academic work. In fact, several web statistics testify that large proportion of young people check their Facebook when they first wake up—even before going to the bathroom (www.qbeemedia.com/facts). In order words, as students become addicted to social media, it split their attention, causing massive decrease in knowledge retention (Junco &Cotten, 2012).

**2.1.2 Adolescent and internet**

Although computers initially were developed for adults, adolescents have fully embraced these technologies for their own social purposes and typically are the family experts on how to use electronic media and social networking sites (SNSs). Adolescents and young adults initially dominated SNSs such as MySpace and Facebook, with parents often following their children into this youth-driven phenomenon. The preponderance of adolescents has access to and engages in use of SNSs. Based on relatively recent data, although perhaps presently an underestimate, 73% use social networking sites (Lenhart, 2009; Lenhart, 2012; Lenhart, Ling, Campbell, & Purcell, 2010). The sheer amount of time that adolescents and young adults spend using electronic media is perhaps the most revealing; on average, 11–18 year-olds spend over 11 hours per day exposed to electronic media (Kaiser Family Foundation, 2010). Late adolescents and emerging adults average approximately 30 minutes per day just on Facebook alone (Pempek, Yermolayeva & Calvert, 2009). Many adolescents begin and end their day by checking SNS posts. SNSs offer adolescents new opportunities as well as new challenges to express to the world who one is. In one-on-one communications within SNSs (e.g., Facebook message, WhatsApp etc), adolescents can express their likes and dislikes as well as their worldviews and get immediate feedback.

Although the use of social media can be used for positive causes it is also a big distraction for students when it comes to their academics as it is very addictive can make them loose interest in their educational works.

**2.1.3 Psychological impact**

While teens can use social media to connect and create friendships with others, they also confront cyber bullying, trolls, toxic comparisons, sleep deprivation, and less frequent face-to-face interactions, to name a few.

Too much time spent scrolling through social media can result in symptoms of anxiety and/or depression. Here’s how social media can be destructive:

Focusing on likes: The need to gain “likes” on social media can cause teens to make choices they would otherwise not make, including altering their appearance, engaging in negative behaviors, and accepting risky social media challenges.

Cyber bullying: Teens girls in particular are at risk of cyber bullying through use of social media, but teen boys are not immune. Cyber bullying is associated with depression, anxiety, and an elevated risk of suicidal thoughts.

Making comparisons: Though many teens know that their peers share only their highlight reels on social media, it’s very difficult to avoid making comparisons. Everything from physical appearance to life circumstances to perceived successes and failures are under a microscope on social media.

Less face time: Social interaction skills require daily practice, even for teens. It’s difficult to build empathy and compassion (our best weapons in the war on bullying) when teens spend more time “engaging” online than they do in person. Human connection is a powerful tool and builds skills that last a lifetime.

**2.2 Review of Related Literature**

Social media according to Onuoha, Unegbu and Lasisi (2012) creates an avenue for undergraduates to network with one another irrespective of time or space. The introduction of Facebook, twitter and other digital media, according to Levine (2012), has opened up a whole new world of social interaction, and potential distraction in the office environment. Kim, Yoo-Lee and Sin (2011) in their study pointed out that as social media are gaining popularity, and some of them seem to be playing an important role as an information sources, it is crucial to understand what kinds of social media are used as information sources. An empirical study conducted by Idakwo (2011), among other things upholds the fact that the use of social media as a means of communication has been adopted in Nigeria. The study examines “the use of social media among Nigerian youths. From the title, it is crystal clear that some findings of the study shall be relevant here, as many youths fall within the age bracket of most students in the universities this study covered. In his study, Idakwo, among other things discovered that most people use Facebook more than other social media channels in Nigeria. Also, most respondents concurred to the fact they use the social medial especially Facebook, as an alternative to other conventional communication media. In the words of the researcher, “with regard to the use of Facebook as an alternative mode of communication, 74% admitted to using Facebook as an alternative to other kinds of communication”. In a nutshell, the author summarizes other key points of his findings as follows: Social media have become a mainstream activity and have become a major mode of communication especially for youths who form about 50% of the world population on facebook. Social media have moved from being just interactive to a form of mass media. Social media have been predicted as a strong force in shaping public opinion especially in issue of politics, social causes and sexuality. Social media have also been an expression of the complexities between the media and society (Idakwo, 2011:23). An empirical study by

Oluwatosin (2011) revealed that university students who frequent social networking sites spend less time studying and consequently have lower grade point averages than their peers who do not frequent social networking sites. A study by Sanusi Rufai Buhari (2014) revealed that the students used Social Media to share Information, chat and interact with friends. Similarly, they spend more than five hours using Social Media. Findings of the study indicate that using Social Media has positively influenced their lifestyles and greatly helped them to achieve academic excellence. The study therefore concludes that Social Media is an indispensable Internet platform among Nigerian Polytechnic students. study by Kanelechi C.K, Nwangwa, EbunYonlonfoun, Tope Omotere(2014) indicate that undergraduates frequently copy from Wikipedia as their major source of information; uses Facebook to generate ideas from colleagues about their research focus; and make use of Wordpress or Blogger to develop their creative writing skills. However, students’ reliance on these social media tools alone has resulted in their dwindling research skills to produce quality research works. Study by Nwazor, Joseph Chukwudi (2015) revealed that students of business education in south-east Nigeria use facebook more than any other social networking site. The students’ use it mostly to keep in touch with themselves. Study by Greg H. Ezeah, Chika Euphemia Asogwa, Edogor, Ignatius Obiorah (2013) found out that students use social media for purposes of getting entertainment, education/information; they use social media to discuss national issues, engage in cybercrimes and expose themselves to pornography. So, the students’ use of social media reduces the time they devote to their studies. Study by Emmanuel Uwazie Anyanwu; Victor Oyemike Ossai-Onah and Pauline Iroeze (2015) reveals that Nigerian undergraduates have knowledge of social media tools and are using the tools majorly for communication with friends and information sharing among fellow students. Facebook was discovered to be the mostly utilized social media tool among the undergraduates in the institutions studied.

The study reviewed examined social media its uses, the time spent on social media is alarmingly high and hence, the reason for this study. The study is meant to examine the academic performance and social media use in Nigerian.

**2.3 Theoretical Framework**

**2.3.1 The Play theory**

The play theory of Mass Communication has been developed by social scientist William Stephenson based on the precedent work of J. Huizinga, Homo Ludens, and of the Hungarian psychiatric T.S. Szasz. The concept has been explained in his 1967 book "The Play Theory of Mass Communication" University of Chicago Press, US. The author developed the concept to contrast those who argued about the harmful effects of the mass media and the information-based vision of media. Play theory is based on the idea that media cannot have harmful effect because the audience uses them primarily for entertainment, rather than as serious sources of information Play Theory of Mass Communication is a theory that holds the first function of media is to provide entertainment (Folarin, 2002; mediadictionary.com; and http://www.peoi.org/Courses/Coursesen/mass/mass2.html;). Play is an activity pursued for pleasure. The daily withdrawal of people into the mass media in their after-hours is a matter of subjectivity. The effect of mass communication is neither escapism nor seducing the masses. Rather it is seen as anti-anxiety producing, and is regarded as communication-pleasure. Regarding the newspapers, Stephenson developed and defended the Ludenic Theory of News reading: he argues they are read to provide pleasure and relax instead of information and illumination, as mistakenly believed so far by many media authors and readers. Media, in general, are aimed at providing communication pleasure and their activity is often focused on turning certain conditions into positive which would otherwise create concern. People of any national culture require something to talk about to satisfy their need of entertainment, play and enjoyment. Mass communication in this perspective can serve two purposes:

1. Maximize the communication pleasure in the world.

2. Show the extent of autonomy achievable from an individual respect to the social control performed by his socio-cultural system.

What makes Stephenson's research unique is the innovative methodology adopted: to analyze how communication processes are received by individuals he studied mass communication from a subjective and psychological standpoint, rather than an objective and sociological one as his predecessors did. http://www.12manage.com/ description\_packhard\_hidden\_needs.html). Although much of media research and scholarship has been focused on media effect in a socially negative way such as violence, misogyny, racism and sexual objectification, there have been many in the research communities who have studied media consumption from an audience perspective. Often working with different iterations of uses and gratifications theory, several scholars have put forth frameworks to help understand why we consume media. William Stephenson's Play Theory, which suggests that our interaction with various forms of mass communication helps us create and enhance our individual identities, is one of the older and better-known examples of such work. In 1967, Stephenson published his audience-centric theory in, The Play Theory of Mass Communication. Stephenson introduced Play Theory with the words, "the media have been looked at through the ideas of morality, when, instead, what [is] required [is] a fresh glance at people existing in their own right for the first time'. Although the most powerful implications of Play Theory relate to the individual, Stephenson's perspective on the value of play is rooted in the work of Johan Huizinga, whose theories dealt with the broad cultural value of play. Stephenson credits Huizinga's Homo Ludens, which was published in 1938, as marking the beginning of modern thinking about play. Stephenson suggests that before Huizinga's work, play was viewed as a frivolous activity, whereas following Homo Ludens, play began to be recognized as process that gave "rise to useful conventions that permit culture to evolve and stabilize". (Worsfold, 2007). The first step in understanding Play Theory is to understand Stephenson's notion of play. Extending Freud's position, Stephenson grounds his theory along a continuum with pain placed on one side and pleasure on the other. In this model, work leans toward pain, while play leans toward pleasure. Stephenson argues that work is anything to do "with reality, with earning a living, [and] with production", while play is a "time for recreation, hobbies, or self-cultivation" that is "largely unproductive except for the self-satisfaction it provides". Stephenson next places the functions of the mass media on his continuum of pain and pleasure. He notes that the media can be associated with both pain, through its capacity to support work, and pleasure, through its capacity to entertain. It is in defining what constitutes work related media consumption and play related media consumption that one first encounters the ambiguity of Play Theory. The play theory is relevant to this study because social media is seen as a source of pleasure by the Nigerian students.

**2.3.2 Technological Determinism theory**

Technological determinism is a reductionist theory that presumes that a society's technology drives the development of its social structure and cultural values. The term is believed to have been coined by Thorstein Veblen (1857–1929), an American sociologist. The most radical technological determinist in the United States in the twentieth century was most likely Clarence Ayres who was a follower of Thorstein Veblen and John Dewey. William Ogburn was also known for his radical technological determinism.

The first major elaboration of technological determinism came from the German philosopher and economist Karl Marx, whose theoretical framework was based upon the idea that changes in technology and productive technology are the primary influence on the organization of social relations, and that social relations and cultural practices ultimately revolve around the technological and economic base of a society. Marx's position has become embedded in contemporary society, where the idea that fast changing technologies alter human lives is all-pervasive.

Technological determinism has been summarized as 'The belief in technology as a key governing force in society ...' (Merritt Roe Smith). 'The idea that technological development determines social change ...' (Bruce Bimber). It changes the way people think and how they interact with others and can be described as '...a three-word logical proposition: "Technology determines history"' (Rosalind Williams) . It is, '... the belief that social progress is driven by technological innovation, which in turn follows an "inevitable" course.' (Michael L. Smith). This 'idea of progress' or 'doctrine of progress' is centralized around the idea that social problems can be solved by technological advancement, and this is the way that society moves forward. Technological determinists believe that "'You can't stop progress', implying that we are unable to control technology" (Lelia Green). This suggests that we are somewhat powerless and society allows technology to drive social changes because, "societies fail to be aware of the alternatives to the values embedded in it [technology]" (Merritt Roe Smith).

Technological determinism has been defined as an approach that identifies technology, or technological advances, as the central causal element in processes of social change (Croteau and Hoynes). As a technology is stabilized, its design tends to dictate users' behaviors, consequently diminishing human agency. This stance however ignores the social and cultural circumstances in which the technology was developed. Sociologist Claude Fischer (1992) characterized the most prominent forms of technological determinism as "billiard ball" approaches, in which technology is seen as an external force introduced into a social situation, producing a series of ricochet effects. Rather than acknowledging that a society or culture interacts with and even shapes the technologies that are used, a technological determinist view holds that "the uses made of technology are largely determined by the structure of the technology itself, that is, that its functions follow from its form" (Neil Postman). However, this is not to be confused with Daniel Chandler's "inevitability thesis", which states that once a technology is introduced into a culture that what follows is the inevitable development of that technology. This theory is relevant because technology determines the outcome of social media use in Nigeria.

**2.3.3 Academic achievement theory**

Among students generally equate to the effort expended, and is related to intellectual and environmental factors. Habits acquired at an early age such as an interest in reading, or a lack of resources with which to develop elementary capabilities such as verbal comprehension and production are also an influence (Lucas, 1998). Academic achievement is multidimensional and shaped by variables that are difficult to systematize within a specific model (Fullana, 1992). Educational success is usually measured by rudimentary testing that fails to take into account basic cognitive dimensions that form part of a systematic process. Variables can be personal, academic or social (Fullana, 1992). In recent years, several approaches have developed around the Bloom taxonomy (Bloom & al., 1956) that more or less coalesces around three psychological domains: cognitive, affective and psychomotor. There has also been a boom in instruction in, and assessment of, competences that insists on the need to develop generic and transversal competences, as well as those skills specific to each study area (Villa &Poblete, 2007), teaching students to «learn how to learn» and to acquire greater capacities in line with today’s ever-changing times. Academic achievement can be measured from various perspectives: efficacy, for example, grading the level of success in reaching set objectives in a course program, which provides important information for decision makers in educational institutions. A study by Duart& al. (2008) analyzed universities in Catalonia (Spain) and used as main indicator the relation between the number of subjects passed against the number of subjects students had matriculated for, thus enabling students to be categorized in terms of high, medium and low academic achievement. Other variables included gender, age and socio-economic strata. For gender, women outnumbered men by 10% in the high academic achievement category, and for age, students under 25 got better academic results. Since then, technology has been added to the traditional indicators of academic achievement, meaning the technological environment at institutional level, access to Internet and how students use it, factors which Duart& al. (2008) define as «new determinants of academic achievement», and which influence students’ work on various levels and in different ways. An educational institution’s technological environment, if properly established, is an important factor in the development of a culture of technological usage. Although this by no means guarantees academic success, it does enable the student to develop good practices that can contribute to achieving academic goals. Duart and Lupiáñez-Villanueva (2005) pinpointed three areas in which the university as an institution had undergone changes: technological infrastructure, innovation among teachers and organizational restructuring. As a result, the most relevant factors affecting students on entering university are the level of technology within the educational model and the need to apply it to the development of the curriculum map, and the role of the teacher in directing students in the use of the information and technology available as learning tools and resources. Various studies have found that social media use can have positive benefits on educational achievement while others conclude that this outcome is not so obvious (Chen & Fu, 2009; Gil-Flores, 2009; Hunley& al., 2005; Luaran& al., 2011; Raines, 2012; Suhail&Bargees, 2006). The variables used to measure the influence of social media use on academic success include student online activity for task completion, time spent on the Internet, and access to a computer and Internet connection at home. However, no firm conclusions are drawn on the issue since results from other studies performed under similar conditions have been contradictory (Antonijevic, 2007; Azizi, 2014; Ellore& al., 2014; Junco, 2015). Other studies show that the use of social media has a positive effect on certain cognitive areas such as the development of spatial skills and memory, and improved reading, writing and information processing skills, but this does not necessarily lead to better academic achievement. This fits with the Fullana concept (1992) of multidimensional forms of mediation. Heyam (2014) carried out a meta-analysis of the use of technology, in particular social networks, with regard to student performance, and drew two conclusions: technology and social networks facilitate communication, socialization, coordination, collaboration and entertainment; but they can also cause addiction and lead to time wasting, information overload and physical isolation from society. Other studies have found relations between the use of technology and factors associated to academic achievement, one such being Gil-Flores (2009) who saw a significant link between computer usage and educational success. This study found that university students who use a computer at home more often scored higher marks in mathsand languages. Although social media was not a determining factor, it at least establishes a relation between the variables. Another study involving university students (Ndege& al., 2015) indicates the positive effects of social media in boosting the potential for communication and interaction, as well as the downside, which is that time is often wasted, leading to less time spent on academic activities. Mishra & al. (2014) carried out a study of university students that analyzed the relation between the average of student scores and the time spent searching on social media. The results revealed a significant negative relation in that the more time spent online, the lower the average mark. They also found a significant positive relation between the perception of the time students thought they needed to spend on sites with academic information and the average mark. Türel and Toraman (2015) found that men tend to spend more time online than women. They also concluded that as the average mark considered to be a good pass rose, so Internet addiction declined. So, the control should center on students who use social media more than three hours a day. Lepp& al. (2015) measured the impact of cell phone use on the average marks scored by university students, and found that the greater the cell phone use, the lower the average. Chen & Fu (2009) concluded that online information searching improved exam results. Other studies in Pakistan found that Internet use had a positive effect on marks, and improved reading, writing and information processing skills (Suhail& Bar gees, 2006). Computer resources such as games had a positive effect on spatial skills and memory, as well as developing visual and auditory capacities, thus stimulating overall student development (Subrahmanyam & al., 2001). One recurring element in the studies is the relation between academic achievement and home computer access. On the other hand, no link has been established between academic achievement and computer use at the educational center (Gil-Flores, 2009). Other studies show that students who search out information online get better marks because they have access to more data sources and are thus better informed on the subject (Leung & Lee, 2012). This fits with Kupczynski& al. (2011) who studied the behavior of students in Internet courses, finding that the most active (higher number of online sessions) had greater educational success. Castaño (2011) highlighted the benefits of student interaction for academic achievement, with the benefits accruing more to online students than to those who physically attended classes. Sciences in general and certain subjects in particular vary in the approach required for studying them, and technology can make a positive or negative contribution to learning. A study by Antonijevic (2007) found that computer use proved very valuable for science students but had the opposite effect on maths students. The use of technology in learning directly affects academic achievement. This is evident in a study by Wittwer and Senkbeil (2008) who discovered no link between computer access and performance in maths. However, using a computer to solve problems had a positive effect on students.

When it comes to entertainment, there is a marked difference in gender, as young women tend towards social networks while young men prefer online gaming (Fernández, Peñalba, &Irazabal, 2015). Young people who present an addiction to Internet usage also have lower academic achievement (Frangos, Frangos, &Kiohos, 2010). The trend is for students to score lower marks the more time they spend on online gaming (Ip, Jacobs & Watkins, 2008). Pepe (2011) found similar results in primary school students. Results tend to show that the time spent searching for information on Internet helps to raise marks and improve socialization whereas time spent online gaming has the opposite effect (Chen & Fu, 2009). Hunley& al. (2005) showed that the amount of time spent on the Internet had limited effect on high school students’ academic achievement, yet GPA test scores show no relation to specific online activities such as information search, use of email and videogames. This contradiction in the results of various studies reveals the need for deeper investigation in order to probe systematically the true nature of academic achievement and its determinants. This could shed light on the beneficial uses of technology on academic work, and inform teachers on how best to instruct students in the use of technology.

**2.4 Summary of related literature**

Social media is more like a double edge sword causing good and harm if not carefully handled. However, Nigerian university students are now becoming more inclined to the use of social media which in turn causes harm to some of them as some students are addicted to its use. Some theories were examined which showed why students use social media and how it affects their academic performance.

**CHAPTER THREE**

**RESEARCH METHOD**

**Introduction**

This chapter presents the methods and procedures that were applied in this study. It was organized under the following sub-heading: research design, area of study, population of the study, sample and sampling techniques, instrument for data collection, validation of the instrument, reliability of the instrument, method of data collection, and method of data analysis.

**3.1Research Design**

Design simply means the plan or blue-print on how to go about data collection and analysis, all aimed at providing solutions to the problem under investigation. Broadly speaking, it entails the specification of procedures that would be deployed in the field work (Chukwuemeka, 2002). The specific purpose of research design is to obtain data that will enable the researcher to test the pre-set hypotheses or answer research questions of the study (Asika, 1991). The study adopted survey research design. In particular, survey research design seeks to answer the questions about the what, where, when, how and by what means data would be generated to provide the solutions under investigation (Eboh, 2009).

**3.2 Population of the Study**

The population of this research comprises one thousand eight hundred and sixteen (1816) students in all the five faculties in the school. The total population consists of all the students in the five faculties. The population of all the students in the five faculties is 1816 according to the managements.

* 1. **Sample size**

To get the sample size of the study, the researcher used Wimmer and Dominic online calculator method to arrive at a sample size which is given as 317.

**3.4 Sampling Techniques**

Sampling enables us to be cost effective and cost efficient in our research, that is spending less in terms of time, money, energy and other resources (Nnayelugo2001). A simple random sampling technique was used in different Strata to select actual respondent. And this is to enable every student of Godfrey Okoye to have equal chance of being represented.

**3.5 Instrument for data collection**

The questionnaire was the instrument used to gather information from the respondents. The questionnaire was designed to identify social media perception and usage among students of Nigerian universities using the students of Godfrey Okoye University as a case study. The questionnaire consisted of items which were of the closed ended type used in eliciting responses from the respondents. Items were grouped under the various ending that were to be investigated. The instrument is divided into sections. Section A represented respondents’ bio-graphic data and section B is on the items to be studied.

Out of the four hundred and fifty-one (451) questionnaires distributed, three hundred and seventeen (317) were correctly filled and returned. However given the figures obtained in percentage model, it will appear as follows

Total of questionnaire distributed = 451

Total of questionnaire returned = 317

Percentage of returned questionnaires out of the total questionnaires distributed is 70%

**3.6 Validation and reliability of the instrument**

The instrument was face- validated by two experts in mass communication department and after critical evaluation of all the items of the questionnaire. They examined the items and gave necessary corrections. The instrument was administered to students in the Godfrey Okoye University. The result obtained from the analysis of their response was used in computing the reliability of the instrument. Their comments and constructive criticisms guided the researcher towards reconstructing a standardized instrument for the study.

**3.7 Method of data collection**

Onodugo (2010) simply defines data as facts and figures. That it is the major pillar of research work. It is what differentiates research from guess work, imagination, myths and other sources of knowledge. Data can be obtained from two major sources, via: primary and secondary. Both are extensively used in this work, for the purpose of drawing an empirical conclusion or analysis of the study so as to come up with fairly objective findings.

**3.7.1 Primary Source of Data**

These are original data collected basically for the purposes of the problem under investigation. According to Uzoagulu (1998), it contains the data originally assembled by the person who actually observed the phenomenon. Primary data mainly come from direct observation of event, manipulation of variables, contrivance of research situations including performance experiments and responses to questionnaire. Therefore, in this study data were obtained through distributed questionnaires designed for this purpose. In addition, oral interview were conducted briefly to supplement the information derived from the questionnaire. This is aimed at reducing the rigidity associated with the designed questionnaire and also to give the respondents the opportunity of supplying those information that the structured questionnaire did not accommodate.

**3.7.2 Secondary Source of Data**

These comprise sources of data which, though needed for the current study, were collected primarily for another study. Data from these sources were not original to the researcher; they were assembled by another person. In this study secondary data collected include: University Library, textbooks, journals, newspapers, magazines, encyclopedias, other people’s project reports, websites in the internet (electronic sources).

**3.8 Method of Data Analysis**

The method of data collected was analyzed and interpreted with the use of table and percentages. This method was used to analyze the data generated for the study. It was analyzed in such a way so as to provide answers to the research questions

**CHAPTER FOUR**

**PRESENTATION AND ANALYSIS OF DATA**

* 1. **INTRODUCTION**

In this chapter, the researcher intends to present, analyze and interpret data gathered in the course of this research. The researcher observed respondent’s answer and try to organize it for the purpose of analysis.

The data were analyzed, the result presented and finally results of the research question were discussed to prove or refute the research question and also to achieve some objective of the study.

* 1. **ANALYSIS OF DATA**

First of all 451 copies of the questions were distributed randomly among the selected students of Godfrey Okoye University. The researcher stayed back to ensure the 451 copies of the questionnaire were correctly filled and returned.

**Demographic Characteristics of respondents**

**Table 4.2.1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Gender** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male | 216 | 47.9 | 47.9 | 47.9 |
| female | 235 | 52.1 | 52.1 | 100.0 |
| Total | 451 | 100.0 | 100.0 |  |

***Source: Field survey 2018 [SPSS COMPUTATION]***

The table shows that 216 (47.9%) of the respondents are males, while 235 (52.1%) of the respondents are females.

**Research Question one: To what extent has social media influenced Godfrey Okoye University students?**

**Table 4.2.2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GO students spends time longer than necessary on social media** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | VGE | 252 | 55.9 | 55.9 | 55.9 |
| GE | 138 | 30.6 | 30.6 | 86.5 |
| LE | 31 | 6.9 | 6.9 | 93.3 |
| VLE | 30 | 6.7 | 6.7 | 100.0 |
| Total | 451 | 100.0 | 100.0 |  |

***Source: Field survey 2018 [SPSS COMPUTATION]***

Table 4.2.2 shows that 252 (55.9) of the respondents to a great extent spends time longer than necessary on social media, 138 (30.6%) of them to a great extent spends time longer than necessary on social media, 31 (6.9%) of them to a low extent spends time longer than necessary on social media, while 30 (6.7%) of them to a very low extent spends time longer than necessary on social media.

**Table 4.2.3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GO students prefers chatting on social media than talking to their friends** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | VGE | 73 | 16.2 | 16.2 | 16.2 |
| GE | 311 | 69.0 | 69.0 | 85.1 |
| LE | 41 | 9.1 | 9.1 | 94.2 |
| VLE | 26 | 5.8 | 5.8 | 100.0 |
| Total | 451 | 100.0 | 100.0 |  |

***Source: Field survey 2018 [SPSS COMPUTATION]***

Table 4.2.3 shows that 73 (16.2%) of the respondents prefers chatting on social media than talking to their friends, 311 (69.0%) of them to a great extent prefer chatting on social media than talking to their friends, 41 (9.1%) of them to a low extent prefer chatting on social media than talking to their friends, 26 (5.8%) of them to a very low extent prefers chatting on social media than talking to their friends.

**Table 4.3.4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GO students make use of the social media at any given time** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | VGE | 278 | 61.6 | 61.6 | 61.6 |
| GE | 100 | 22.2 | 22.2 | 83.8 |
| LE | 33 | 7.3 | 7.3 | 91.1 |
| VLE | 40 | 8.9 | 8.9 | 100.0 |
| Total | 451 | 100.0 | 100.0 |  |

***Source: Field survey 2018 [SPSS COMPUTATION]***

Table 4.3.4 shows that 278 (61.6%) of the respondents to a very great extent makes use of the social media at any given time, 100 (22.2%) of them to a great extent makes use of social media at any given time, 33 (7.3%) of them to a low extent makes use of social media at any given time while 40 (6.9%) to a very low extent makes use of social media at any given time.

**Table 4.3.5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **GO students uses the social media to source information happening around the world** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | VGE | 287 | 63.6 | 63.6 | 63.6 |
| GE | 109 | 24.2 | 24.2 | 87.8 |
| LE | 35 | 7.8 | 7.8 | 95.6 |
| VLE | 20 | 4.4 | 4.4 | 100.0 |
| Total | 451 | 100.0 | 100.0 |  |

***Source: Field survey 2018 [SPSS COMPUTATION]***

Table 4.3.5 shows that 287 (63.6%) of the respondents to a very great extent uses the social media to source information happening around the world, 109 (24.2%) of them to a great extent uses the social media to source information happening in the world, 35(7.8%) of them to a low extent uses the social media to source information happening in the world, 20 (4.4%) of them to a very low extent uses the social media to source information happening in the world.

**Research Question two: How is frequent social media use linked to poor academic performances?**

**Table 4.3.6**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **students replace time for important activities with chatting on social media** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | SA | 47 | 10.4 | 10.4 | 10.4 |
| A | 331 | 73.4 | 73.4 | 83.8 |
| D | 51 | 11.3 | 11.3 | 95.1 |
| SD | 22 | 4.9 | 4.9 | 100.0 |
| Total | 451 | 100.0 | 100.0 |  |

***Source: Field survey 2018 [SPSS COMPUTATION]***

Table 4.3.6 shows that 47 (10.4%) of the respondents strongly agreed that students replace time for important activities with chatting on social media, 331(73.4%) of them agreed, 51 (11.3%) of them disagreed, 22 (4.9%) of them strongly disagreed.

**Table 4.3.7**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **students tend to be nonchalant towards their academic work because of the time spent on social media** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | SA | 101 | 22.4 | 22.4 | 22.4 |
| A | 294 | 65.2 | 65.2 | 87.6 |
| D | 28 | 6.2 | 6.2 | 93.8 |
| SD | 28 | 6.2 | 6.2 | 100.0 |
| Total | 451 | 100.0 | 100.0 |  |

***Source: Field survey 2018 [SPSS COMPUTATION]***

Table 4.3.7 shows that101 (22.4%) of the respondents strongly agreed that students tend to be nonchalant towards their academic work because of the time spent on social media, 294 (65.2%) of them agreed, 28 (6.2%) of them disagreed, 28 (6.2%) of them strongly disagreed.

**Table 4.3.8**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **social media makes students lose concentration on their studies** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | SA | 106 | 23.5 | 23.5 | 23.5 |
| A | 296 | 65.6 | 65.6 | 89.1 |
| D | 42 | 9.3 | 9.3 | 98.4 |
| SD | 7 | 1.6 | 1.6 | 100.0 |
| Total | 451 | 100.0 | 100.0 |  |

***Source: Field survey 2018 [SPSS COMPUTATION]***

Table 4.3.8 indicated that 106 (23.5%) of the respondents strongly agreed that social media makes students lose concentration on their studies, 296 (65.6%) of them agreed, 42 (9.3%) disagreed, 7(1.6%) of them strongly disagreed.

**Table 4.3.9**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **social media has contributed to students poor performance towards their studies** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | SA | 305 | 67.6 | 67.6 | 67.6 |
| A | 110 | 24.4 | 24.4 | 92.0 |
| D | 19 | 4.2 | 4.2 | 96.2 |
| SD | 17 | 3.8 | 3.8 | 100.0 |
| Total | 451 | 100.0 | 100.0 |  |

***Source: Field survey 2018 [SPSS COMPUTATION]***

Table 4.3.9 indicated that 305 (67.6%) of the respondents strongly agreed that social media has contributed to students poor performance towards their studies, 110(24.4%) of them agreed, 19 (4.2%) of them disagreed, 17 (3.8%) of them strongly disagreed.

**Research Question three: How are social media relevant to academic curriculum in Nigeria?**

**Table 4.3.10**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **social media enhances quality education** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | SA | 305 | 67.6 | 67.6 | 67.6 |
| A | 92 | 20.4 | 20.4 | 88.0 |
| D | 35 | 7.8 | 7.8 | 95.8 |
| SD | 19 | 4.2 | 4.2 | 100.0 |
| Total | 451 | 100.0 | 100.0 |  |

***Source: Field survey 2018 [SPSS COMPUTATION]***

Table 4.3.10 shows that 305 (67.6%) of the respondents strongly agreed that social media enhances quality education, 92 (20.4%) of them agreed, 35 (7.8%) of them disagreed, 19 (4.2%) of them strongly disagreed.

**Table 4.3.11**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **students can read books and eBooks on Social media** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | SA | 114 | 25.3 | 25.3 | 25.3 |
| A | 299 | 66.3 | 66.3 | 91.6 |
| D | 25 | 5.5 | 5.5 | 97.1 |
| SD | 13 | 2.9 | 2.9 | 100.0 |
| Total | 451 | 100.0 | 100.0 |  |

***Source: Field survey 2018 [SPSS COMPUTATION]***

Table 4.3.11 shows that 114 (25.3%) of the respondents strongly agreed that students can read books and eBooks on social media, 299 (66.3%) of them agreed, 25 (5.5%) of them disagreed, 13 (2.9%) of them strongly disagreed.

**Table 4.3.12**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **students can learn from social media because they have access to educational materials online** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | SA | 299 | 66.3 | 66.3 | 66.3 |
| A | 82 | 18.2 | 18.2 | 84.5 |
| D | 39 | 8.6 | 8.6 | 93.1 |
| SD | 31 | 6.9 | 6.9 | 100.0 |
| Total | 451 | 100.0 | 100.0 |  |

***Source: Field survey 2018 [SPSS COMPUTATION]***

Table 4.3.12 indicated that 299(66.3%) of the respondents strongly agreed that students can learn from social media because they have access to educational materials online, 82 (18.2%) of them agreed, 39 (8.6%) of them disagreed, 31 (6.9%) of them strongly disagreed.

**Table 4.3.13**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **social media has made students not too rely on their lecturers but source information on their own** | | | | | |
|  | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | SA | 107 | 23.7 | 23.7 | 23.7 |
| A | 266 | 59.0 | 59.0 | 82.7 |
| D | 33 | 7.3 | 7.3 | 90.0 |
| SD | 45 | 10.0 | 10.0 | 100.0 |
| Total | 451 | 100.0 | 100.0 |  |

***Source: Field survey 2018 [SPSS COMPUTATION]***

Table 4.3.13 shows that 107 (23.7%) of the respondents strongly agreed that social media has made students not to rely on their lecturers but source information on their own, 266 (59.0%) of them agreed, 33 (7.3%) of them disagreed, 45 (10.0%) of them strongly disagreed.

* 1. **Discussion of Findings**

In this section, all the findings made from the data presented and analyzed are discussed. Also, related studies that support the findings made are equally used to tie the discussion.

*Research Question One:* To what extent has social media influenced Godfrey Okoye University Students?

Responses to research question one and analysis of tables include; Table 4.2.2 shows that 252 (55.9) of the respondents to a great extent spends time longer than necessary on social media, 138 (30.6%) of them to a great extent spends time longer than necessary on social media, 31 (6.9%) of them to a low extent spends time longer than necessary on social media, while 30 (6.7%) of them to a very low extent spends time longer than necessary on social media. This shows that majority of the respondents to a very great extent spends time longer than necessary on social media.

Table 4.2.3 shows that 73 (16.2%) of the respondents prefers chatting on social media than talking to their friends, 311 (69.0%) of them to a great extent prefer chatting on social media than talking to their friends, 41 (9.1%) of them to a low extent prefer chatting on social media than talking to their friends, 26 (5.8%) of them to a very low extent prefers chatting on social media than talking to their friends. This shows that majority of the respondents to a great extent prefer chatting on social media than talking with their friends.

Table 4.2.4 shows that 278 (61.6%) of the respondents to a very great extent makes use of the social media at any given time, 100 (22.2%) of them to a great extent makes use of social media at any given time, 33 (7.3%) of them to a low extent makes use of social media at any given time while 40 (6.9%) to a very low extent makes use of social media at any given time. This shows that majority of the respondents to a very great extent makes use of social media at any given time.

Table 4.2.5 shows that 287 (63.6%) of the respondents to a very great extent uses the social media to source information happening around the world, 109 (24.2%) of them to a great extent uses the social media to source information happening in the world, 35 (7.8%) of them to a low extent uses the social media to source information happening in the world, 20 (4.4%) of them to a very low extent uses the social media to source information happening in the world. This implies that majority of the respondents to a very great extent uses social media to source information happening around the world.

*Research Question Two:* How is frequent social media use linked to poor academic performances?

Table 4.3.6 shows that 47 (10.4%) of the respondents strongly agreed that students replace time for important activities with chatting on social media, 331 (73.4%) of them agreed, 51 (11.3%) of them disagreed, 22 (4.9%) of them strongly disagreed. This show that majority of the respondents agreed that students replace time for important activities with chatting on social media.

Table 4.3.7 shows that 101 (22.4%) of the respondents strongly agreed that students tend to be nonchalant towards their academic work because of the time spent on social media, 294 (65.2%) of them agreed, 28 (6.2%) of them disagreed, 28 (6.2%) of them strongly disagreed. This show that majority of the respondents agreed that students tends to be nonchalant towards their academic work because of the time spent on social media.

Table 4.3.8 shows that 106 (23.5%) of the respondents strongly agreed that social media makes students lose concentration on their studies, 296 (65.6%) of them agreed, 42 (9.3%) disagreed, 7 (1.6%) of them strongly disagreed. This show that majority of the respondents agreed that social media makes students lose concentration.

Table 4.3.9 shows that 305 (67.6%) of the respondents strongly agreed that social media has contributed to students poor performance towards their studies, 110 (24.4%) of them agreed, 19 (4.2%) of them disagreed, 17 (3.8%) of them strongly disagreed. This shows that majority of the respondents strongly agreed that social media has contributed to students poor performance towards their studies.

*Research Question Three*: How are social media relevant to academic curriculum in Nigeria?

Table 4.3.10 shows that 305 (67.6%) of the respondents strongly agreed that social media enhances quality education, 92 (20.4%) of them agreed, 35 (7.8%) of them disagreed, 19 (4.2%) of them strongly disagreed. This shows that majority of the respondents strongly agreed that social media enhances quality education.

Table 4.3.11 shows that 114 (25.3%) of the respondents strongly agreed that students can read books and eBooks on social media, 299 (66.3%) of them agreed, 25 (5.5%) of them disagreed, 13 (2.9%) of them strongly disagreed. This shows that majority of the respondents strongly agreed that students can read books and eBooks on social media.

Table 4.3.12 shows that 299 (66.3%) of the respondents strongly agreed that students can learn from social media because they have access to educational materials online, 82 (18.2%) of them agreed, 39 (8.6%) of them disagreed, 31 (6.9%) of them strongly disagreed. This show that majority of the respondents strongly agreed that students can learn from social media because they have access to educational materials online.

Table 4.3.13 shows that 107 (23.7%) of the respondents strongly agreed that social media has made students not to rely on their lecturers but source information on their own, 266 (59.0%) of them agreed, 33 (7.3%) of them disagreed, 45 (10.0%) of them strongly disagreed.

This show that majority of the respondents strongly agreed that social media has made students not to rely on their lecturers but source information on their own.

**CHAPTER FIVE**

**SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

**5.1 Introduction**

This chapter is aimed at summing up the findings of this study as well as to draw the conclusion from the research work. Secondly the researcher gives recommendations based on the findings of the study.

* 1. **Summary of Findings**

The study attempted to assess the Social Media Perception and Usage Among Students of Nigerian Universities. With the use of survey research method, at the end of the analysis the following result were found; students spends time longer than necessary on social media, students prefer chatting on social media than talking with their friends, students uses social media to source information happening around the world. The study also revealed that students replace time for important activities with chatting on social media, social media has contributed to students poor performance towards their studies.

Finally from the study, it was gathered that social media enhances quality education, students can learn from social media because they have access to educational materials online, social media has made students not to rely on their lecturers but source information on their own.

* 1. **Conclusion**

In the light of the findings of this study, the following conclusions are drawn;

Students spend time longer than necessary on social media which leads to poor performance in their academic studies. Students prefer chatting on social media than talking with their friends. Students have access to educational materials on social media and sourcing for educational information on social media, can make students not to rely on their lecturer.

* 1. **Recommendations**

Having conducted this research and analyzed the field data, the researcher recommends the following points.

1. Students should spend more time on their academic studies than they spend time on social media.
2. Students should make use of their time wisely and not spending much time on one particular ting.
3. Government should take charge of monitoring what goes on in the internet
4. Awareness should be created on the proper use of social media.
5. Students should be made to know that aside from just chatting with friends on social media, social media has other benefits that could affect their academics and future positively.

**References**

An Internet Driven Learning Society. *International Journal of Computer*

An Internet Driven Learning Society. *International Journal of Computer*

Antonijevic, R. (2007). *Usage of Computers and Calculators and Students’ Achievement: Results from TIMSS 2003.*In International Conference on Informatics, Educational Technology and New Media in Education.Sombor, Serbia. (http://goo.gl/2zJ54R) (2015-03-18).

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

Boyd, D.M., Ellison, N.B. (2007). Social Network Sites: Definition, History and Scholarship. *Journal of Computer Mediated Communication* 13 (1),

Bryer, T. &Zavattaro, S. (2011). “*Social media and public administration: Theoretical dimensions and introduction to symposium*”. In Administrative Theory & Praxis, 33(3),

Chen, S.Y., & Fu, Y.C. (2009*). Internet Use and Academic Achievement:* Gender Differences in Early Adolescence. Adolecense, 44(176). (http://goo.gl/ZzkiOW) (2015-04-14).

Duart, J. M., Gil, M., Puyol, M., &Castaño, J. (2008). La universidad en la sociedad Red. Barcelona: Ariel.

Duart, J. M., Gil, M., Puyol, M., &Castaño, J. (2008). La universidad en la sociedad Red. Barcelona: Ariel.

Duart, J.M., &Lupiáñez-Villanueva, F. (2005).E-strategies in the Introduction and Use of Information and Communication Tech nologies in the University.*Universities and Knowledge Society Journal*, 2(1).doi<http://doi.org/10.7238/rusc.v2i1.243>

Folarin, B. (2002). *Theories of mass communication*: an introductory text: Abeokuta-Nigeria: Link Publications.

Folorunso, O., Vincent, R.O., Adekoya, A. F &Adewale, O. O. (2010). Diffusion of innovation in social networking sites among university students. *International journal of computer science and security* (IJCSS), (4)3, pp.361-372.

Fullana, J. (1992). Revisió de la recercaeducativasobre les variables explicativesdelrendimentacadèmic: Apunt per a l’ús del criteri de ‘modificabilitatpedagògica’ de les variables. Estudi General, (12), 185-200. (http://goo.gl/ejXqcc) (2015-03-10).

Idakwo,L.(2011).*The use of media among Nigeria youths*. Retrieved from:http://www.slideshare.net/ goldlami/the-use-of-social- media- among- Nigeriayouth2. Accessed on December 17, 2011.

Junco, R. (2015).Student class standing, Facebook Use, and Academic Performance.*Journal of Applied Developmental Psycho logy,* 36, 18-29. http://doi.org/10.1016/j.appdev.2014.11.001 Kupczynski, L., Gibson, A.M., Ice, P.,

Junco, R., &Cotten, S. (2012). “*The relationship between multitasking and academic performance”.* In Computers & Education, 59(2), 505-514

Kaplan Andreas M., Haenlein Michael (2010)."Users of the world, unite! The challenges and opportunities of social media".In Business Horizons 53 (1). p.61. [

Kim, K, Yoo-Lee, E. and Sim, S. J. (2011).*Social media as information social: undergraduates use and evaluation behaviour.*ASIST, October 9 – 13, New Orleans, USA.

Kunz, William M. (2006). *Culture Conglomerates*: Consolidation in the Motion Picture and Television Industries. Publisher: Rowman& Littlefield Publishers, Inc.

Lepp, A., Barkley, J. E., &Karpinski, A. C. (2015).*The Relation ship between Cell Phone Use and Academic Performance in a Sample of U.S. College Students.*SAGE Open, 5(1), 1-9. http:// doi.org/10.1177/2158244015573169

Leung, L., & Lee, P. (2012).*Impact of Internet Literacy, Internet Addiction Symptoms, and Internet Activities on Academic Per formance*. Social Science Computer Review, 30(4), 403-418. doi: <http://doi.org/10.1177/0894439311435217>

McQuail, D. (2010). McQuail’s mass communication theory (6th ed.). London: Sage Publications.

Ndege, W., Mutavi, T., Kokonya, D., Nekesa, V., Musungu, B, Obondo, A...Wangari, M. (2015). Social Networks and Stu dents’ Performance in Secondary Schools: Lessons from an Open Learning Centre, Kenya. Journal of Education and Practice*,* 6(21), 171-178. (https://goo.gl/RpGBBd) (2015-03-26).

Oluwatosin, A. (2011). ICT, CGPA: *Consequences of Social Networks*In p. 2. ISBN 0742540669.

Osahenye, K. (2011, February 25). “The social media challenge”. The Guardian, pp. 52.

Pempek, T. A., Yermolayeva, Y. A., & Calvert, S. L. (2009). “College students' Social networking experiences on facebook”. Journal of Applied Developmental Psychology, 30(3), 227-238.

Qingya Wang, Wei Chen & Yu Liang (2011) “*The Effects of Social Media on College Students.MBA Student Scholarship”*.Paper 5.Accessed: http://scholarsarchive.jwu.edu/mba\_student/5. Date: 27/1/2014

Onuoha, U. D., Unegbu, V. E and Lasisi, F. A. (2012).Undergraduates use of face book for educational activities at Babcock University and University of Lagos, Nigeria, *Jewel Journal of librarianship*. 4,.85 – 91

Smith & Marx, Merrit Roe & Leo (June 1994). Does Technology Drive History? *The Dilemma of Technological Determinism.*The MIT Press. ISBN 978-0262691673.

Subrahmanyam, K., Greenfield, P., Kraut, R., & Gross, E. (2001*).The Impact of Computer Use on Children’s and Adolescents’ De velopment.Applied Developmental Psychology*, 22(1), 7-30. (http://goo.gl/HRv5L) (2015-03-23).

Suhail, K., &Bargees, Z. (2006).*Effects of Excessive Internet Use on Undergraduate Students in Pakistan.*CyberPsychology& Be- havior, 9(3), 297-307. (http://goo.gl/fVV2aF) (2015-03-28). Tichenor, P., Donohue, G., &Olien, C. (1970).Mass Media Flow and Differential Growth in Knowledge. Public Opinion Quarterly, 34(2), 150-170. (http://goo.gl/Mw CcJ0) (2014-04-10).

Trends and Technology 2(2) 2011.

Türel, Y.K., &Toraman, M. (2015).*The Relationship between Internet Addiction and Academic Success of Secondary School Students*. Antropologist,20, 280-288. (http://goo.gl/npyrwt) (201503-30). UOC (Ed.) (2003).Internet Catalonia Project. (http://goo.gl/G3 xmXT) (2015-04-20).

Wittwer, J., &Senkbeil, M. (2008).*Is Students’ Computer Use at Home Related to their Mathematical Performance at School*? Com puters& Education, 50(4), 1.558-1.571.doi: [http://doi.org/10. 1016/j.compedu.2007.03.001](http://doi.org/10.%201016/j.compedu.2007.03.001)

Worsford, L. (2007). William Stephenson's Play Theory applied on-line. http://www.helsinki.fi/ science/optek/1993/n2/kuehn.txt. (retrieved on 26/06/2011)Mediadictionary.com.http://www.mediadictionary.com/definition/source.html(retrievedon26/06/2011)<http://www.12manage.com/description_packhard_hidden_needs.html>)

**QUESTIONNAIRE**

**The Social Media Perception and Usage among Students of Nigerian Universities**

**(A study of Godfrey Okoye University)**

Instruction: please tick [√ ] in the box that depicts your answer to each question below.

**Section A**

1. Sex (a) Male [ ] (b) Female [

**Section B**

Instruction: for the each of the statements that follows, choose the response option that shows your level of agreement or disagreement by ticking on the appropriate column.

Response options values

SA – Strongly Agree \_\_\_ (1)

A – Agree \_\_\_ (2)

D – Disagree \_\_\_ (3)

SD – Strongly Disagree \_\_\_ (4)

Response options values

VGE - Very Great Extent \_\_\_ (1)

GE - Great Extent \_\_\_ (2)

LE - Low Extent \_\_\_ (3)

VLE - Very Low Extent \_\_\_ (4)

**Research Question 1**

To what extent has social media influenced Godfrey Okoye University students?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **/N** | **Item:** has social media influenced the Godfrey Okoye university students | **VGE**  **1** | **GE**  **2** | **LE**  **3** | **VLE**  **4** |
| **1** | GO Students spend time longer than necessary on social media |  |  |  |  |
| **2** | GO Students prefers chatting on social media than talking with their friends |  |  |  |  |
| **3** | GO students makes use of the social media at any given time |  |  |  |  |
| **4** | GO Students uses the social to source information happening around the world |  |  |  |  |

**Research Question 2**

How is frequent social media use linked to poor academic performances?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **/N** | **Item:** do social media link to poor performance of students | **SA**  **1** | **A**  **2** | **D**  **3** | **SD**  **4** |
| **1** | Students replace time for important activities with chatting on social media |  |  |  |  |
| **2** | Students tend to be nonchalant towards their academic work because of the time spent on social media |  |  |  |  |
| **3** | Social media makes students to lose concentration on their studies |  |  |  |  |
| **4** | Social media has contributed to students poor performance towards their studies |  |  |  |  |

**Research Question 3**

How are social media relevant to academic curriculum in Nigeria?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **/N** | **Item:** is social media relevant to academic curriculum in Nigeria? | **SA**  **1** | **A**  **2** | **D**  **3** | **SD**  **4** |
| **1** | Social media enhances the quality of education |  |  |  |  |
| **2** | Students can read books and eBooks on social media |  |  |  |  |
| **3** | Students can learn from social media because they have access to educational materials online |  |  |  |  |
| **4** | Social media has made students not rely on their lecturers but source information on their own |  |  |  |  |