ASSESSMENT OF THE RELATIONSHIP BETWEEN SOCIAL MEDIA UTILIZATION AND ACADEMIC ACHIEVEMENT OF UNDERGRADUATE STUDENTS IN NORTHWEST NIGERIA

BY

SANI, Aina'u Ahmad

FEBRUARY, 2017

ASSESSMENT OF THE RELATIONSHIP BETWEEN SOCIAL MEDIA UTILIZATION AND ACADEMIC ACHIEVEMENT OF UNDERGRADUATE STUDENTS OF NORTHWEST NIGERIA

BY

SANI, Aina'u Ahmad (NCE, B. Sc. Ed. Home Economics)
P14EDFC8087

A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF A MASTER DEGREE IN INSTRUCTIONAL TECHNOLOGY

DEPARTMENT OF EDUCATIONAL FOUNDATIONS AND CURRICULUM,
AHMADU BELLO UNIVERSITY,
ZARIA, NIGERIA

FEBRUARY, 2017

DECLARATION

I declare that the work in this dissertation entitled Assessment of the Relationship between Social Media Utilization and Academic Achievement of undergraduate Students in Northwest Nigeria, has been carried out by me in the Department of Educational Foundations and Curriculum. The information derived from the literature has been duly acknowledged in the text and the list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution.

SANI, Aina'u Ahmad **Date**

CERTIFICATION

This dissertation written by SANI, Aina'u Ahmad has meets part of the regulation governing the award of the Master Degree of the Ahmadu Bello University approved for its contribution to knowledge and literary presentation.

_____ _____

Dr. A. I. Gambari Date
Chairman, Supervisory Committee

_____ _____

Dr. A. S. Zubairu Date
Member, Supervisory Committee

_____ _____

Prof. B. A. Mainna Date
Head, Department of Educational Foundations
and Curriculum

_____ _____

Prof. S .Z. Abubakar Date
Dean, School of Postgraduate Studies

DEDICATION

This research work is dedicated to my parents: Alhaji Sani Ahmad, Hajiya Fatima Sani Ahmad, and my beloved children; Ammar and Umaira.

ACKNOWLEDGEMENTS

My special thanks go to the members of Supervisory Committee; Dr. I. A. Gambari and Dr. S. A. Zubairu for their untiring efforts, criticisms, advice and guidance in shaping the researcher as well as this research work throughout the research period. The researcher would like to acknowledge the encouragement and assistance from the lecturers and other individual personalities in the Department of Educational Foundations and Curriculum which include: Prof. A. T. Kadage, Prof. M. Abdullahi, Dr. Ginga M. Dahiru, as well as Prof. B.A. Maina. Head, Department of Educational Foundation and Curriculum, other numerous not mentioned for their individual and collective contributions to the successful completion of this dissertation. The researcher would like to acknowledge the encouragement and assistance of Zamfara State Government, Ministry of Education for being kind to allow her further her study.

Also, the researcher wishes to thank her beloved parents Alh. Sani Ahmad and Hajiya Fatima Sani Ahmad for their financial efforts, care, love and encouragement throughout her life, may Allah, the Knower of all, bless them with Al-Jannah Al-Firdaus, Ameen. A hearty gratitude to the researcher's beloved daughter (Umaira) and son (Ammar) who had shown care and patience despite the distance that kept them apart, till the completion of this study. May the Sustainer bless them in this world and bestow them with Al-Jannah Al-Firdaus, Ameen.

The researcher also appreciates the effort and support of A. Ado for his tremendous support toward the success of this research work. Special appreciation goes to researcher's brothers and sisters, Nasir and Hauwa'u for their encouragement, supports, and financial assistance. A special word of appreciation goes to the researcher's friends: R. Muslim and E. Efemgbe for their concern, guidance, educational advice and full pledged engagement in the cause of the researcher's life. May Allah reward them in abundance, Ameen. The researcher equally appreciate the word of advice and encouragement from some of her friends and colleagues who have been supporting her in one way towards the successful completion of the academic program and dissertation. They are highly acknowledged, may Allah bless them all accordingly, Ameen. Ultimately, Alhamdulillah for all He has done for the researcher.

TABLE OF CONTENTS

Contents		Page
Cover Page		i
Title page		ii
Declaration		iii
Certification		iv
Dedication		v
Acknowledgements		vi
Table of Contents		vii
List of Tables		x
List of Appendices		xi
Abstract		xii
CHAPTER ONE; INTRODUCTION		
1.1	Background to the Study	1
1.2	Statement of the Problem	4
1.3	Objectives of the Study	5
1.4	Research Questions	6
1.5	Null Hypotheses	7
1.6	Significance of the Study	7
1.7	Scope and Delimitation of the study	8
1.8	Operational Definitions of Terms	9

CHAPTER TWO: LITERATURE REVIEW

2.1	Introduction	10
2.2	Theoretical Framework	10
2.2.1	Connectivism Learning Theory	10
2.2.2	Diffusion of Innovation Theory	12
2.3	Conceptual Framework	16
2.3.1	Concept of Assessment	16
2.3.2	Concept of Social Media	17
2.3.2.1	Forms of Social Media sites in Education	21
2.3.3	Concept of Academic Achievement	35
2.4	Relationship between Social Media and University Academic Achievement	38
2.4.1	Online Discussion on Collaborative Learning Approach	40
2.5	Relationship between Social Media and Students' Academic Achievement	41
2.6	Review of Empirical Studies	45
2.7	Summary of Related Literature	49

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Introduction	51
3.2	Research Design	51
3.3	Population of the Study	51
3.4	Sample and Sampling Procedure	52
3.5	Instrument for Data Collection	53
3.5.1	Validity of the Instrument	54
3.5.2	Pilot Testing	54
3.5.3	Reliability of the Instrument	54
3.6	Procedure for Data Collection	55
3.7	Procedure for Data Analysis	55

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1	Introduction	57
4.2	Bio-data of the Respondents	57
4.3	Answering Research Questions	58
4.4	Testing null Hypotheses	66
4.5	Summary of Research Question	68
4.6	Summary of Findings	69
4.7	Discussion of the Findings	70

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1	Introduction	75
5.2	Summary	75
5.3	Contributions to Knowledge	76
5.4	Conclusion	76
5.5	Recommendations	77
5.6	Suggestions for Further Studies	77
	References	78
	Appendices	91

LIST OF TABLES

Table		Page
1.	Population Distribution of 200 Level Undergraduate Students	52
2.	Random Sampling of 200 Undergraduate Students	53
3.	Distribution of Respondents by University	57
4.	Distribution of Respondents Based on Gender	57
5.	Mean and Standard Deviation of the Extent of Social Media Utilization amongUndergraduate Students in North-Western Nigeria	58
6.	Mean and Standard Deviation of Social Media Sites Utilized by Students	59
7.	Mean and Standard Deviation of Rate of Usage of Social Media Sites by Undergraduate Students in North-Western Nigeria	60
8.	Mean and Standard Deviation on the Influence of Social Media Sites Utilized by Undergraduate Students in North-Western Nigeria	61
9.	Mean and Standard Deviation of Students' Opinion on Social Media Utilization and their Academic Achievement	62
10.	Mean and Standard Deviation of Students' Utilization of Social Network Sites in North-Western Universities in Nigeria	62
11	Mean and Standard Deviation of the Rate of Usage of Social Media Sites by Undergraduate Students in North-Western Universities in Nigeria	63
12.	Mean and Standard Deviation of the Influence of Social Media Utilization on Undergraduate Students' Academic Achievement in North-Western Universities in Nigeria	64
13.	Mean and Standard Deviation of Male and Female Students' Opinion on Social Media Utilization and their Academic Achievement	64
14.	Correlation between Social Media Utilization and Academic Achievement Scores of Undergraduate Students in North-Western Nigeria	65
15.	Correlation between Social Network Sites Utilization and Academic Achievement Scores of Undergraduate Students in North-Western Nigeria	66
16.	Correlation between Rate of Usage of Social Media by Students and their Academic Achievement in North-Western Nigeria	66
17.	Correlation between the Influence of Social Media Utilization and Academic Achievement of Undergraduate Students in Northwestern Nigeria	67
18.	t-test Comparisons of Male and Female Students' Opinion on Social Media Utilization	68

LIST OF APPENDICES

Appendix		Page
I.	Introductory Letter	91
II	Instrument Validation Form	92
III	Result of Pilot Testing	93
IV	Research Questionnaire	94
V.	Students CGPA	98

ABSTRACT

The study assessed the relationship between social media utilization and academic achievement of undergraduate students in northwestern Nigeria. The study had nine specific objectives, nine research questions, and five null hypotheses which were formulated and tested at 0.05 level of significance. A correlation type of descriptive research design was adopted for this study. The population of the study was 9752 of 200 level students who were in 2016/2017 academic session in five federal universities in North West, Nigeria. Two hundred and seventy two students constituted the sample size for the study using simple random sampling technique. The instruments used to generate data for the study was a researcher-constructed social media utilization questionnaire (SMUQ). The drafted questionnaire was validated by the two researchers' supervisors and two experts in research and methodology ,pilot tested at E with an estimated reliability of 0.78 which was obtained using Cronbach Alpha Correlation Coefficient Formula. Mean and standard deviations were used to answer the research questions. Pearson Product Moment Correlation (PPMC) was used to test null hypotheses one to four, and t-test statistic was employed in testing null hypothesis five. The findings of the study showed that there was no significance relationship between social media utilization and the rate of usage of social networks and undergraduate students academic achievement in northwestern universities in Nigeria and gender showned asignificant difference in the opinion of male and female students in the use of social media .Based on the findings, it was concluded among others that, social media utilization, and the rate of usage had no significance relationship with undergraduate students' academic achievement in North western Nigeria. One among the recommendations given was that Teachers should endeavor to ensure that they incorporate the use of social networks' in teaching and learning process so as avoid the menace of the negative influence of these sites on students' achievement.

,.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The internet revolution changed the information world with regard to sharing, speed, storage and retrieval of information in whatever form regardless of the person's location. Through the internet, a number of web technologies emerged, and one technology that is making waves with regard to information sharing and communication are the social media networks. The evolution of social media has cut across all facets of society (education inclusive) with its positive and negative impacts. Social media has transformed and impacted on communication, learning, research and education in general. Among the vast variety of online tools which are available for communication, social networking sites (SNS) have become the most modern and attractive tools for connecting people throughout the world (Aghazamani, 2010).

Social media technology (SMT) refers to "web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content, in digital environments through multi-way communication" (Davis, 2012;). Through this platform, individuals and organizations create profiles, share and exchange information on various activities and interests. An interesting aspect of social media is that it is not limited to desktop or laptop computers but could be accessed through mobile applications and smartphones making it very accessible and easy to use. Examples of these social media platforms both on the web and mobile application include Facebook, Twitter, YouTube, Whatsapp, Instagram, blogs etc. These sites are used to interact with friends, peers, and others that are found in groups on these sites. The sharing of information ranges from news, debates, gossips, feelings or statement of mind, opinions, research and other academic works in universities and colleges. The Internet usage statistics for the world reported that, there were 7,517,028,970 estimated Internet users with a penetration rate of 100% as at 31st March, 2017 in the world. Also, the estimated population of

African internet users were was 1,246,504,865 as at 31st March, 2017. Out of the total Internet users in Nigeria which make accounts for about 16.6% of internet users in Africa, 16,000,000 Nigerian internet users were on Facebook which mark the country at 2nd position after Algeria with 17,000,000 Facebook users (Internet World Statistics, 2017). A report by the National Communications Commission (2017) indicated that mobile data subscribers in the country have increased exponentially with a penetration rate of 90, 003, 101 as at 31st March, 2017 reaching to almost 89.3% and expected to reach up to 92million. the report stated that internet users in Nigeria have increased by 151, 636 in the of June, 2017 The statistics indicate that as more people subscribe to the Internet and mobile phone, the more the increase in data subscriptions. This data subscription is used to access the Internet which in effect is used more to participate on social networks. The driving factors for adoption of social media are the progressively ubiquitous access, convenience, functionality, and flexibility of social technologies. Today, students in higher institutions of learning in Nigeria in which ABU Zaria and Federal University Gusau is inclusive have emerged into utilizing social media networking for social activities. There has been various overview and opinions which recognized four major advantages of social media use in higher education. These include enhancing the relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities. This means that social networking activities have the possibility of enhancing student contact and used to improve their participation in class, particularly where introverted students are involved. Students can function in online group learning, with less or no anxiety of needing to raise questions before peers at school.

Teenagers and young adults in Northwestern universities have embraced social media utilization as a way to connect with their peers, share academic information and showcase their social lives in schools. Social networking utilization became popular between 2004 and 2006 after Facebook and MySpace were created. Social media has about 555 billion users as at September

2016, Facebook has surpassed with 1.71 billion registered accounts and WhatsApp has 1.0 billion users indicating about 81% of undergraduate students, Facebook and Whatsapp users (Global Media Statistics, 2016). Global Digital Media Users (2016) reported that, between 2013 – 2016, Nigeria has 57.7 million social media users, and are expected to hit 76.2 million social media users (84.3%) by 2019. This is not only true for Facebook numbers for YouTube users closely follow as well (University of New Hampshire, 2009). This has shown how undergraduate students embrace the use of social media in universities like ABU and Federal University Gusau students were using mobile handsets, smartphone, and laptops in almost every hour of a day, most of whom concentrate on chatting using either of popularly known social media sites. Hence, indicating how social media is related to academic works of undergraduate students in northwestern universities.

Social networking websites provide tools by which people can communicate, share information, and create new relationships. With the popularity of social networking websites on the rise, our social interaction both in school and outside is affected in multiple ways as we adapt to our increasingly technological world. This includes students' engagement on social media sites to ask questions concerning daily school work, posting school work-related-problem questions, tapping assignment questions and creating discussion avenues for school matters. So, such an engagement use to affect the students' writing and speaking ability and at the same time enhance their academic commitment. On the other side, they engage on social chatting with friends and families for there freshment of the brain which eventually leading the undergraduate students to deepen into socially connected sites only for pleasure. Like other university students, students in Ahmadu Bello University and Federal University Gusau are observed to have such feature.

A number of studies have been conducted to find out the impact of social media on the academic performance of students. Ito, Baumer, Bittanti, Boyd, Cody and Herr-Stephenson (2009) found that, teens use these technologies for a number of positive activities, which include

delving deeper into interest-driven communities and participating in various activities. Ahn (2011) adds that "Social Network Sites (SNS) provide a platform for the youth to participate in communities that help them to learn, and practice skills within a particular knowledge area".

Conversely, Banquil (2009), found a continuing drop of grades among students who use social networking sites. This was supported by Kirschner and Karpinski (2010), who found a significant negative relationship between Facebook use and academic performance. They concluded that students who use Facebook spend fewer hours per week studying on an average than Facebook nonusers and this resulted in lower mean grade point averages (GPAs). Junco (2012), examined the relationship among numerous measures of frequency of Facebook use with time spent preparing for class and overall GPAs. Hierarchical linear regression analysis from the study by Junco (2012), indicates that time spent on Facebook was strongly and significantly negatively correlated with overall GPA. It is against this background that it has become necessary to conduct this research aimed at assessing the relationship between social media utilization and academic achievement of undergraduate students in North Western Nigeria.

1.2 Statement of the Problem

The rapid advancement of media technology has had a great impact on the way people communicate on a daily basis. The growing dimension of the use of the social media among the youth of today cannot be overemphasized. Social networking among students has become more and more popular. The potential risks facing undergraduates students, as they engage in online social networking to cater or prepare for their social information needs rather than oral or face-to-face communication. The researcher observed that the convenience the social networking sites give undergraduates students to communicate to one another may directly or indirectly affect their interpersonal communication positively or negatively. Also, the purported wrong usage of grammar, spelling and texting language in social media are among the factors that affect undergraduate students' academic achievement.

Also the researcher observed that the addiction to social media networking sites by undergraduates' students is due to the information availability of vast information which has been made common for users' access. With this vast information available, it has become worrisome that students who constitute a large population of daily users can be influenced by irrelevant information which can distract students' attention from relevance information of academic significance. Hence, the persistent rate of increase of such problems might be affecting some of north western universities undergraduates' academic performance. Based on these problems, therefore, the researcher conducted this study relationship between social media utilization and academic achievement of undergraduate students in North Western Nigeria.

1.3 Objective of the Study

The general objective of this study was to assess the relationship between social media utilization and academic achievement of undergraduate students in Northwestern Nigeria. The specific objectives of the study were to:

1. Find out the extent of social media utilization among undergraduate students in North-west Nigeria;
2. Determine the types of the social media sites utilized by undergraduate students in North-West Nigeria;
3. Find out the rate of usage of social media sites by undergraduate students in North-west Nigeria;
4. Determine the influence of social media utilization by undergraduate students in North-west Nigeria.
5. Determine the relationship between social media utilization by undergraduate students and their academic achievement in Northwest universities in Nigeria.
6. Find out the relationship between social network sites utilized by undergraduate students and their academic achievement in Northwest Universities in Nigeria.

7. Determine the relationship between the rate of usage of social media sites by undergraduate students and their academic achievement in Northwest universities Nigeria.
8. Find out the relationship of the influence of social media utilization by undergraduate students and their academic achievement in Northwest Universities Nigeria.
9. Compare the difference in the opinion of male and female undergraduate students' on the use of social media in Northwest University in Nigeria.

1.4 Research Questions

The Following research questions were raised to guide the study;-

1. What is the extent of social media utilization among undergraduate students in North-West Nigeria?
2. What are the social media sites utilized by undergraduate students in North-West Nigeria?
3. What is the rate of usage of social media sites by undergraduate students in North-West Nigeria?
4. What is the influence of social media utilized by undergraduate students in North-West Nigeria?
5. Is there any relationship between the use of social media by students and their academic achievement in Northwestern universities in Nigeria?
6. Is there any relationship between social network sites used by students and their academic achievement in Northwestern Nigeria?
7. Is there any relationship between the rate of usage of social media sites by undergraduate students and their academic achievement in Northwestern Universities in Nigeria?
8. Is there any relationship between the influence of social media utilization by students and their academic achievement in Northwestern Universities in Nigeria?

9. Is there any difference in the opinion of male and female undergraduate students on the usage of social media sites in North-western Nigeria?

1.5 Null Hypotheses

The following hypotheses were formulated in order to guide the study:

1. There is no significance relationship between social media utilized by undergraduate students and their academic achievement in Northwest universities in Nigeria.
2. There is no significance relationship between social network sites utilized by undergraduate students and their academic achievement in Northwest Universities in Nigeria.
3. There is no significance relationship between the rate of usage of social media by undergraduate students and their academic achievement in Northwest Universities in Nigeria.
4. There is no significance relationship between the influence of social media utilization and academic achievement of undergraduate students in Northwest Universities in Nigeria.
5. There is no significance difference between the opinion of male and female undergraduate students on the usage of social media in Northwest Nigeria.

1.6 Significance of the Study

The study was expected to benefits students, parents and guardians, lecturers, school administrators and National University Commission (NUC) among others. The study might be most beneficial to students who need to learn to manage and balance their time so as to be greater contributors to the development of the society. The study may also help the students to know how to use their time wisely and effectively, that is to use social media for academic purposes, like reading books, assignment, collaborative learning and so many things that will help them to achieve academically.

It might equally benefit parents and guardians as they need to wake up to their roles of monitoring their children and wards. The findings from this study might help them to pay more

attention to their studies rather than irrelevant social networking sites. When parent understand how best their children can use social media, they would be encouraged to procure phone or laptop computer to improve their learning.

This study might also be of significant to lecturers as they might be able to harness the potential of social media to enhance effective instruction in teaching and learning process. As a result, students' performance is expected to increase and this might gladden the lecturer because they have achieved the aims or goal of enhancing students' performance and creating positive change in the behaviour of the learners. Also, the study might help the lecturers to understand the influence of social media on their students, to assist them to enlighten and create awareness to the students' level of using social media without jeopardizing their academic performance.

It is expected that the output of this research might benefit the administration of tertiary institutions of North Western Nigeria as it will enable them to harness the potential of social media to facilitate students' performance which will uplift the standard of the schools and the community. This can make many students from across the region and other regions in Nigeria to yearn for schooling in the region. This work might be of immense benefit to further researchers particularly in the field of Instructional Technology, and shall also add to the available academic literature on social networking. Upon successful completion of this research, it shall be very relevant to various people across Nigeria.

1.7 Scope of the Study

The scope of this study covered all the undergraduate students in the Universities in Northwestern Nigeria. The study was limited to Federal Universities in Northwest zone of Nigeria because the universities were assumed to have similar characteristics of same curriculum, school settings, type of students and were all federally owned universities. Specifically, the research work was further been limited to only Students of school A and School D. This study was further been limited to 200 level students in the 2016/2017 academic session. The students were selected

because they were in their second year in the university system, hence their behavior towards the use of social media was easily be determined.

1.8 Operational Definition of Terms

The following are key terms are operational defined in the research work as:

1. **Social Media**:- Refers to computer-mediated tools that allow undergraduate students send, share and exchange information, idea, pictures, videos in a virtual community and networks.
2. **Social Networking Sites:-** A website where undergraduate students put information about themselves and can send to others.
3. **Academic achievement:-** Refers to the cumulative results of the undergraduate students in a university set up.
4. **Blogs:-** A blog (a contraction of the term "weblog") is a type of website, usually maintained by students with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, the researcher reviewed the work of other researchers relevant and related to this research study. This is essential because the review of the related and relevant literature provided a theoretical base for the researcher to build upon. It also provided the researcher with a sense of direction. The chapter focused on, theoretical framework, connectivism learning theory, Diffusion of innovation Theory, conceptual Framework, concept of assessment, concept of social media, classification of social media platforms in education, concept of academic achievement, relationship between social media and university academic programmes, online discussion on collaborative learning approach, relationship between social media and students' academic achievement, review of empirical studies and Summary of Related Literature.

2.2 Theoretical Framework

2.2.1 Connectivism Learning Theory

Connectivism is a learning theory promoted by Stephen Downes and George Siemens (2005). Called a learning theory for a digital age, it seeks to explain complex learning in a rapidly changing social digital world. In the theory, learning occurs through connections within networks. The model uses the concept of a network with nodes and connections to define learning. Learners recognize and interpret patterns and are influenced by the diversity of networks, strength of ties and their context. The transfer occurs by connecting to and adding nodes and growing personal networks. George Siemens (2005) stated that, "Connectivism is the integration of principles explored by chaos, network, and complexity and self-organization theories. Learning is a process that occurs within nebulous environments of shifting core elements – not entirely under the control of the individual. Learning (defined as actionable knowledge) can reside outside of ourselves (within an organization or a database), is focused on connecting specialized information

sets, and the connections that enable us to learn more are more important than our current state of knowing. Connectivism is driven by the understanding that decisions are based on rapidly altering foundations. New information is continually being acquired. The ability to draw distinctions between important and unimportant information is vital. The ability to recognize when new information alters the landscape based on decisions made yesterday is also critical.

Siemens Principles of Connectivism

Learning and knowledge rest in diversity of opinions, learning is a process of connecting specialized nodes or information sources, learning may reside in non-human appliances, capacity to know more is more critical than what is currently known, nurturing and maintaining connections is needed to facilitate continual learning, ability to see connections between fields, ideas, and concepts is a core skill and currency (accurate, up-to-date knowledge) is the intent of all connectivist learning activities.

Decision-making is itself a learning process. Choosing what to learn and the meaning of incoming information is seen through the lens of a shifting reality. While there is a right answer now, it may be wrong tomorrow due to alterations in the information climate affecting the decision. Siemens (2005) said that, learning is no longer an individualistic activity. Knowledge is distributed across networks. In our digital society, the connections and connectiveness within networks lead to learning. They further experimented with Open Courses and both stress the importance of more open education. See Siemens discussing the importance of connections and connectiveness in open social learning below to the left and see the Networked Student to the right.

This theory is related to the current study in the sense that, both social media and connectivism theory of learning assert that knowledge and learning are not (about) content, but connection. Both social media and the theory see that knowledge has patterns of three type of connections. The first is that knowledge has a neural pattern of connection. This means the ability

to knowwhat, likewise social media is of this pattern of acquiring knowledge, conceptual pattern (know-how), social pattern (know-who) and Networks pattern (loci of knowledge). Secondly, both see that knowledge has Learning pattern (making new connections), Understanding/coherence / sense making (forms of pattern recognition), Community (those with shared knowledge and shared learning interests), Workarounds (the mechanism by which individuals make sense of and apply their own learning, regardless of mandated knowledge (instruction) or accepted knowledge), accepted knowledge pattern (what evolves as power shifts, people die and the make-up of communities changes; wisdom is inherently 'conventional' and tyrannical). And the 'wisdom of crowds' is not 'wisdom' at all, but rather collective knowledge (the aggregation and appreciation of patterns of knowledge of large numbers of independent people, shared; this is much better than wisdom).

2.2.2. Diffusion of Innovation Theory

This research work is based on diffusion of innovation theory of Rogers (2003). It is a theory that seeks to explain how, why and at what rate new ideas and technology spread. The theory argued that diffusion is the process by which an innovation is communicated over time among the participants in a social system. Rogers proposes that four main elements influence the spread of a new idea; the innovation itself, communication channels, the process relies heavily on human capital. Based on the theory, the innovation must be widely adopted in order to self-sustain. Within the rate of adoption, there is a point at which an innovation reaches critical mass. Based on the theory, however, the categories of adopters are innovators which are classified as early adopters, early majority, late majority and highly subject to the type of adopters and innovation decision process. He also proposed four elements involved in the diffusion of anew idea by the individual. These elements have the innovation, communication process, time and social system context.

In relating this theory to social media utilization, Internet-based applications have gained a great popularity in the last ten years with millions of users. As a consequence of expansion and diversification of the Internet applications, it becomes a part of individuals' daily lives. Today, people are so familiar with the Internet and the Internet-based applications. Social media, which is the final step in the evaluation process of the Internet, can be considered as a great innovation. It is possible to associate the diffusion and widespread use of social media in the context of the decision-making process for innovation. When the social media is considered as an innovation, prior conditions like previous practices, individual needs, innovativeness and norms of the social system can also be associated with the social media usage. The huge expansion of new media and growing chance to experience these new and exciting platforms make people wonder more about social media. As a result, individuals feel the need of using social media as a form of communication and start to get knowledge about these online platforms. Within the knowledge stage, in accordance with these prior conditions, people met with various social media platforms.

At the second step called persuasion, the individual becomes more psychologically involved with the social media platforms (Rogers, 2003). Individuals make an evaluation about the advantages and disadvantages of the social media and prepare themselves to make a decision about using or not using such platforms. In this step, characteristics like compatibility, complexity, trial ability, observability and the relative benefit are important for persuasion. It is possible to handle these characteristics in terms of social media platforms. When characteristics that affect the persuasion process are considered within the social media, it can be said that these characteristics refer the features of social media that separate it from the previous Internet-based applications and traditional media. For example, user generated and user-friendly structure of social media; also ease of use and open access to these platforms can be considered as factors affecting the process of persuasion. In the context of compatibility, having an Internet experience

and being familiar with the Internet-based applications before the existence of social media, provide the necessary conditions for the acceptance and widespread use of these platforms.

Complexity is another effective feature that affects the acceptability of social media. Rogers (2003) stated that an innovation, which doesn't require specific and complicated skills and understandings, will have the tendency to get a higher rate of adoption. Because of the simple and easy structure of social media, people don't need any complex technological skills. So this feature decreases the complexity level of this innovation and encourages people to try social media. In social media case, complexity and triability features have a close relationship to each other. Namely, having low complexity level make people more enthusiastic to try these new platforms. Also, anyone who has a desire about social media can easily access these platforms without any prerequisites and this open access nature of social media is also important for the triability (Rogers, 2003).

Observability, that means "the degree to which the results of an innovation are visible to others" (Rogers, 2003) is another perceived characteristic of innovation. Today people face with social media in every part of their daily life even if they don't use. Users of social media are increasing day by day; so social media become more visible in individuals' social environments. On the other hand, the other feature of social media that makes it more visible is the tendency of social media's integration with the traditional media. The widespread use of social media can be associated with the difficulty to ignore its existence.

Finally, are lative advantages as economic profitability, social prestige, or other benefits is also very determinative for the persuasion process. Open and free access to social media platforms provides an economical advantage in terms of communication and interaction among people. Also, these platforms facilitate easy, quick and free access to information which can be considered as another economic profitability. On the other hand, social media give people a chance to express themselves in various ways and it can be said that as a consequence of this

expression they found a new way to satisfy their self-actualization needs. Also, people become connected with each other more than ever before by using social media. It can be said that existing in social media, being followed and liked by others can make people feel more self-confident. All of these feelings can be considered as social prestige advantages of social media.

In summary, compatibility, complexity, trial ability, observability and the relative benefit have important impacts on persuasion process as explained above. In diffusion of innovation approach, decision step follows the persuasion process. Within the decision process, individuals can provide adaptation or rejection decision after a pre-application meeting period. Muntinga (2011) mentioned that social interaction is one of the important motivation for the use of social media and in this context, the authors stated that people can use social media for conversation, interaction, and to feel part of a group. In this sense, individuals can prefer to use social media for its communication, socialization and self-expression benefits. Also, entertainment can be considered as another feature that motivates individuals to use social media. Economic profitability and open access to information as explained within the relative advantage also can be a reason for individuals to use social media. Additionally, following the new trends can also be the main reason in itself. If individuals make their decision as adaptation based on those or other reasons, they become the users of the social media platforms. This is considered as implementation step. If individuals cannot exactly meet their expectations during the implementation process, they can change their minds and can quit using social media platforms. This reversal of opinion is called discontinuance. On the other hand, individuals can refuse to use social media platforms at the decision step and provide rejection at first. People can consider social media usage as a waste of time or a kind of addiction, and so they may reject to use these platforms. Also the lack of technological abilities or prejudices can affect the rejection decision of individuals. In addition, individuals may not feel a need for using social media. If this rejection continues this is called as continued rejection. But because of social media's popularity and

widespread use, people may feel the lack of it and as a result, they may demonstrate adaptation behavior which is called as later adoption.

2.3 Conceptual Framework

2.3.1 Concept of Assessment

Assessment refers to the act of judging or deciding the amount, value, quality or importance of something or decision that is made. Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. Erwin (2014) stated that, assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students (Cambridge, 2015). Allen (2004) Assessment involves the use of empirical data on student learning to refine programs and improve student learning.

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning (Huba and Freed, 2000). Assessments are often equated with traditional tests especially the standardized tests developed by testing companies and administered to large populations of students. Palomba and Banta (2013) state that, assessments consist the used of education tools to identify individual student weaknesses and strengths so that educators can provide specialized academic support, educational programming, or social services. In addition, assessments are developed by a wide array of groups and individuals, including teachers, district administrators, universities, private companies, state

departments of education, and groups that include a combination of these individuals and institutions. Assessment can take a wide variety of forms in education. The following descriptions provide a representative overview of a few major forms of educational assessment. Assessments are used for a wide variety of purposes in schools and education systems

High-stakes assessments are typically standardized tests used for the purposes of accountability -i.e., any attempt by federal, state, or local government agencies to ensure that students are enrolled in effective schools and being taught by effective teachers. In general, "high stakes" means that important decisions about students, teachers, schools, or districts are based on the scores students achieve on a high-stakes test, and either punishment (sanctions, penalties, reduced funding, negative publicity, not being promoted to the next grade, not being allowed to graduate) or accolades (awards, public celebration, positive publicity, bonuses, grade promotion, diplomas) result from those scores. For a more detailed discussion, see the high-stakes test.

2.3.2 Concept of Social Media

Social as the word sounds deals with the way we communicate in our society, in which one meet and spend time with other people. The network is the connection of parts together to allow movement or communication with other parts. Social networking is the connection of friends or family together which allow a person to communicate easily. With social networking sites, a person can have a long chain of friends he can chat or share information or ideas with. Social media refers to computer-mediated tools that allow people send, share and exchange information, idea, pictures and videos in a virtual community and network using social media technology. On the other hand, the word social media is known as the alliance of individuals into a specific set of potential groups or subdivisions. Social networking allows individuals to express their thoughts to other users. Not only people in a community, in particular, these sites allow students to express themselves, communicate, and collect profiles that highlight their talents and experience.

Social media technology (SMT) as "web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content, in digital environments through multi-way communication" (Davis, 2012). Through this platform, individuals and organizations create profiles, share and exchange information on various activities and interests. An interesting aspect of social media is that it is not limited to desktop or laptop computers but could be accessed through mobile applications and smartphones making it very accessible and easy to use. Examples of these social media platforms both on the web and mobile application include Facebook, Twitter, YouTube, Whatsapp, Instagram, blogs etc. Boyd et al (2007) stated that "Social networking sites are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system". In recent time, the world has witnessed what could be referred to as communication evolution through 'technological advances and increased use of the Internet' (Moqbel, 2012). This communication revolution, as well as the more technologically empowered lifestyle of individual users, has changed the way people communicate and connect with each other (Breslin and Decker, 2004).

Social media are a recent trend in this revolution. Social media therefore, are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection with, view and pass through their list of connections and those made by others within the system, (Boyd et al, 2007). The social network can also be referred to as a map of specified ties, such as friendship, between the nodes being studied. The nodes, to which an individual is thus connected, are the social contacts of that individual; the network can also be used to measure social capital – the value that an individual gets from the social network. Social networking sites include Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), Google talk, Google+Messenger, iPhone,

Androids and so on. These networking sites are used by most people to interact with old and new friends, physical or internet friends (Adeboye, 2012 in Asemah and Edegoh, 2012). These sites are used to interact with friends, peers, and others that are found in groups on these sites. Social media sites are websites where people join and create online communities to develop relationships online (Rau, Gao, & Ding, 2008). Also, social media are internet-based applications that carry consumer-generated content which encompasses ‘‘media impressions created by consumers, typically informed by relevant experience, and archived or shared online for easy access by other impressionable consumers (Blackshaw, 2006).

Social media are created to take care of a variety of human needs and could be classified using that format. For instance, Steinfield and Lampe (2007) classified social media into work-related contexts (*LinkedIn*.com), romantic relationship initiation (*Friendster*.com), connecting those with shared interests such as music or politics (*MySpace*.com), or the college student population (*Facebook*). It should, however, be noted that the examples mentioned above were based on the original intentions of founders of the social media sites though these intentions have been taken to another level by users.

Moreover, Social media sites came on board in the mid-1990s and one of the first at its emergence was *Classmates*, a site initiated in 1995 (Rooksby, 2009). The uniqueness of social networking sites is that they notonly allow individuals to meet strangers but enables users to discuss and make visible their social networks. This resulted in connections between individuals which otherwise is not possible through any other media already existing. Maximum time is often used on social networking sites to communicate with people who are already friends in the social network, sharing same interests and views (Raj Jain, Gupta & Anand, 2012). One important component of social media is a public display of connections. The friend's list contains links to each friend's profile, enabling viewers to traverse the network graph by clicking through them. Usually, the list of friends is visible to anyone who is permitted to view the profile, although there

are exceptions. Most Social media also provide a mechanism for users to leave messages on their friends' profiles. This feature typically involves leaving comments, although sites employ various labels for this feature.

Online social networks (OSNs) “as virtual communities which allow people to connect and interact with each other on a particular subject or to just ‘‘hang out” together online (Helou and Rahim, 2010). Social media sites around the globe provide users with a number of options to interact with each other through entertainment, chats, gossips, and games”. Through these social network platforms, students are able to meet to interact with each other on various topics and interests. Currently, the popular social media platforms on mobile and web applications include Facebook, Twitter, YouTube, WhatsApp, Instagram, snap chat, Google Plus etc. These platforms have specific roles, functions, and modes of communication although their functions are mostly related.

Based on this, therefore, Kaplan and Haenlein (2010) defined Social media as “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”. Ayiah and Kumah (2011) summed up the definition of social media as a web platform where people from different settings can connect and interact with each other. To this extent, social media like blogs (political Blog), networks (Facebook, Twitter), video sharing (YouTube) audio sharing (Podcast), mobile sites (2go), image or picture sharing (flicker), etc have the capacity of boosting participation because of its openness, conversation nature, connectedness, and textual and audiovisual characteristic appeal (Abubakar, 2011). The common platforms in the social media have become hubs where people can express and share ideas and experiences with the world. Students can use social media in a variety of ways to improve their learning processes and avail multiple benefits for collaborative professional development (McCulloch, 2011). Some of the key benefits include peer networking, reflection, and sharing of classroom practices, knowledge sharing, locating

learning resources, post conference, workshop, and training discussion. Students can use it to contact classmates about questions regarding class assignments or examinations as well as collaborate on assignments and group projects. One of the most popular social networking sites currently in use is facebook. However, Social Networking Site is a communication tool for members. This kind of platform was designed as a way for friends, family, or strangers to have discussions and interaction or be in contact with each other. It allows members to explore new opportunities and experiences. Social Networking Sites allow students to express themselves, communicate, and collect profiles that highlight their talents and experience. Students are increasingly utilizing these social networks for friends' news feeds, personal updates, events and activities, notes, and messages. An extensive study by the Office of Communications (Ofcom) of the United Kingdom reported that, almost half (49%) of children aged 8-17 who used the Internet had set up their own profiles on a social networking site (Dowdall, 2009).

2.3.2.1 Classification of Social Media Platforms:

Social Networking: Using websites and applications to communicate with others find people and share similar interests. Allows users to directly connect with one another through groups, networks, and location. Examples: Facebook, WhatsApp, LinkedIn, Google+, Wiki, Myspace Facebook is a social media that enable users to interact through conversations, and build relationships by networking with other users. Facebook groups are created as part of a smaller community within the social networking site and focus on particular interests or beliefs about certain issues (Graybill-Leonard, Meyers, Doerfert &Irlbeck 2011). Safko (2010) identified Facebook as being by far the most popular and widely used social network. He gave the following few statistics on *Facebook*: It has 425 million users; more than 35 million users update their status each day, more than 3 billion photos are uploaded each month, more than 5 billion pieces of content including *blog* posts, news, web links, notes, photos, and so on, are shared each week; more than 3.5 million events are created each month; more than 1.5 million businesses have fan

pages and more than 20 million people become ‘‘fans’’ of fan pages every day. The use of mobile phones especially smartphones and the internet have made it possible for people to communicate and respond to just about any issue in their environment. This is in line with Hill (2010) who asserted that the proliferation of mobile digital media and communications technology appears to have partially democratized image-making and media creation.

Facebook represents a potentially useful tool in educational contexts. It allows students to manage their own privacy settings and often work with the privacy settings they have already established as registered users. Also, Facebook is one alternative means for shy students to voice their thoughts in and outside of the classroom. It allows students to collect their thoughts and articulated them in writing before communicating (Moody, 2010). Facebook is social networking website launched in February 2004, and it is privately operated by Facebook, Inc (Facebook, 2004). Facebook was founded by Mark Zuckerberg and others when he was a student at Harvard. When the site was initially launched it was restricted to Harvard students only. Later the privilege was extended to high school students and later to everyone that is 13 years older (Boyd et al 2007). As of July 2010, Facebook had more than 500 million active users. Facebook was ranked as the most used social network worldwide in 2009. Paxson (2010) and Abubakar (2011) opined that Facebook is used to keep users connected with those around them and what is happening in the world at any given time. Facebook has been described as one of the important social media networks and websites. It is one of the new media networks which provides users with the mix of interpersonal and mass communication capabilities that have not existed before, and which place emphasis on interactivity and mobility (Paxson, 2010).

Facebook functions are primarily to connect and network with friends and family. Using search and connection tools you find it easy to find current or long lost friends and to share content with friends and view content offered by them as well. Content includes anything from a post on your page (known as your wall) to photos, videos, and a personal bio. A user has the

option to share little or as much with friends as he/she desires. These interactions offer users the opportunity to stay in touch with people, often some of whom the users would not be otherwise connected with on regular basis (David, 2014). Users of Facebook can create groups and event pages for special gatherings or topics. The primary purpose of these groups usually is to create (or bring) awareness to causes, such as in the aftermath of natural disasters, to provide information on how to donate money to help victims. A group may also be made up of a circle of friends or as a means to promote an upcoming event or gathering. A user can make his/her created pages private or public to allow the information to be seen by only those he/she prefer or anyone that has access. (David, 2014) Facebook offers many types of games that can be played with friends and other users as a form of entertainment. These interactive games may offer a user the opportunity to pretend to run everything from a farm to his own mafia. This can be an interaction to share with current friends, meet new ones or simply pass the time. Many other applications also exist for entertainment purposes that offer everything from surveys to one's biggest fan (David, 2014). Social media including Facebook are being used to promote scholarship by youths in institutions of higher learning across the globe.

WhatsApp instant messaging is a cross-platform smartphone messenger that employs users' existing Internet data plan to help them network socially in real time. It provides online users with the ability to send and receive a variety of media, such as images, videos, and audio media messages. Client software of WhatsApp instant messaging is available for Apple iOS, Google Android, Blackberry OS, Microsoft windows phone, among others. Eric (2012) mentioned that WhatsApp Inc. was created in 2009 by Jan Koum and Brian Acton, both formerly of Yahoo. The story of WhatsApp is an archetypical success story. The app was created by Brian Anton and Jan Koom, both Yahoo employees. WhatsApp (from the English phrase "What's up?", meaning "What's new?") is an instant messaging application for smartphones. It allows users to exchange images, videos, and audio or written messages using their Internet connection.

WhatsApp has positioned itself as a superior alternative to SMS messaging, which can be very expensive when used in foreign countries due to roaming charges; WhatsApp, in contrast, relies on the active Wi-Fi network.

It is a little hard to believe, but WhatsApp can be used as a learning tool. Some of the popular messaging app's attributes make it an ideal solution for teachers and students. The underlying purpose of WhatsApp is to facilitate communication, and at its most basic level, education is nothing but communication. WhatsApp can provide a channel through which teachers can achieve faster and more seamless communication with their students. It can also increase the level of communication between students and create another venue for learning. Obviously, a messaging app is not a teaching tool on its own. Instead, WhatsApp is best viewed as a facilitator of communication and a means of dispersing educational resources and information to students (Salaway, & Caruso, 2009). Therefore, WhatsApp should be regarded as a means to an end rather than an end in itself. Fortunately, there are a few strategies that educators can use to leverage WhatsApp to enhance the education experience. Smith (2009) state some education strategies for WhatsApp as follows:

Education Strategies for WhatsApp

Use the Group Chats feature to create learning and study groups and virtual classes for students. For example, students that are home sick or unable to get to class can use this feature to connect with the classroom. Those that need help with homework can also use it to find answers to questions. An astute teacher can also use the Group Chat as a forum to facilitate discussion outside the classroom. Whatsapp allows Create audio lessons that can be sent directly to students. This can be an original lesson or simply a recording of a lecture that can be sent to every student in the class over WhatsApp. This can facilitate learning because the students can listen to the lecture over and over again and hear lectures that they missed. The same things that WhatsApp allow students to stay in contact with students outside the classroom and remind students of

upcoming assignments or reach out to those that miss class. Through WhatsApp site, students can be able to send out problems or assignments to students even when they are not in class. For example, a math teacher could send out a problem to solve every day, even during vacation. However, in some advanced areas, Whatsapp allows students to stay in contact with parents. A teacher can use WhatsApp to quickly contact parents when a student is not in class or not turn in homework to see what is wrong. Also, a teacher can create video lessons or lectures using solutions such as YouTube that students can share via WhatsApp. The students can learn more by watching the video over and over again to make sure they get the lesson (Farrugia, 2013).

Educational Benefits of WhatsApp Platform

Students at universities use mobile communication-based text messaging and instant messaging. Texting is based on short messages service (SMS) between students through mobile devices (Kasesniemi & Rautiainen, 2002). Instant messaging is based on sending a brief, typed messages over the Internet between two workstations or computers. Students may use both texting and instant messaging in universities (Johnson 2007). Furthermore, the majority of the institutions of higher learning are willing to use both text and instant messaging for educational purposes (Jeong 2007; Kennedy. 2008). Motiwalla (2007), in his research related to the use of instant messaging for educational purposes, suggests that popularity and support for mobile devices within the student population are great and that the majority of students at universities benefit from texting through mobile learning devices. Other research in this field found that students in universities are oriented and positive about using mobile learning in educational fields, which argues for why researchers in this domain should investigate how mobile learning technology can be best utilized in education (Litchfield, 2007).

The Blogging

The blog is an abbreviated version of "weblog," which is a term used to describe websites that maintain an ongoing chronicle of information. A blog features diary-type commentary and

links to articles on other websites, usually presented as a list of entries in reverse chronological order. Blogs range from the personal to the political and can focus on one narrow subject or a whole range of subjects. Many blogs focus on a particular topic, such as web design, home staging, sports, or mobile technology. Some are more eclectic, presenting links to all types of other sites. And others are more like personal journals, presenting the author's daily life and thoughts. A blog is usually made up blogger, blog content and comment button. A blogger is a person who owns or runs a blog or a person who maintains the blog. That is, posting articles or new posts, information, sharing the most up-to-date news, opinions and case studies to name but a few. Such entries are known as blog posts. Students, especially in developed countries, create a blog to share information concerning their personal life, school activities, and others. On a blog, the content consists of articles (also sometimes called "posts" or "entries") that the author(s) writes. Yes, some blogs have multiple authors, each writing his/her own articles. Typically, blog authors compose their articles in a web-based interface, built into the blogging system itself. Some blogging systems also support the ability to use stand-alone "weblog client" software, which allows authors to write articles offline and upload them at a later time. In an educational setup, lecturers and teachers write students notes and upload them to their blog for students' access.

The Syndication

A feed is a machine readable (usually XML) content publication that is updated regularly. Many weblogs publish a feed (usually RSS, but also possibly Atom and RDF and so on, as described above). There are tools out there that call themselves "feed readers". What they do is they keep checking specified blogs to see if they have been updated, and when the blogs are updated, they display the new post, and a link to it, with an excerpt (or the whole contents) of the post. Each feed contains items that are published over time. When checking a feed, the feedreader is actually looking for new items. New items are automatically discovered and downloaded for

you to read, so you don't have to visit all the blogs you are interested in. All you have to do with these feedreaders is to add the link to the RSS feed of all the blogs you are interested in. The feed reader will then inform you when any of the blogs have new posts in them. Most blogs have these "Syndication" feeds available for the readers to use.

One of the most exciting features of blogging tools are the comments. This highly interactive feature allows users to comment on article posts, link to your posts, and comment on and recommend them. These are known as trackbacks and pingbacks. We'll also discuss how to moderate and manage comments and how to deal with the annoying trend in "comment spam" when unwanted comments are posted to your blog. Comment Moderation is a feature which allows the website owner and author to monitor and control the comments on the different article posts and can help in tackling comment spam. It lets you moderate comments, & you can delete unwanted comments, approve cool comments and make other decisions about the comments.

Blog by email

Some blogging tools offer the ability to email your posts directly to your blog, all without direct interaction through the blogging tool interface. WordPress offers this cool feature. Using email, you can now send in your post content to a pre-determined email address & voila! Your post is published. If you're using Pretty Permalinks, the Post Slug is the title of your article post within the link. The blogging tool software may simplify or truncate your title into a more appropriate form for using as a link. A title such as "I'll Make A Wish" might be truncated to "ill-make-a-wish". In WordPress, you can change the Post Slug to something else, like "make-a-wish", which sounds better than a wish made when sick. Excerpts are condensed summaries of your blog posts, with blogging tools being able to handle these in various ways. In WordPress, Excerpts can be specifically written to summarize the post, or generated automatically by using the first few paragraphs of a post or using the post up to a specific point, assigned by you. Plugins are cool bits of programming scripts that add additional functionality to your blog. These are

often features which either enhance already available features or add them to your site.WordPress offers simple and easy ways of adding Plugins to your blog. From the Administration Panel, there is a Plugin Page. Once you have uploaded a Plugin to your WordPress plugin directory, activate it from the Plugins Management SubPanel, and sit back and watch your Plugin work. Not all Plug-in are so easily installed, but WordPress Plugin authors and developers make the process as easy as possible.

Micro blogging:

This is a broadcast medium that exists in the form of blogging. A micro blog differs from a traditional blog in that its content is typically smaller in both actual and aggregated file size. Micro blogs "allow users to exchange small elements of content such as short sentences, individual images, or video links" (About, 2013). As with traditional blogging, micro bloggers post about topics ranging from the simple, such as "what I'm doing right now," to the thematic, such as "sports cars", Commercial micro blogs also exist to promote websites, services, and products, and to promote collaboration within an organization. Educause (2016), stressed that some micro blogging services offer features such as privacy settings, which allow users to control who can read their microblogs or alternative ways of publishing entries besides the web-based interface. These may include text messaging, instant messaging, E-mail, digital audio or digital video. In other words, it is a type of blog that lets users publishes short text updates. Hence, it would be understood that bloggers can use a service for the updates including instant messaging, e-mail, or Twitter. The posts are called microposts, while the act of using these services to update a blog is called microblogging. Social networking sites, like Facebook, also use a microblogging feature in profiles. On Facebook, this is called "Status Updates". One of the interesting benefits of microblogging like Twitter is that it allow teachers and students to create a Personal Learning Network (PLN), this provides an excellent, easy way for students to “publish” their writing and write for an authentic audience. Blogging, in general, helps student motivation because they are

writing for a potentially global audience, not just the teacher. Some examples of microblogging are Twitter, Jaiku, Pownce, Tumblr, Soup, Street and Chyrp to mention a few.

Twitter:

Twitter is "the fastest, simplest way to stay close to everything you care about" (http://twitter.com/about) whether this may be friends, classmates, favorite businesses or even a celebrity idol or crush. Ever since the first tweet was sent by one of the founders @jack in March of 2006 – "just setting up my twitter" – users have been able to express themselves through these short tweets but even photos and videos. Users have also been able to send tweets from their phones and tablets using the micro blogging site's mobile page, and even SMS messaging. Tweet (2013) described twitter as a fabulous way for people to communicate for various reasons. Also, People can learn about the news and what is happening all around the world simply by following their favorite news source's Twitter. Hence, it is an extremely prevalent micro blogging website for so many reasons.

Tumblr:

Tumblr is another popular micro blogging and social media website founded by David Karp in February 2007 which was interfaced with Twitter. Tumblr is a mostly unrestricted and creative website to micro blog on. Users are able to post links, audio clips, quotes, questions, thoughts, photos, and videos. Educause (2016) stated that Tumblr is an easy to maneuver website because it is simple to join, navigate and search within. Tumblr also offers a lot of freedom to its users. They can create their own individual URL to represents themselves and they can also edit the layout of their blog so it reflects their personality and sense of style.

Photo Sharing Services:

Photo Sharing services include an Image sharing or photo sharing, it is the publishing or transfer of a user's digital photos online. Image sharing websites offer services such as uploading, hosting, managing and sharing of photos (publicly or privately). Brian and Stacy (2011)

mentioned that, photo sharing function is provided through both websites and applications that facilitate the upload and display of images. The term can also be loosely applied to the use of online photo galleries that are set up and managed by individual users, including photoblogs. Sharing means that other users can view but not necessarily download images, and users can select different copyright options for their images. Baran(2002) stated that one little difference between photo sharing and photoblogs is that While photoblogs tend only to display a chronological view of user-selected medium-sized photos, most photo sharing sites provide multiple views (such as thumbnails and slideshows), the ability to classify photos into albums, and add annotations (such as captions or tags).

There is Desktop photo management application which may include their own photo-sharing features or integration with sites for uploading images to them. There are also desktop applications whose sole function is sharing images, generally using peer-to-peer networking. Basic image sharing functionality can be found in applications that allow you to email photos, for example by dragging and dropping them into pre-designed templates. Photo sharing is not confined to the web and personal computers but is also possible from portable devices such as camera phones, either directly or via MMS. Also, some cameras now come with equipped wireless networking and similar sharing functionality.

Video Sharing:

This is part of social media networking which includes a Video hosting services are websites or software which allow users to distribute their video clips. Other kinds of websites such as file hosting services, image hosting services, and social network services might support video sharing as an enhancement to their primary mission. Video hosting services can be classified into several categories, among them: user-generated video sharing websites, video sharing platform / white label providers, and web-based video editing. Websites that are solely search engines and do not host their video content (such as Singing fish) are not included. Some

services may charge a fee, but most are available for free. Some websites offer commercialization features, such as partnership programs and the ability for users to offer pay-per-view for their videos. Examples of the video sharing website are YouTube, Vimeo, and Vine.

YouTube: YouTube is a popular video-sharing website where users can upload, view, and share video clips. YouTube has become an enormously popular form of web 2.0 new media. A recent article in Wired cites an average of 65,000 uploads and 100 million videos viewed per day on YouTube (Andrew, 2005). YouTube is one of the frequently used social media tools by the students. Students can watch and share videos, answer questions and discuss content. Sherer and Shea (2011) claimed that YouTube increased participation, personalization (customization) and productivity. It also improved students' digital skills and provided an opportunity for peer learning and problem-solving. Other social media are useful to students in the classroom. Students make use of them to solve the problem and increase their skills technologically and educationally.

Crowd sourcing:

Crowd sourcing represents the act of a company or institution taking a function once performed by employees and outsourcing it to an undefined (and generally large) network of people in the form of an open call. This can take the form of peer-production (when the job is performed collaboratively) but is also often undertaken by sole individuals. The crucial prerequisite is the use of the open call format and the large network of potential laborers." Safire and William (2009) defined Crowd sourcing is a specific sourcing model in which individuals or organizations use contributions from Internet users to obtain needed services or ideas. Crowd sourcing was coined in 2005 as a portmanteau of crowd and outsourcing. This mode of sourcing to divide work between participants to achieve a cumulative result was already successful before the digital age (i.e., "offline"). Crowd sourcing is distinguished from outsourcing in that the work can come from an undefined public (instead of being commissioned from a specific, named group) and in that crowd sourcing includes a mix of bottom-up and top-down processes.

Advantages of using crowd sourcing may include improved costs, speed, quality, flexibility, scalability, or diversity. Crowd sourcing in the form of idea competitions or innovation contests provides a way for organizations to learn beyond what their "base of minds" of employees provides (e.g., LEGO Ideas).Crowd sourcing can also involve rather tedious "micro tasks" that are performed in parallel by large, paid crowds (e.g., Amazon Mechanical Turk). Crowd sourcing has also been used for noncommercial work and to develop common goods (e.g., Wikipedia). Arguably the best-known example of crowd sourcing as of 2015 is crowd funding, the collection of funds from the crowd (e.g., Kick starter).

Crowd sourcing is a type of participative online activity in which an individual, an institution, a nonprofit organization, or company proposes to a group of individuals of varying knowledge, heterogeneity, and number, via a flexible open call, the voluntary undertaking of a task. The undertaking of the task; of variable complexity and modularity, and; in which the crowd should participate, bringing their work, money, knowledge and/or experience, always entails mutual benefit. The user will receive the satisfaction of a given type of need, be it economic, social recognition, self-esteem, or the development of individual skills, while the crowd source will obtain and use to their advantage that which the user has brought to the venture, whose form will depend on the type of activity undertaken". The term was first used by Daren C. Brabham in2013 to publish scholarly research using the word “crowd sourcing” and writer of the 2013 book, Crowd sourcing, and he defined it as an "online, distributed problem-solving and production model. Henk Van Ess (2012) a college lecturer in online communications, emphasizes the need to "give back" the crowd sourced results to the public on ethical grounds. He defined Crowd sourcing as channeling the experts’ desire to solve a problem and then freely sharing the answer with everyone.

One constant has been the broadcasting of problems to the public, and an open call for contributions to solving the problem. Members of the public submit solutions which are then

owned by the entity which broadcast the problem. In some cases, the contributor of the solution is compensated monetarily, with prizes or with recognition. In other cases, the only rewards may be kudos or intellectual satisfaction. Crowd sourcing may produce solutions from amateurs or volunteers work in their spare time, or from experts or small businesses which were unknown to the initiating organization. There are some common categories of crowd sourcing that can be used effectively in the commercial world, including crowdvoting, crowdsolving, crowd funding, micro work, creative crowd sourcing, crowd source workforce management, and inducement prize contests. Although this may not be an exhaustive list, the items cover the current major ways in which people use crowds to perform tasks. Tanja (2015) stated Crowd voting occurs when a website gathers a large group's opinions and judgments on a certain topic. The Iowa Electronic Market is a prediction market that gathers crowds' views on politics and tries to ensure accuracy by having participants pay money to buy and sell contracts based on political outcomes. Crowd voting's value in the movie industry was shown when in 2009 a crowd accurately predicting the success or failure of a movie based on its trailer, and this is the feat that was replicated in 2013 by Google. Mobile crowd sourcing involves activities that take place on smart phones or mobile platforms, frequently characterized by GPS technology. This allows for real-time data gathering and gives projects greater reach and accessibility. However, mobile crowd sourcing can lead to an urban bias, as well as safety and privacy concerns.

Crowd sourcing Creative Work:

This covers sourcing creative projects such as graphic design, crowd sourcing architecture, apparel design, movies, writing, illustration etc. while crowd sourcing competitions have been used for decades in some creative fields (such as architecture), creative crowd sourcing has proliferated with the recent development of web-based platforms where clients can solicit a wide variety of creative work at lower cost than by traditional means. Crowd sourcing has also been used for gathering language-related data. For dictionary work, as was mentioned above, over a

hundred years ago it was applied by the Oxford English Dictionary editors, using paper and postage. Much later, a call for collecting examples of proverbs on a specific topic (religious pluralism) was printed in a journal. Today, as "crowd sourcing" has the inherent connotation of being web-based, such language-related data gathering is being conducted on the web by crowd sourcing in accelerating ways. Currently, a number of dictionary compilation projects are being conducted on the web, particularly for languages that are not highly academically documented, such as for the Oromo language. Software programs have been developed for crowd sourced dictionaries, such as We Say. A slightly different form of crowd sourcing for language data has been the online creation of scientific and mathematical terminology for American Sign Language Crowd solving is a collaborative, yet holistic, way of solving a problem using many people, communities, groups, or resources. Educational institutions are using crowdsolving the measure their educational performance and how far it goes along the line with the needs and aspiration of a society.

Crowdsearching:

Chicago-based startup "crowd fund" uses a version of crowd sourcing best termed as crowdsearching, which differs from microwork in that no payment for taking part in the search is made (Albertazzi and Cobley, 2010). Their platform, through geographic location anchoring, builds a virtual search party of smart phone and Internet users to find lost items, pets, or persons, as well as returning them. TrackR uses a system they call "crowd GPS" to load Bluetooth identities to a central server to track lost or stolen items. Crowd funding is the process of funding projects by a multitude of people contributing a small amount to attain a certain monetary goal, typically via the Internet. Brabham, (2013) mentioned two basic crowd funding models exist. The model that has been around the longest is rewards-based crowd funding. This is where people can pre-purchase products, buy experiences, or simply donate. While this funding may in some cases go towards helping a business, funders are not allowed to invest and become shareholders via

rewards-based crowd funding. Individuals, businesses, and entrepreneurs can showcase their businesses and projects to the entire world by creating a profile, which typically includes a short video introducing their project, a list of rewards per donation, and illustrations through images. The idea is to create a compelling message towards which readers will be drawn.

Implicit Crowd sourcing:

Implicit crowd sourcing is less obvious because users do not necessarily know they are contributing, yet can still be very effective in completing certain tasks. Rather than users actively participating in solving a problem or providing information, implicit crowd sourcing involves users doing another task entirely where a third party gains information for another topic based on the user's actions. A good example of implicit crowd sourcing is the ESP game, where users guess what images are and then these labels are used to tag Google images. Another popular use of implicit crowd sourcing is through re CAPTCHA, which asks people to solve CAPTCHAs to prove they are human, and then provides CAPTCHAs from old books that cannot be deciphered by computers, to digitize them for the web. Like many tasks solved using the Mechanical Turk, CAPTCHAs are simple for humans, but often very difficult for computers

2.3.3 Concept of Academic Achievement

Academic achievement refers to a student's success in meeting short- or long-term goals in education. It also refers to performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define a cognitive goal that either applies across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). A student who earns good grades or awards in science has achieved in the academic field of science. Education associations and schools monitor the overall level of student academic

achievement to decide what, if any, changes need to be made in the educational system (Richcy, 2015).

In the big picture, academic achievement means completing high school or earning a college degree. In a given semester, the high academic achievement may mean a student is on the honor roll. Academic achievement may also refer to a person's strong performance in a given academic arena. It also refers to the outcome of education — the extent to which a student, teacher or institution has achieved their educational goals. The term is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important — procedural knowledge such as skills or declarative knowledge such as facts. Adam ((2014) stated that academic achievement is "how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers". A student's involvement in activities like making friends on social media should be seen as students having access to relevant information that can be channeled towards improving the students' academic performance. This depends on the ability and willingness of the concerned individual to be able to harness that opportunity and to cope with academic related stress. Galiher (2006) and Darling (2005) stressed that GPA is used to measure student performance because they are mainly focused on the student performance for the particular semester. Some other researchers used test results or previous year result since they are studying performance for the specific subject or year (Hijazi and Naqvi, 2006 and Hake, 1998).

Academic achievement also refers to what students achieve in their studies and how they cope with or accomplish different learning experiences given to them by their teachers. Ibrahim (2011) reported that in an educational institution, success is measured by academic performance, or how well students meet the standards set out by the institution. The students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader and manpower for the country thus responsible for the country's economic

and social development (Ali, 2009). The undergraduates who obtain high quality and a good education can contribute the country hugely. The use of internet and World Wide Web is an important factor imposing the academic performance. Somehow Facebook affects the academic performance of students. Most of the researcher around the word used the GPA to measure the student performance (Galiher, 2006 and Darling, 2005). Sri Lanka University Grant Commission (2014) stressed that, the level of academic performance through the same Grade Point Average point system. On another side, Tuckman (1975) defined performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. He proposed that the internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination. In addition, academic performance defined by Kobal and Musek, (2001) refers to the numerical scores of a student's knowledge, representing the degree of a student's adaptation to school work and the educational system. In addition, Social media Internet-based tools that promote collaboration and information sharing Junco, Helbergert and Loken, (2011), can be used in academic settings to promote student engagement and facilitate better student learning Kabilan, Ahmad and Abidin, (2010). Because student engagement represents the time and effort that students invest in collaborative and educational activities Kuh, (2001), it is often linked to the achievement of positive student learning outcomes, such as critical thinking and individual student development Carini, Kuh and Klein, (2006).

Social networking helps in schools and universities programs. Such social networking sites e.g. blogs help to complement formal educational activities and enhancing outcomes (Brennan, 2001 and Notley, 2010). While learning frameworks are now integrated into most educational settings; the use of Social media is less comprehensively utilized. Notley (2010)

noted that “access to social networking sites varies according to state and educational level, with some states banning accessing to social networking sites services together’’. In the same vein, Social Media is also being used to extend opportunities for formal learning across geographical contexts. It is important to note that the educational benefits of social media are not experienced equally by all young people. Certain groups of learners, such as young people, those from low socio-economic backgrounds and those living in remote areas, face persistent challenges of Internet access and literacy (MCEETYA 2006). Moreover, maximizing the benefits of social media for these groups specifically requires addressing access and digital literacy. Banchard (2007) noted that “yet where access and skills are promoted, social media can enhance the interactions of marginalized young people with their teacher and increase their confidence in educational activities.

Furthermore, as for informal knowledge and skills; social networking services can facilitate learning and skill development outside formal learning environments by supporting the peer-to-peer learning of knowledge and skills, collaboration, diverse cultural expression; the development of skills valued in the modern workplace, and a more empowered conception of citizenship (Jenkins, 2007). The knowledge and skill young people are learning through social media are directly relevant to the ‘participatory web’ in which ‘user generated content is now integral in a rapidly developing online business model that capitalizes on the social networks, creativity, and knowledge of its users; and this means that new business models are expected to emerge. Notley (2010) noted that this has led some to claim that the learning enabled via social media 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, social media will provide the most benefit in terms of learning when there is the integration of social networking users in educational settings and their everyday lives (Kennedy,

2008). In academic set up, Social media is important to collaborative learning approaches which make educational discussions more interesting.

Based on the foregoing, therefore, it will be seen that relationship exists between social media site utilization and university academic programmes. Use of social media sites like Facebook, blogs, and Whatsapp, make students share educational information, make communication on educational matters and increase knowledge related to course of study among themselves. This increases the institutions functions as an arena of all. Mingel (2015) postulated that educational institutions today have immensely engaged into the use of social media sites like Facebook and twitter to enhance national awareness of their institutions and promote international relationship.

Moreover, distance learning education has necessitated the use of blogs to share school information and adverts to distance learners. With the creation of blogs, teachers can prepare lessons for learners' use, answer students' questions, present students' progress reports and mark students tests, assignment and examinations. Students use blogs to acquire academic information, download presented learning materials by teachers, this serves as a source of getting relevant information to boost their academic progress. Mingel (2015) mentioned that institutions that used social media sites were found to have overall increased on administrative performance and academic excellence than those who restricted themselves from social media site usage. This has freely revealed that social media site utilization has relation to the institutional goal achievement. By creating an avenue of frequent ask questions (FAQ), institutions of higher learning use to received academically related problems concerning the hardship and or simplicity of the programs offered in the institutions, daily students' activity problem and complaints as well as suggestions on how to improve performance which at the end help institutions to improve.

2.4 Online Discussions in a collaborative Learning Approach

Cultural issues in an online learning environment, such as an e-learning platform, mobile learning system, and so on, were related first to the development of inequities arising from dominant cultural values embodied in learning resources and methods (e.g., Gunawardena, Wilson, & Nolla, 2003) and second to the potential online social interactions arising from cultural difference (Goodfellow and Hewling, 2005). Discussion forums exist in a variety of distance learning platforms, such as e-learning platforms (Moodle, Blackboard, e-tutor, etc.) or mobile platforms (WhatsApp, etc.). These forums provide online students opportunities to collaborate and cooperate together to construct knowledge (Chan, 2005). Researchers in the field of collaborative and cooperative learning consider discussion forums to be effective tools for training (Gillingham& Topper, 1999). Researchers in the field of online learning suggest that discussion forums promote the creation and development of learning communities and support the learning process (Browne, 2003). Synchronous and asynchronous communication between students promotes learning effectiveness (Zengin, Arikan & Dogan, 2011). The online discussion integrated into mobile devices provides opportunities for students to interact socially with their instructor to facilitate learning and solve learning difficulties.

2.5 Relationship between Social Media and Students' Academic Achievement

Sound Quality education produces productive students who lead to the prosperity of their respective educational institution and subsequently are proved as strong contributors to the national well-being. Tuckman (1975) defined academic achievement as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. Use of technology such as the internet is one of the most important factors that can influence the educational performance of students positively or adversely. Shah

(2001) proposed that student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of the internet while having the drastic impact of recreational use of internet on them. Also, Oskouei (2010) proposed that the internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination. The effect of SNS usage will depend on the type of SNS the student is using, if student uses the internet for the purpose of leisure activity that interferes with academic, it will affect the student academic performance negatively.

Utilization of Social media has become an integral part of student social life (Tavares, 2013). These networks have become important as they serve as platforms for users to interact and relate with their peers. Social networks are now been seen as learning platforms or communities that could be utilized to enhance student engagement and performance. A number of researchers have found several positive outcomes in online community engagement among students and their peers. A study by Tiene (2000) showed that, "written communication on cyberspace enables students to take part in discussions at a time convenient to them and articulate their ideas in more carefully thought-out and structured ways. In support of Tiene's (2000) findings, Tavares (2013) also concluded that "Web-based discussions can contribute to the development of students' reflective ability and critical thinking skills. Also, compared to face-to-face interaction, students are more willing to voice their views or even disagreement and are more attuned to others' opinions in online discussions".

Mostly, students believed that it would be fun for their lecturers to use social media (Apeanti and Danso, 2014). Also, their grades would be better if they could contact lecturers through social media and lecturers should hold lecture hours on social media. Students' used to benefit in relation to education as a result of social network participation. Yunus (2012) indicated that students gained more vocabulary and improved their writing skills as a result of their participation on social networks such as Facebook and Twitter. In the same hand, Asad, Mamun,

and Clement (2012) stated the exchange of assignments, resources and discussions on academic work and other issues on social networks among students. Adzharuddin (2014) affirmed that, students are able to formulate group discussions to exchange ideas and communicate to their teachers as well as appeal to their friends about assignments on Social media sites. They indicated that teachers share course related materials with their students and create student groups to collaborate on projects and communicate with their fellow lecturers from other universities through Social media sites, thus facilitating teaching and learning process and the enhancement of academic performance. English and Duncan-Howell (2008), also used Facebook as a tool to enhance peer support among business education students during their training program and detected that students' exchanges were mostly of the effective type facilitating group cohesiveness through encouragement and support.

Moreover, there has been mixed reactions from academician and researchers with regard to the relationship of social media with students' academic performance. Studies have found that the participation of students and young people on social networks may have both positive and negative impact on their studies and for that matter their academic achievement. Mehmood and Tawir (2013) found that, the use of technologies such as social media networks and the internet is one of the most important factors that can influence the educational performance of students positively or adversely". Roberts and Foehr (2008) suggested that new media, such as Facebook, Twitter etc. replace or enhance other leisure activities, but do not take away time from the youth. This means that the students were of the view that the time they on social network sites is the same time that they normally use for extracurricular activities and therefore do not take away their productive time for studies.

A study in Ethiopia also indicated that there is no significant relationship between times spent on social networks such as Facebook with students' grade point average (GPA) Negussie and Ketema (2014). This was also consistent with a study by Ahmed and Qazi (2011) who

conducted a study in Pakistan among six universities. They discovered that there no much difference between times spent on social media networks and students' academic performance. Roblyer (2010) postulated that the background of today's social networking sites began in 1997 with the launch of *SixDegrees.com* which allowed users to create a profile list of their friends and in 1998, surf the friend's list. In the same vein, Social networking sites are web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, views and traverse their list of connections and those made by others within the system. Similarly, Banquil et al. (2009) found a continuing drop of grades among student users of social networking sites. However, many researchers also found a positive association between use of internet and SNS and academic performance of the student users. Students, using the internet frequently, scored higher on reading skills test and had higher grades as well (Linda, 2006).

Conversely, a number of researchers have also found a negative impact that social network participation has on students' academic performance. Kirschner and Karpinski (2010), they found a "significant negative relationship between Facebook use and academic performance. Facebook users reported lower mean GPAs and also reported spending fewer hours per week studying on average than Facebook nonusers. A majority of students claimed to use Facebook accounts at least once day". Malaney (2005), found that 8.9% of students in 2000, and 4.4% in 2003, reported that their grades had suffered as a result of too much time spent on the Internet as well as on social media networks.

Moreover, Jocabsen and Forste (2011) state that there is a negative relationship between the use of various media, including mobile phones, and self-reported GPA among first-year university students in the United States. In Taiwan, Yen (2009) identified that students have allowed phone use to interfere with their academic activities. This indicated that most of the

socially addicted students devoted more time on social media which in turn interfere with the success of their academic achievements.

Similarly, Hong (2012) on the other side asserted that daily use of mobile phones is correlated with a self-reported measure of academic difficulty among university students. The improved usage of Websites has become a worldwide phenomenon for quite some time. What began out as being a hobby for several computer literate people has converted to a social norm and existence-style for individuals from around the globe. Teens and teenagers have especially recognized these internet sites to be able to contact their peers, share information, reinvent their personas, and showcase their social lives. While using the increase of technology helpful for getting together with others along with the recognition on the internet, Internet sites are now being an activity that's done mainly on the web, with Websites. Malaney (2005) postulated that Facebook users often time experience poor performance academically. Similarly, posit that social media is negatively associated with the academic performance of the student and is a lot more momentous than its advantages. Internet addiction consequently gave rise in internet usage within the last couple of decades. This shows that users prefer using the internet setting back their personal and professional responsibilities which ultimately leads to poor academic performance. Facebook users devoted lesser time to their studies in comparison to nonusers did and subsequently had lower GPAs. Kubey (2010), Impairment of educational performance and internet dependency are correlated by utilizing synchronous communication programs including internet sites and forums.

There are benefits and risks associated with using any social network. There have been reports regarding its effect on students' academic performance. Some researchers investigated the end result of social networking usability among College students' and with their academic performance. They found a poor effect and influence when the media is overuse in such a way that do not academically improve learning or its process. Other researchers like Asad et al (2012)

examined this same problem but found either no significant relationship between using social networking and student academic performance or really a factor in students' academic performance.

2.6 Review of Empirical Studies

San Miguel (2009) conducted a research on the relationship between time spent on Facebook and the academic performance of students in Iona Island Secondary Schools, Scotland. Descriptive research design was adopted for the study. The population of the study was 1023 secondary school students, and ninety (90) students were used as a sample from two schools (Westocard 71 and Bellows 19) all in Iona Island of Scotland. A self-designed structured questionnaire was used as the instrument for the data collection. The overall findings indicated "more time on Facebook equals slightly lower grades", and that elementary school engaged fully in social networking.

Wang, Chen, and Liang (2011) conducted a research on effects of Social Media on College Students at Johnson and Wales University. Descriptive, exploratory research was used as research design for the study. The population for the study was 912 students. The researcher drew a random sample (N=48) of males (n=26) and females (n=22) who were administered a student perception questionnaire on how social media affects college students. Thirty-five percent of the participants were undergraduates and 65% were graduate students, studying at Johnson & Wales University. Thirty-one percent of participants have full-time jobs, 30% have part-time jobs and 39% do not have jobs. Survey research design was adopted for the study. The results of the surveyed questionnaire indicated that 45% of the sample admitted that they spent 6-8 hours per day checking social media sites, while 23% spent more than 8 hours; 20% spent 2-4 hours and only 12% spent less than 2 hours on this task. Results indicate while most college students use social media and spend many hours checking social media sites, there was a negative aspect to college students' use of social media.

Also, Ogedebe (2012) conducted a research on a survey on Facebook and academic performance. A descriptive survey design was used for the study, and the population for the study was 1438 students of different Universities in Nigeria. 20 question questionnaires were designed and sent out to approximately 150 in which about 81% of them were within the age of 18 to 21. To capture the main types of University, a Federal University, a State University and a Private University cut across the nation were chosen. Data collected were analyzed and tested by using correlation tests through SPSS, a data analysis program. The findings revealed that all the hypotheses that targeted to find effects of social media and academic performance were proven wrong.

Amry (2014) conducted a research on the impact of WhatsApp mobile social learning on the achievement and attitude of the female of students compared with face to face learning in the classroom, Quasi-experimental design was adopted for the study. 720 students were the population for the study and a sample of 30 students was chosen so as to make the classroom manageable (15 students in an experimental group and 15 students in the control group from a university class. The e-learning process of the experimental group is based on WhatsApp mobile learning activities. The e-learning process of the control group is without WhatsApp mobile learning activities and receives only face-to-face learning in the classroom. The t-test was used to compare the differences between the experimental and control groups. The results of the experimentation show that there are real differences, at 0.05 alpha level, in the achievements and attitudes of the experimental group compared with the control group.

Jamal (2014) conducted a research on the Relationship between mobile social media and academic performance in university students in Kuwait. College students enrolled in coursework in mass communication at a large state university in Kuwait were asked to participate in this study, and the total sample size was 308. Correlation survey research design was adopted for the study and purposive sample was used to select some university young students. Because young

people constitute the core users of social media, the data were collected from a sample of purposively selected college students. A self-administered survey questionnaire was used for the study. The questionnaires were distributed over a period of three months. Arabic was the language used in the questionnaire. Students were assured of anonymity and confidentiality, and participation was voluntary. The age of the participants ranged from 18 to 31 with 93% ranging from 18 to 25 years of age. The mean age of the participants in the study was 21.87 years. The participants were 102 (34%) male and 198 (66%) female. This gender distribution reflects the enrollment profile of the university student body which is 70% female. The self-administered questionnaires were distributed during regularly scheduled class sessions. The instrument consisted of both Likert scale questions used to measure the individual's perceptions, attitudes, and behaviors as well as demographic questions and questions about media use patterns. One among the findings is that the correlation between the two variables is statistically significant indicating that those who spend a lot of time using social media are more likely than others to attribute academic failure to it.

Oladipo and Mamman (2014) carried out a research on student's perceptions regarding the impact of social media in Nigerian universities. The population of the study was 50% of the Nigerian university students. The researcher used survey design method in conducting the research. No specific tools for analysis were mentioned. In their study, they found out that facebook and email emerged as the favorite site (in terms of popularity) for students (99 percent) among other thirteen sites, instant messaging (85 percent) while others were fewer favorites.

Yeboah (2014) also conducted the impact of WhatsApp messenger usage on students' performance in tertiary institutions in Ghana. The researcher adopted survey design and 50 students from five (5) tertiary institutions were interviewed as the sample for the study and 250 questionnaires were administered to students from same institutions. The researcher did not

mention any tool used for statistical analysis for the study. The study among other things unveiled that WhatsApp takes much of students study time.

Another study was conducted by Barhoumi (2015) on the effectiveness of WhatsApp Mobile Learning Activities Guided by Activity Theory on Students' Knowledge Management in Taibah University, Saudi Arabia. The researcher adopted experimental research approach based on identifying the impact of the use of the blended learning process combining in-class activities and WhatsApp activities compared to the learning process that occurred entirely in the classroom and a questionnaire for the data collection. 34 students were used as the sample size for the study. T-test and ANOVA were used as the tool for the statistical analysis. The findings revealed that the use of WhatsApp instant messaging to improve social interaction and knowledge sharing using smart phones is increasing. Students in the experimental sample used WhatsApp frequently in their daily lives and therefore found the technology easy to use. WhatsApp instant messaging allows students to receive messages instantly. It is an interactive tool that facilitates the rapid exchange of ideas.

In a related research conducted by Thuseethan (2015) on the influence of Facebook in Academic Performance of Sri Lankan University Students in Sri Linka, a Descriptive survey design was used for the study. The study involved a population of three thousand one hundred and thirty-two (3132) students and a sample of one hundred and thirty-two (132) students for the study. The questionnaire was the instrument used to gather data from the respondents. The data collected from the respondents were analyzed using mean and percentages for the research questions and the null hypotheses were tested using chi-square. The null hypotheses were tested at 0.05 level of significance. Based on the data analyzed, the finding was that; facebook has negatively affected students' performance; social media are of no use to students' academic concern.

2.7 Summary of Reviewed Literature

In the course of this research study, different kinds of literature related to this work were reviewed under several sub-headings. The study was based on Connectivism learning theory, Diffusion of Innovation theory. Different concepts that constituted this study were examined in steps and sub-steps as authorized by different authorities. From what was studied, many authors were found having a focus on concepts of assessment, social media, academic performance and some forms of social media sites utilized by university students. After reviewing related literature, it was observed that most of the researchers focused on how students and organizations use social media and networks. Despite all the literature reviewed, none is found on assessment of the relationship between social media and students' academic achievement in either universities or northwestern Nigeria. Hence, this study intends to fill the existing gap .Also the instrument used to carried out the research was a self constructed questionnaire, the findings shows that the result from research question 3 revealed that, the respondents disagreed on the rate of usage of social media by undergraduate students in north Western Nigeria (Mean = 2.40) and also there is gender beers

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the design and procedures employed in carrying out this study. The chapter is discussed under research design, the population of the study, sample and sampling procedure, instrument for data collection, the validity of the instrument, pilot testing, the reliability of the instrument, procedures for data collection and procedure for data analysis.

3.2 Research Design

The research design for this study was correlation type of survey research. This type of research is to determine whether and to what extent a relationship exists between two or more variables from which prediction can be made. It sought to explain educational phenomena rather than mere stating phenomena. It demands a representative sample. A correlation study provides evidence of relationship (Razaq & Ajayi, 2000). The present study seeks to find out the relationship between social media utilization and academic achievement of undergraduate students, correlation type of descriptive survey research design is appropriate and therefore adopted.

3.3 Population of the Study

The population of the study comprised all of 200 level undergraduate students in the five federal universities in North West Nigeria. There were a total of (9752) 200 level undergraduate students in the 2016/2017 academic session. The distribution of the population is shown in table 1.

Table 1: Population Distribution of 200level undergraduate students

University	Population of 200 undergraduate students in Faculty of Education
School A	2402
School B	2135
School C	1632
School D	315
School E	3268
Total	**9752**

Source: Federal University M.I.S. office, 2016

3.4 Sample and Sampling Procedures

The sample size for this study was two hundred and seventy two level200 undergraduate students using simple random sampling technique in which School A and School D were selected as a sample for the study using dip and picks method. These universities have 200 level undergraduate students as a subject (Table 2) the sample size for this study was 10% of the entire population of the two selected schools in the study area. This is made up of 10%of each of the departments/sections in the faculty of education from two federal universities. The choice of 10% was based on the suggestion given by Andale (2013) who stated that when a population of a study is categorical (comprised of Different Areas/sections of coverage), or ordinal data 10% of the population of each of category/section of the area is acceptable. The sample size of two hundred and seventy-two (272) 200 level undergraduate students of School A and School D were appropriately selected for the study. The two hundred and seventy-two (272) sample size was proportionally distributed across the two (2) universities in the Northwestern Nigeria.

Table 2: Random Sampling of 200 Undergraduate Students

	Sample Frame	Sample Size
School A	2402	**240**
School D	315	32
Total	**2717**	**272**

Source: MIS office, School A & School D, 2016

3.5 Instrumentation

The instrument was a self-constructed questionnaire titled 'Social Media utilization questionnaire (SMUQ)'. The questionnaire consists of two broad parts; part A and part B, part A was on demographic data of the respondents and part B was on answers to research questions which was made up of 40 statements that were all positively in order. Part B was divided into four sub-section. Sub-section 1 contained social media utilization with 10 items. Sub-section 2 dealt with the of social networks site utilized by students with 10 items. Sub- section 3dealt with the rate of usage of social media sites with 10 items. Sub-section 4 dealt with the influence of social media utilization on students' academic achievement with 10 items.

All questions were structured into five Likert scales structured in to four point Likert scale of strongly Agreed (SA) Agreed (A), Disagreed (D) and strongly Disagreed (SD) carrying values of 4,3,2, and 1 respectively. The scale was modified in order to avoid the use of the middle scale which is a neutral position. Abranovic (1997) mentioned that, "the neutral or undecided position creates a problem in research as the position or stand of the respondents on the issue is not clear". Cohen (2000) suggested that researchers should avoid using it.

3.5.1 Validation of the Instrument

The instrument designed for the study was subjected to face and content validity. The drafted questionnaire was validated by two researchers' supervisors and two research experts in research and methodology from Measurement and Evaluation, Department of Educational

Foundation and Curriculum, Faculty of Education, Ahmadu Bello University, Zaria. All the suggestions and modifications made on the questionnaire items were effected before the final copy is produced. This is in agreement with Sukon and Jawahir (2015) who said that validity of research instrument must be done before administration of the instrument.

3.5.2 Pilot Testing

In order to test the internal and consistency of the instrument, a pilot study was conducted by the researcher. The aim of the pilot study was to ascertain the suitability of the instrument for the study, and any difficulty that the respondent might have when answering the questions and to reduce any possible ambiguity in using the instrument. The pilot study was conducted in School E. The instrument was administered to 50 students the questionnaire were distributed and personally retrieved by the researcher. This university was chosen for the pilot testing because is part of the federal universities in Northwest zone of Nigeria and not among the sampled universities but share a common boundary with Zamfara state, have similar culture, religion and economic characteristics in all respect.

3.5.3 Reliability of the Instrument

The researcher determined the reliability coefficient of the instrument using the result got from the pilot testing. The data obtained were subjected to statistical analysis in order to establish the reliability coefficient of the instrument. A reliability coefficient of 0.78 was obtained using Cronbach Alpha Correlation Coefficient Formula. Raymond (2005) postulated that, this was judged to be reliable because it is more than 0.50.

3.6 Procedure for Data Collection

For effective and smooth administration of the questionnaires, the researcher collected an introductory letter from the Head of Department, Department of Educational Foundation and Curriculum, Ahmadu Bello University, Zaria. The letter helped the researcher to obtain

permission from the Heads of the Department where the researcher administered the questionnaires in order to elicit information from the respondents .After the initial introduction and briefing in respect of the purpose and nature of the research questionnaires with permission from lecturer who was taking them EDU 201 The researcher distributed 300copies of the questionnaires to students during lecture hours of the first semester of 2016/2017 academic section year, 287 were returned,13copies were invalid and 272 were used for the analysis. Two weeks was used for administering and retrieval of the instrument to the Universities concerned.

3.7 Procedure for Data Analysis

In analyzing the data collected, the bio-data of the respondents was analyzed using frequency and percentage. The nine (9) research questions were analyzed using mean and standard deviation. Null hypotheses I - IV were tested using Pearson Moment Product Correlation (PPMC) and null hypotheses V was analyzed using t-test. The t-test statistics is a parametric statistics that can be used to determine if two sets of data are significantly differented from each other and are mostly applied when the test statistics would follow a normal distribution. Flom (2010) and Adebayo (2006) affirmed that, t-test can be used to compare two independent samples or treatment. t-test statistics is useful when it is for testing significance of sample mean between two groups or two sets of scores. The entire null hypotheses were tested at 0.05 level of significance.

Decision rule: For the research questions I – IV, 2.50 was used as cut-off mark for agreed response, anything below 2.50 was regarded as disagreed. For research questions V – IX, a mean difference was considered for the judgment. The null hypotheses were retained when the calculated value was found greater than or equal to the alpha value ($p \geq 0.05$) and it was rejected when the calculated value was found less than the alpha value ($p < 0.05$).

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presented the data analysis under the following sub-headings: Analysis of Demographic Data, answering the research Questions, Testing the Null Hypotheses, Summary of Research Questions, Summary of the Findings and Discussion.

4.2 Analysis of Demography Data

Table 3: Distribution of Respondents by University

S/N	Name of the University	Frequency	Percentage
1	School A	240	88.2
2	School D	32	11.8
	Total	**272**	**100**

Table 3 showed the number of respondents per university. The data revealed that School A has a total number of 240 representing 88.2%, while school B has a total number of 32 respondents representing 11.8%. This indicated that majority of respondents were from school A.

Table 4: Distribution of Respondents by Gender

S/N	Name of the University	Frequency	Percentage
1	Male	167	61.4
2	Female	105	38.6
	Total	**272**	**100**

Table 4 revealed the gender of the respondents from the two universities under study. The data revealed that a total number of 167 respondents representing 61.4% were male while 105 respondents representing 38.6% were female.

4.3 Analysis of Research Questions

This section showed the analyses and interpretation of data collected in order to answer research questions 1- 9 that were raised in the study. These are shown in Tables 5 to 13.

Research Question One: What is the extent of social media utilization among undergraduate students in North-West Nigeria? This research question is answered using mean and standard deviation. Summary of the analysis is presented in Table 5.

Table 5: Mean and Standard Deviation of the Extent of Social Media Utilization among Undergraduate Students in North-Western Nigeria

S/N	Items	Mean	SD	Decision
	I used Social Media …			
1.	to get information on my academic pursuit	3.80	0.45	Agree
2.	for hints about education only	2.58	0.89	Agree
3.	for educational purpose	3.29	1.97	Agree
4.	to get information about teaching and learning	3.18	0.85	Agree
5.	get information for my assignment	3.20	0.90	Agree
6.	for collaborative learning with peers.	2.97	0.88	Agree
7.	for group assignment only.	2.46	0.98	Disagree
8.	for academic purposes such as group discussion.	2.69	1.01	Agree
9.	for getting study partners online.	2.79	0.97	Agree
10.	to get information for my research work.	2.97	1.03	Agree
Cumulative Mean		**2.99**		

Decision Mean =2.50

Table 5 shows the extent of undergraduate students' use of social media in North-Western Nigeria. It was observed that all the respondents are in agreement with the use of social media for learning to teach in tertiary institutions except 5 where students were in disagreed with social media utilization for group assignment only. The cumulative mean 2.99 is greater than the

decision means 2.50. Therefore it is shown that the undergraduate students in North West Universities utilized social media more for academic pursuit and utilize less for group Assignment only with a mean score of 3.80 and 2.46 respectively.

Research Question Two: What are the social media sites utilized by undergraduate students in North-Western, Nigeria? This research question is answered using mean and standard deviation. Summary of the analysis is presented in Table 6.

Table 6: Mean and Standard Deviation of Social Network Sites Utilized by Students

S/N	Items	Mean	SD	Decision
11.	I always visit Facebook chats only	3.54	1.04	Agree
12.	I always visit Facebook chats and WhatsAapp chats only	2.29	1.00	Disagree
13.	I visit WhatsApp chats and MySpace chats only	2.24	1.16	Disagree
14.	I visit Facebook, WhatAapp and MySpace chats only	2.19	0.97	Disagree
15.	I have account on almost every social media site	2.35	2.31	Disagree
16.	I only visit Instagram social media site	2.31	1.07	Disagree
17.	I always post on Facebook, WhatsAapp and 2go chats and Instagram	2.41	1.07	Disagree
18.	I am using only twitter for information	2.50	1.08	Agree
19.	I am using only blogs to acquire information	2.51	1.10	Agree
20.	I am using LinkedIn to get educational information	2.62	1.11	Agree
	Cumulative Mean	**2.49**		

Table 6 shows the mean and standard deviation of social Network sites utilized by undergraduate students in North-Western Nigeria. It was observed that items 12 to 17 disagreed with. While item 1, 18, 19 and 20 agreed upon on the social Network sites used by undergraduate students in North-West Nigeria. The cumulative mean of 2.49 is less than the decision means 2.50. Therefore the respondents disagree on the social Network sites utilized by undergraduate students in North West Nigeria.

Research Question Three: What is the rate of usage of social media sites by undergraduate students' in North-Western Nigeria? This research question is answered using mean and standard deviation. Summary of the analysis is presented in Table 7.

Table 7: Mean and Standard Deviation of Rate of Usage of Social Media Sites by Undergraduate Students in North-Western Nigeria

S/No	Items	Mean	SD	Decision
21.	once per day	2.78	1.10	Agree
22.	twice in a day	2.51	1.09	Agree
23.	after two days	2.39	1.09	Disagree
24.	once in a week	2.55	1.20	Agree
25.	twice in a week	2.40	1.06	Disagree
26.	once in a month	2.21	1.00	Disagree
27.	twice in a month	2.05	0.99	Disagree
28.	at all time	2.10	0.99	Disagree
29.	Rarely	2.39	1.06	Agree
30.	Never	2.59	1.15	Disagree
	Cumulative Mean		**2.40**	

Table 7 shows the mean and standard deviation of social media sites utilized by undergraduate students in North-Western Nigeria. It was observed that items 21, 22, 24 and 29 were agreed with while item 23, 25, 26, 27, 28 and 30 disagreed on the rate of usage of social media sites. On the overall, the respondents disagreed on the rate of usage of social media by undergraduate students in north Western Nigeria because the cumulative mean of 2.40 is less than the decision mean 2.50.

Research Question Four: What is the influence of social media utilized by undergraduate students in North-West Nigeria? This research question is answered using mean and standard deviation. Summary of the analysis is presented in Table 7

Table 8: Mean and Standard Deviation on the Influence of Social Media Sites Utilized By Undergraduate Students in North-Western Nigeria

S/No	Items	Mean	SD	Decision
	Social Media …			
31.	Promote reading and web skills	2.88	1.11	Agree
32.	Serve as a source of acquiring information	3.15	0.94	Agree
33.	encourages virtual learning	3.10	0.97	Agree
34.	Help in strengthening interpersonal relationship among students.	3.18	0.84	Agree
35.	Support peer group learning	3.08	0.89	Agree
36.	Motivate students to learn.	3.18	0.80	Agree
37.	In conducting research	3.17	0.87	Agree
38.	Individualized learning	3.24	0.83	Agree
39	Facilitate learning	3.24	0.78	Agree
40.	Assist in carrying out a class assignment	3.28	0.87	Agree
	Cumulative Mean	**3.15**		

Table 8 shows the mean and standard deviation on the influence of social media sites utilized by undergraduate students in North-Western Nigeria. It was observed that all the respondents are in agreement with the influence of social media sites utilized by undergraduate students in North-Western Nigeria. This is because the cumulative mean 3.15 is greater than the decision mean 2.50.Therefore it is shown that the all respondents agreed on the influence of social media.

Research Question Five: Is there any relationship between student's use of social media and their academic achievement in North-western universities in Nigeria? This research question is answered using descriptive statistics of mean and standard deviation. Summary of the analysis is presented in table 9.

Table 9: Mean and Standard Deviation of Students' Opinion on Social Media Utilization and their Academic Achievement

Variable	N	Mean	SD	Mean Difference
Social Media utilization	272	2.96	0.474	0.32
Academic Achievement	272	2.64	0.885	

Table 9 shows the mean and standard deviation of students' opinion on social media utilization and their academic achievement. The result reveals that the mean and standard deviation of students' opinion on social media utilization are 2.96and 0.474 respectively. While the mean and standard deviation of students' academic achievement is 2.64 and 0.885 respectively. This gives a mean difference of 0.32 in favour of social media utilization. Therefore, there is a different between students' opinion on social media utilization and their academic achievement.

Research Question Six: Is there any relationship between social network sites use by students and academic achievement in North-western Nigeria? This research question is answered using descriptive statistics of mean and standard deviation. Summary of the analysis is presented in Table 10.

Table 10: Mean and Standard Deviation of Students' Utilization of Social network Sites in North-Western Universities in Nigeria

Variable	N	Mean	SD	Mean Difference
Academic Achievement	272	2.64	0.885	0.25
Social Network site	272	2.39	0.572	

Table 10 shows the mean and standard deviation of students' utilization of social Network sites Utilization in Northwestern Universities in Nigeria. The result reveals that the mean and standard deviation of students' social media utilization are 2.64 and 0.885 respectively. While the mean and standard deviation of students' academic achievement is 2.39 and 0.572 respectively. This gives a mean difference of 0.25 in favour of academic achievement. Therefore, there is a different between students' Utilization of Social Network sites their academic achievement

Research Question Seven: Is there any relationship between the rate of usage of social media sites by students and academic achievement in Northwestern Universities in Nigeria?

This research question is answered using descriptive statistics of mean and standard deviation.

Summary of the analysis is presented in table 11

Table 11: Mean and Standard Deviation of the Rate of Usage of Social Media Sites by Undergraduate Students in North-Western Universities in Nigeria

Variable	N	Mean	SD	Mean Difference
Academic Achievement	272	2.64	0.885	0.24
Rate of Social Media Usage	272	2.40	0.477	

Table 11 shows the mean and standard deviation of the rate of usage of social media sites by undergraduate students in Northwestern Universities in Nigeria. The result reveals that the mean and standard deviation of academic achievement are 2.64 and 0.885 respectively. While the mean and standard deviation of students rate of social media usage are 2.40 and 0.477 respectively. This gives a mean difference of 0.24 in favour of academic achievement. Therefore, there is a different between the rate of usage of social media sites by undergraduate students and their academic achievement.

Research Question Eight: Is there any relationship between the influence of social media utilization and academic achievement in Northwestern Universities in Nigeria?

This research question is answered using descriptive statistics of mean and standard deviation.

Summary of the analysis is presented in table 12.

Table 12: Mean and Standard Deviation of the Influence of Social Media Utilization on Undergraduate Students' Academic Achievement in North-Western Universities in Nigeria

Variable	N	Mean	SD	Mean Difference
Academic achievement	272	2.64	0.885	0.51
Influence of social media	272	3.15	0.497	

Table 12 shows the mean and standard deviation of the influence of social media utilization on undergraduate students' academic achievement in North-Western Universities in Nigeria. The result reveals that the mean and standard deviation of students' academic achievement are 2.64 and 0.885 respectively. While the mean and standard deviations of the influence of social media are 3.15 and 0.497 respectively. This gives a mean difference of 0.51 in favour of the influence of social media. Therefore, there is a different between the influence of social media Utilization by undergraduate students and their academic achievement.

Research Question Nine: Is there any difference in the opinion of male and female Undergraduate students on the usage of social media sites in North-western Nigeria?

This research question is answered using descriptive statistics of mean and standard deviation.

Summary of the analysis is presented in table 13.

Table 13: Mean and Standard Deviation of Male and Female Students' Opinion on Social Media Utilization and their Academic Achievement

Types of Test	Variable	N	Mean	SD	Mean Difference
Social media utilization	Male	167	2.78	0.315	0.18
	Female	105	2.64	0.266	

Table 13 shows the mean and standard deviation of male and female students' opinion on social media utilization. The result reveals that the mean and standard deviation of male students' opinion on social media utilization are 2.78 and 0.315and that of female students are 2.64 and 0.266 respectively. This gives a mean difference of 0.18 in favour of male students. Therefore, there is a different between male and female students' Opinion on social media Utilization and

their academic achievement. This implies that the male students use social media than their female students

4.4 Testing of Null Hypotheses

The null hypothesis 1 – 4 were tested using Pearson product moment correlation coefficient (PPMC) to ascertain whether significant relationship exist between two variables at 0.05 level of significances and null hypothesis 5 was tested using t- test.

Null Hypothesis One: There is no significance relationship between social media utilized by students and their academic achievement in Northwestern universities in Nigeria. This null hypothesis was tested using Pearson correlation coefficient.

The result of the analysis is summarized in table 14.

Table 14: Correlation between Social Media Utilization and Academic Achievement Scores of Undergraduate Students in Northwestern Nigeria

Utilization	N	Df	Mean	SD	r-cal	p-value
Social Media Utilization	272	271	2.96	0.474	0.053	0.384^{ns}
Academic Achievement	272		2.64	0,885		

ns: Not Significant at p > 0.05alpha level

The information in table 14 indicates a correlation between the social media utilization and academic achievement scores of undergraduate students in North-western Nigeria. The result reveals that the mean and standard deviation of Students opinion on social media utilization are 2.96 and 0.474 respectively. While the mean and standard deviation of students academic achievement are 2.64 and 0.885 respectively. The r-calculated is 0.053 and p-value of 0.384 is greater than0.05 alpha value this show that there is no significant correlation. Therefore, the null hypothesis of no significant correlation between the social media utilization and academic achievement scores of undergraduate students in North-western Nigeria is not rejected.

Null Hypothesis Two: There is no significance relationship between social network sites utilized by undergraduate students and their academic achievement in Northwestern Universities in Nigeria. This null hypothesis was tested using Pearson correlation coefficient. The result of the analysis is summarized in table 15

Table 15: Correlation between Social Network Sites Utilization and Academic Achievement Scores of Undergraduate Students in Northwestern Nigeria

Variable	N	Df	Mean	SD	r-cal	p-value
Academic Achievement	272	271	2.64	0.885	0.016	0.793^{ns}
Social Network sites	272		2.39	0.572		

ns: Not Significant at p > 0.05 alpha level

Table 15 shows the correlation between the social network sites utilization and academic achievement scores of undergraduate students in North-western Nigeria. The result reveals that the mean and standard deviation of students' academic achievement are 2.64 and 0.885 respectively. While the mean and standard deviation of student's social media utilization are 2.39 and 0.572 respectively. The r-calculated is 0.016 and p-value are 0.793. This p-value of 0.793 is greater than 0.05 alpha value, this shows that there is no significant correlation. Therefore, the null hypothesis of no significant correlation between the social network sites utilization and academic achievement scores of undergraduate students in North-western Nigeria is not rejected.

Null Hypothesis Three: There is no significance relationship between the rate of usage of social media by undergraduate students and their academic achievement in Northwestern Universities in Nigeria. This null hypothesis was tested using Pearson correlation coefficient. The result of the analysis is summarized in table 16

Table 16: Correlation between Rate of Usage of Social Media by Students and their Academic Achievement in Northwestern Nigeria

Variable	N	Df	Mean	SD	r-cal	p-value
Academic Achievement	272	271	2.64	0.885	0.26	0.671^{ns}
Rate of Social Media Usage	272		2.40	0.477		

ns: Not Significant at p > 0.05 alpha level

The information in Table 16 indicates a correlation between the rate of usage of social media by students and their academic achievement scores in North-western Nigeria. The result reveals that the mean and standard deviation of academic achievement are 2.64 and 0.885 respectively, while the mean and standard deviation of students' rate of social media usage are 2.40 and 0.477 respectively. The r-calculated is 0.26 and p-value are 0.671. This p-value of 0.671 is greater than 0.05 alpha values. This shows that there is a no correlation. Therefore, the null hypothesis of no significant correlation between the rate of usage and academic achievement scores of undergraduate students in North-western Nigeria is not rejected.

Null Hypothesis Four: There is no significance relationship between the influences of social media utilization and academic achievement of undergraduate students in North-Western Universities in Nigeria. This null hypothesis was tested using Pearson correlation coefficient

. The result of the analysis is summarized in Table 17

Table 17: Correlation between the Influence of Social Media Utilization and Academic Achievement of Undergraduate Students in Northwestern Nigeria

Variable	N	Df	Mean	SD	r-cal	p-value
Academic Achievement	272	271	2.64	0.885		
					0.41	0.499^{ns}
Influence of Social Media Utilization	272		3.15	0.497		

ns: Not Significant at p > 0.05 alpha level

Table 17 shows the correlation between the influence of social media utilization and academic achievement scores of undergraduate students in Northwestern universities in Nigeria. The result reveals that the mean and standard deviation of academic achievement are 2.64 and 0.885 respectively. While the mean and standard deviations of the influence of social media utilization are 3.15 and 0.497 respectively. The r-calculated is 0.41 and p-value are 0.499. This p-value of 0.499 is greater than 0.05 alpha value, this shows that there is no significant correlation between the influence of social media and academic achievement. Therefore, the null hypothesis

of no significant correlation between the influence of social media utilization and academic achievement scores of undergraduate students in North-western Nigeria is not rejected.

Null Hypothesis Five: There is no significance difference between the opinion of male and female undergraduate students on the usage of social media in North-western Nigeria.

This null hypothesis was tested using T-test comparisons. The result of the analysis is summarized in Table 18

Table 18: t-test Comparisons of Male and Female Students' Opinion on Social Media Utilization

Variable	N	t-value	Mean	SD	Df	p-value
Male	167	3.702	2.78	0.315	271	0.000*
Female	105		2.64	0.266		

***** = Significant at P<.05 alpha value

Table 18 shows the mean and standard deviation of male and female students' opinion on social media utilization. The result reveals that the mean and standard deviation of male students' opinion on social media utilization are 2.78 and 0.315and that of female students are 2.64 and 0.266 respectively. The p-value of 0.001 is less than 0.05 alpha value t(170) =3.702, p = 0.00, =0.001)Therefore, null hypothesis five is there by rejected. This implies that male students have higher opinion on social media utilization than their female counterparts.

4.5 Summary of Research Questions

1. The result from research question 1 revealed that, the undergraduate students in North West Universities utilized social media more for academic pursuit and utilize less for group Assignment only with a mean score of 3.80 and 2.46 respectively.
2. The result from research question 2 revealed that, the respondents disagreed on the social Network sites utilized by undergraduate students in North West Nigeria (M=2.49).
3. The result from research question 3 revealed that, the respondents disagreed on the rate of usage of social media by undergraduate students in north Western Nigeria (Mean = 2.40).

4. The result from research question 4 revealed that, the all respondents agreed on the influence of social media (M=3.15).
5. The result from research question 5 revealed that, there is a different between students' opinion on social media utilization and their academic achievement (Mean Diff. = 0.32).
6. The result from research question 6 revealed that, there is a different between students' Utilization of Social Network sites their academic achievement (Mean Diff. =0.25)
7. The result from research question 7 revealed that, there is a different between the rate of usage of social media sites by undergraduate students and their academic achievement (Mean Diff. = 0.24).
8. The result from research question 8 revealed that, there is a different between the influence of social media Utilization by undergraduate students and their academic achievement Mean Diff. = 0.51).
9. The result from research question 9 revealed that, there is a different between male and female students' Opinion on social media Utilization and their academic achievement (Mean Diff. =0.18).

4.6 Summary of Findings

The following are the summary of the major findings of the study:

1. There is no significant relationship between the social media utilization and academic achievement scores of undergraduate students in North-western Nigeria.
2. There is no significant relationship between the social network sites utilization and academic achievement scores of undergraduate students in North-western Nigeria.
3. There is no significant relationship between the rate of usage and academic achievement scores of undergraduate students in North-western Nigeria.

4. There is no significant relationship between the influence of social media utilization and academic achievement scores of undergraduate students in North-western Nigeria.
5. Male students have higher opinion on social media utilization than their female counterparts.

4.7 Discussion of the Findings

This study revealed that there is no significant relationship between the social media utilization and academic achievement scores of undergraduate students in North-west Nigeria. This finding is in line with that Tillema and Orland-Barak (2006) who found that utilization of social media by students did not in any way affects students' performance. Hence, students can use social media for collaborative teamwork which is increasing their capability and stimulating professional students to develop and renew their knowledge and keep abreast of new developments in their fields. The findings are also in agreement with that of Jain (2012) who found out that students' can benefit from chatting with other students, teachers and external sources. And that no relationship was found in relation to their academic success. Also, the result of this finding agreed with that of Wiley and Sisson (2006) who stressed that the previous studies have found that more than 90% of college students use social networks and that did not negatively affect their performance.

In contrary, Shahzad (2015) analyzed that, there is a strong link between social networking websites and students' academic achievement as social networking websites help to maintain relation with people when they move from one offline community to another. Such connections could help students in term of home assignments and projects in terms of job, internship and another opportunity. The findings also contradicts that of Kuppuswamy and Shankar (2010) who explained that the social networks grabs the total attention and concentration of the students and diverts it towards non-educational, unethical and inappropriate actions such as useless chatting, time killing by random searching and not doing their jobs. This directly affects the students' capacity to earn more required credits. Similarly, Park, Jin, and Jin (2011) reported

that Facebook can facilitate informal learning by students and at the same time affects their academic achievement to a certain level.

The study also revealed that there is no significant relationship between the social network sites utilization and academic achievement scores of undergraduate students in North-western Nigeria. This finding supports the results of Chinaka (2006) who reported that students cannot benefit from the use of social networks to acquire relevant knowledge. In addition, it is also in agreement with that of Junco (2012); Paul, Baker, and Cochran (2012) who found a negative relationship between Cumulative Grade Point Average (CGPA) and social networks utilization as students spend more time on social networks than the time they endeavour to academic activities. Similarly, it agreed with that of Feeney and Lemay (2012) who found that there is no relationship between students' achievement reports and the usage of social networks. The lack of relationship in this study also agrees with that of Elphinston and Noller (2011) who found that the frequent use of social media has no effect students' academic achievement.

This finding contradicts the finding of Flad (2010) who reported that, social networking can have a negative impact on study habits and completion of homework assignments, but there was not a drastic difference between students who spend a lot of time on these sites and those who do not. Similarly, this finding contradicts the results of Yu, Tian, Vogel, and Kwok (2010) who reported that online discussions between students through social networks learning communities networked through an artifact, such as mobile learning communities, clearly improved students' social connections, improved their self-esteem and boosted their learning performance. It also contradicts the finding of Preston (2010) who found that nearly 70% of students stated that they learn just as well in online learning communities such as WhatsApp groups, Facebook communities, Twitter chats and Google+ communities, as they do in lectures that are held in the classroom in the presence of other students. In addition, the findings also disagreed with that of Kist (2008) who found that approximately ninety percent of teens in the

United States have Internet access, and about seventy-five percent of these teens use the Internet more than once per day and that did not show any negative relationship with their overall academic performance. Similarly, Yunus and Salehi (2012) reported that students gained more vocabulary and improved their writing, reduced their spelling mistakes while associating with social networks, hence, improves their academic performance.

The study also revealed that, there is no significant relationship between the rate of usage and academic achievement scores of undergraduate students in North-western Nigeria. This finding is in agreement with that of Ndaku (2013) who found that students spend a very long time on social networking activities online, yet, did not have any relation with their academic activities and success. He further added that majority of the respondents prefer to browse in school than in other places. Similarly, it agrees with that of Flad (2010) who found that students visit an SNS more than five times per day, 50% have also reported that they have spent time on an SNS "More than one time" or "Several times" instead of studying or completing assignments. In addition, it agrees with the results of Omekwu, Eke and Odoh (2014) who reported that students response on the extent of the usage of social networking sites by undergraduate students of University of Nigeria Nsukka favoured Facebook, 2go, Yahoo, Whatsapp, Googl+, Youtube, Skype, Blackberry messenger. The responses have it that these social networking sites are used in great extent. Similarly, it concurs with the finding of Valkenburg, Schouten, and Peter (2005) who noted that a large number of undergraduate students use the social networking site. It also agreed with that of Ellison, Steinfield, and Lampe (2007) who reported that the students use social networking websites approximately 30 minutes throughout the day as a part of their daily routine life.

Furthermore, the study also revealed that, there is no significant relationship between the influence of social media utilization and academic achievement scores of undergraduate students in North-western Nigeria. This finding is in agreement with that of Junco, Heiberger, and Loken (2011) who found that social media utilization has no impact on USA college student engagement

and learning. Similarly, it agrees with the results of Tariq, Mehboob, Khan, and Ullah (2012) who reported that study social media did not show any significant relation with Pakistan students' performance. It also agrees with that of Elphinston and Noller (2011) who found that the use of social media by students had no effect on their studies. In addition, the finding is in agreement with that of Grant (2008) who reported that social networks such as Facebook, MySpace, YouTube, weblogs, as well as wikis are predominantly used by teenagers and young adults as an extension of their personality to show their friends and the world who they are, what they care about, and with whom they are like-minded and has no influential link in any with the performance of the students.

However, the finding of this study contradicts that of Ndaku (2013) who found that, social media negatively influence the academic performance of students. Ndaku (2013) further explained that social media influenced the academic performance of students negatively because they spend more time chatting and doing other activities than studying or carrying out academic research online. Similarly, this finding also disagrees with that of Notley, and Tacchi (2005) who found that the increase in the use of social networks decreases the academic performance of the students.

The study revealed that, male students have higher opinion on social media utilization than their female counterparts. This finding is in agreement with that of Yasemin (2011) who found a significant difference between males and females in all of the purposes of using social media. The difference between making new contacts was in favor of males. However, this finding disagreed with that of Giles and Price (2008) who found that females are more engaged in social networking than males. The finding also disagrees with that of Nishi, Shivani, and Sanaya (2015) who found that females used social media more high to maintain existing relationships while males used the social media sites for developing new contacts. Similarly, the result of this finding also disagrees with that of Greene and Winters (2006) who found that, females opined utilizing

social media sites more than males in all aspects of social media. Furthermore, it also contradicts that of Jonah (2013) who found a significant difference between male and female opinions in the use of social media in favour of female students who showed more concern in the use of social media.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter was presented under the following sub-headings: Summary, contributions to knowledge, conclusion, recommendations and, suggestions for further study.

5.2 Summary

This research work was on assessment of the relationship between social media utilization and academic achievement of undergraduate students of north-western Nigeria. The study had nine specific objectives, nine research questions, and five null hypotheses. The researcher used correlation type of descriptive survey research for the study. The population of the study was all 200 level undergraduate students in the five Federal Universities in North-Western Nigeria totaling to 9,752 of 200 level undergraduate students in the 2016/2017 academic session. Two hundred and seventy-two were randomly selected as the sample size for the study from School A, and School D. A self-constructed questionnaire titled 'Social Media Utilization Questionnaire (SMUQ)' which consisted of two (2) broad parts; part A and part B, was used as the instrument for data collection. The nine research questions were analyzed using mean and standard deviation. Null hypotheses one to four were tested using Pearson Moment Product Correlation (PPMC) and null hypotheses five was analyzed using t-test statistics and tested at 0.05 alpha level. The study revealed that: (i) there is no significant relationship between the social media utilization and academic achievement scores of undergraduate students in North-western Nigeria, (ii) there is no significant relationship between the social network sites utilization and academic achievement scores of undergraduate students in North-western Nigeria, (iii) there is no significant relationship between the rate of usage and academic achievement scores of undergraduate students in North-western Nigeria, (iv) there is no significant relationship between the influence of social media utilization and academic achievement scores of undergraduate students in North-western Nigeria,

and (v) Male students have higher opinion on social media utilization than their female counterparts.

5.3 Contribution to knowledge

Based on the findings, therefore, the study established that:

1. There existed no significant relationship between the social media utilization and academic achievement scores of undergraduate students in North-western Nigeria (p-value = 0.384).
2. Social network sites utilization had no significant relationship with academic achievement of undergraduate students in North-western Nigeria (p-value = 0.793).
3. The rate of usage of social network sites by students had no significant relationship with academic achievement of undergraduate students in North-western Nigeria (p-value = 0.671).
4. Social media utilization did not significantly influenced academic achievement of undergraduate students in North-western Nigeria (p-value = 0.499).
5. Male students had higher opinion on Social media utilization than their female counterparts (p = 0.000). And then, there was existed a significant difference between the male and female students' opinion on social media utilization in favour male students (p = 0.339).

5.4 Conclusion

Based on the outcome of this research work, the researcher concluded that the Social networks and social media sites utilized by students had no any significant relationship with their academic achievement. Furthermore, the rate of usage of social media sites had no significant influence on students' academic achievement in north-western universities in Nigeria. Also, male students had higher opinion on social media utilization than their female counterparts.

5.5 Recommendations

Based on the outcome of this study, the following recommendations were made.

1. University in the North-Western Nigeria should ensure strict electronic devices usage in schools for academic purposes and open social media counseling centers for addicted students.
2. Regular orientation should be given to students on how to and when to use social media particularly that related education so as to enhance their academic achievement.
3. In order to control the rate of usage of social network sites by students, university management should ensure no use of handsets in the classroom so as to minimize the wrong usage of that can affects their academic performance.
4. Teachers should endeavor to ensure that they incorporate the use of social networks' in teaching and learning process so as avoid the menace of the negative influence of these sites on students' achievement.
5. Teachers, parents and school authorities should ensure that male and female students were not engaging in any social media networks and site that will distract their attention from school activities.

5.6 Suggestions for Further Studies

This study assessed the relationship between social media utilization and academic achievement of students in Northwestern universities in Nigeria. However, the researcher suggested that the following areas should be researched into:

1. Assessment of the influence of social media sites on the academic performance of students in Polytechnics in North-Western Nigeria.
2. The Effect of Social Networks on Student's Academic and Non-Cognitive Behavioral Outcomes of students in Federal Colleges of Education, North-west Geopolitical Zone, Nigeria
3. Effects Social Media Utilization on Academic Achievement of students in Colleges of Education in North-West Geopolitical Zone, Nigeria.

REFERENCES

Abranovic (1997). The Use of online social networking for higher Education from An activity Theory Perspective, in *PACIS 2010 Proceedings*.

Abubakar, A. A. (2011). Political participation in social media during the 2011presidential electioneering. Retrieved on 22nd September, 2016 from www.bushub/elect..../marc.html

Adam, U. (2014). Developing a scale to measure the interactivity of websites, *Journal of Advertising Research,* 43(3), 207–216

Adzharuddin, N. A. (2014). The influence of social network sites (SNS) upon academic performance of Malaysian students. *International Journal of Humanities and Social Sciences,* 4(10), 131-137. Retrieved on May 20, 2016, from http://www.ijhssnet.com/journals/Vol_4(10)1._May_2016/16.pdf

Aghazamani, A. (2010). How do university students spend their time on Facebook? An exploratory study, *Journal of American Science,* 6, 730-735

Ahmad D. A. & Qazi (2011). Learning and problem solving: On the management and the learning process," in *Organizational psychology: A book of readings*, Englewood Cliffs, NJ: Prentice-Hall, 27 - 42.

Ahn, J. (2011). The effect of social network sites on adolescents' social and academic development: Current theories and controversies. *Journal of the American Society for Information Science and Technology,* 8(62), 1435–1445.

Ajewole. O. O., & Fasola, O. S. (2012), Social network addiction among youths in Nigeria. *Journal of Social Science and Policy Review*, 4, September 2012.

Albertazzi, .D., & Cobl ssey, .P. (2010*). The media: An introduction: (3rd edition).* England: Pearson Education Limited.

Albertazzi, N.B., & Cobley, R., (2010). Serious Social Media: On the Use of Social Media for Improving Students' Adjustment to College. *Internet and Higher Education*, 15, 15-23.

Ali, N., Jusoff, K., Ali, S., Mokhtar, N., & Salamt, A. S. A. (2009). The factors influencing students' performance at University Teknologi MARA Kedah, Malaysia'. *Canadian Research & Development Center of Sciences and Cultures,* 3(4).

Allen, A. M., (2004). Me and My 400 Friends: The Anatomy of College Students' Facebook Networks, Their Communication Patterns, and Well-Being. *Developmental Psychology. Advance online publication.*

Allen, C. &. (2014). Can Facebook use induce well-being? *Cyberpsychology, Behavior and Social Networking, 16,* 674–678.

Amry, A.B. (2014). The impact of WhatsApp mobile social learning on the achievement and attitudes of female students compared with face to face learning in the classroom. *European Scientific Journal,* 10 (22) 1857 – 7881.

Andale, A. (2013). An elementary statistics, University of Texas. (15 September 2013)10% conditions in statistics. Vol. 4, P.13.

Andrew, I. (2005*). Reading in mass communication and Nigeria satellite*. Makurdi: Benue State University.

Apeanti, W. O.,& Danso, E. D. (2014). Students' use of social media in higher education in Ghana. *Innovative Journal*, 3(1), 3-9.

Applied Sciences, Nizwa, Oman. *International Journal of Arts and Commerce*, 2, 111-125.

Arereguin, E. T. (2014). *Reading and the internet use activities of undergraduates students of the Calabar*. Retrieved February, 2012 from http:// www.finderticles.com

Asad, S., Abdullah-Al-Mamum, M. D., & Clement, C. (2012). The effect of social networking sites to the lifestyles of teachers and students in higher educational institutions. *International Journal of Basic and Applied Sciences,* 1(4), 498-510.

Asemah, E.F., & Edegoh, B (2012). Internet paradox revisited. *Journal of Social Issues, 58*, 49–74.

Asur, S.,&. Huberman, B.A. (2010).*Predicting the future with social media.* Social Computing Lab: HP Labs, Palo Alto, California. pp 1- 8.

Ayiah, C. & Kumah, T. (2011). An Impact Of Social Networking Sites On Youngsters. *Journal Impact Factor, 5*(12), 24-35. *Developmental Psychology*. 25,633–649.

Banquil, K.(2009). *Social networking sites affect one's academic performance adversely.* Retrieved July 24, 2016, from http://www.ust.edu.ph.

Baran, S. J. (2002).*Introduction to mass communication: media literacy and Culture: (2nd edition).* New York: McGraw-hill companies.

Barhoumi, C (2015) The Effectiveness of Whatsapp mobile learning activities Guided by activity theory on students' knowledge management in Taibah University, Saudi Arabia, *Journal of Contemporary Educational Technology,* 6(3), 221-238

Bello, R. O., &Ajayi,O.S. (2000). *Research method and statistical analyses.* Ilorin: Haytee press

Benchard, D. (2007). The relationship between traditional mass media and social media: Reality television as a model for social network site behaviour. *Journal of Broadcasting& Electronic Media*, 54 (3), 508-525.

Bittner, R.J. (1989). *Mass communication: An introduction (3rd edition).*New Jersey: Prentice Hall Incorporation.

Blackshaw, H. (2006). Whose space? Differences among users and non-users of social network sites. *Journal of Computer-Mediated Communication,* 13(1).

Boyd, D.(2010). Taken out of context: American teen sociality in networked publics

Boyd, D.M., &Ellison, N.B. (2007). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13 (1), article 11. Retrieved June 13th, 2016, from http://jcmc.indiana.edu/vol13/issue1/boyd.ellison.htm

Brabham, E. (2013). The role of Cultural Dimensions of International and Dutch Students on Academic and Social Integration and Academic Performance in the Netherlands. *International Journal of Intercultural Relations*, **37**, 188-201.

Brenner, J. (2001). Pew internet: Social networking. Pew internet and American life project. Retrieved from www.pewinternet.org/Topics/Activities-and.../Social-Networking.aspx on 5th June 2016.

Brenner, R. W. (2001). "Cross-cultural research in psychology," *Annual Review of Psychology*, 34, 363-400, 1983

Breslin E, & Decker P, (2004). Facebook Use Predicts Declines in Subjective Well-Being in Young Adults. *PLoS ONE, 8(8)*.

Brian, K.W.,& Stacy, C.S. (2011). *Using information technology: a practical introduction to computer and communication*. New York: McGraw Hill.com/did you know/internet/2002/vs.asp.

Browne, E. (2003). Conversations in cyberspace: A study of online learning. *Open Learning*, 18(3), 245-260.

Cambridge, G. L. (2015). Use of social-networking sites and subjective well-being: A study in South Korea. *Cyberpsychology, Behavior and Social Networking, 14*, 151-155.

Carini, N., Kuh, E. I. & Klein, F. (2011). F*acebook influence on university students' media habits: Qualitative results from a field research.* In Media in Transition-unstable platforms: The promise and peril of transition. US.

Chan, L. (2005). WebCT revolutionized e-learning. *UBC Reports,* 51(7). Retrieved on 10th July 2015 from http://news.ubc.ca/ubcreports/2005/05jul07/webct.html

Chinaka,L.N. (2006*). Research in communication and other behavioral sciences.* Enugu: RiceKerex.

Choney, S. (2010). *Facebook use can lower grades by 20 percent, study Says.* Retrieved on July 24, 2016, from http://www.msnbc.com/id/39038581/ns.technology_and_science-tech_and_gadgets/.

Clement (2012). Available: http://www.myersbriggs.org/my-mbti-personalitytype/mbti-basics/. Accessed 23 May 2015.

Cohen (2010) The rise of social media in online education: How is it changing curricula?," 14 February.

Computers in Human Behavior, **28**, 2117-2127. http://dx.doi.org/10.1016/j.chb.2012.06.016

Daren, C., Brabham, E. (2004). The Social Networks of Academic Performance in a Student Context of Poverty in Mexico. *Social Networks*, 26, 175-188.

Darling, L. F. (2005). Mobile learning: a framework and evaluation. *Computers & Education,* 49(3), 581-596.

David, P. (2014). The impact of social networking websites on the education of youth. *International Journal of Virtual Communities and Social Networking* (IJVCSN), 2(1), 67-79.

Davis, C. (2012). *Social media in higher education: A literature review and research directions. Arizona:* The center for the study of higher education at the University of Arizona and Claremont Graduate University.

Dowdall, M. (2009). Technology use among college students: Implications for student affairs professionals. *NASPA Journal,* 43, 280–300.

Duncan-Howell, D. A. (2008). Experiential Learning: experience as the source of learning and development, New Jersey: Prentice-Hall.

Educause(2016).*Microblogging*. Retrieved on 3rdAugust 2016, from www.microbloggings/educa/…….2134/html.

Educause, (2016) Research Methods for Business Students. 4th Edition, Financial Times Prentice Hall, Edinburgh Gate, Harlow.

Elphinston, R. A., & Noller, P. (2011) Time to Face it! Facebook intrusion and the implications for romantic jealousy and relationship satisfaction .*Cyberpsychology, Behavior and Social Networking,* 14(11), 631-635.

English, D.,& Duncan, E. (2008). Health-related barriers to learning among graduate student, *Journal Health Education,* 11(5), 425-455.

Eric, J. (2012). *Why selling WhatsApp to facebook would be the biggest mistake of Jan Koum's and Brian Acton's Lives*. Forbes.

Erwn, E. (2014). The relationship between the level of intimacy and lurking in online social network services.*Computer Human Behavior,* 24(6), 2757-2770.

Facebook (2008).*Statistics.* Retrieved on March 14, 2010, from http://www.facebook.com/press/info.php?statistics center for education Statistics.

Farrugia, C. R. (2013). *Facebook and relationships: A study of how social media use is affecting long-term relationships.* Retrieved on 2nd May, 2016 from www.relations.faceboo..../ued./html.

Feeney, B. C., & Lemay, E. P. J. (2012).Surviving relationship threats: The role of emotional capital. *Personality and Social Psychology Bulletin, 38*(8), 1004-1017.

Fiom, K. (2010). *The influence of social networking participation on student academic performance across gender lines.* Retrieved on 30th March, 2016 from www.hyperlink.esd/html**.**

Fishman, J.(2005). Performing writing, performing literacy. *College Composition and Communication,*2(57), 224–252.

Flad, K. (2010). *The influence of social networking participation on student academic performance across gender lines* .Counselor Education Master's Theses. Paper 31. Retrieved on 23rdMarch 2016, from http://digitalcommons.brockport.edu/edc_theses from a Longitudinal Study of Social Networks and Individual Academic Performance. *Social Science Research*, **40**,

Galiher, S.M. (2006). Social media and public administration: Theoretical dimensions and introduction to the symposium. *Administrative Theory & Praxis,* 33(3), 325-340

Giles, G.,& Price, R. (2008). Adolescent computer use: Approach, avoidance, and parental control. *Australian Journal of Psychology,* 60, 63-71.

Gillingham, M. G.,& Topper, A. (1999). Technology in teacher preparation: Preparing teachers for the future. *Journal of Technology & Teacher Education,*7(4), 303-321.

Godwin-Jones, R. (2007).*Digital video update: YouTube, flash, high- definition.* Retrieved on 22nd May 2016, from, http://www.allbusiness.com/technology/40515261.html.

Goodfellow, R., & Hewling, A. (2005).Reconceptualising culture in virtual learning environments: From an essentialist to a negotiated perspective. *E-learning,* 2(4), 355–367.

Grant, I. (2005). Young peoples' relationship with online marketing practices: an intrusion too far? *Journal of Marketing Management,*21(5/6), 607-623.

Graybill-Leonard, M., Meyers, C., Doerfert, D., & Irlbeck, E. (2011). Using Facebook as a communication tool in Agricultural-related social movements. *Journal of Applied Communications*, 95(3).

Greene, J.,& Winters, M. (2006). Leaving boys behind: Public high school graduationrates. *Civic Report,* 48, 1-26. Manhattan Institute for Policy Research. Retrieved on 20th May 2016, from: http://www.manhattan-institute.org.

Gunawardena, C., Wilson, P., & Nolla, A. (2003).Culture and online education. In M. Morre, & W. Anderson (Eds.), *Handbook of distance education.* (pp. 753–775). Mahwah, NJ: Lawrence Erlbaum.

Hake, D. R. (1998). Learning in a networked world: New roles and responsibilities. *Distance Learners in Higher Education.*

Helou A., & Rahim, N. (2012).Model of perceived influence of academic performance using social networking. *International Journal of Computer & Technology.* 2(2), 24-29.

Henk V. Ess., (2012). A Cross-Cultural Qualitative Examination of Social-Networking Sites and Academic Performance. *Procedia—Social and Behavioral Sciences,* 112, 873-881.

Hijazi, S. T. & Naqvi, S., & Raza, M.M. (2006). Factors affecting students' performance: A case of private colleges. *Bangladesh e-Journal of Sociology*, 3(1).

Hill, D. (2010). Educational applications of Web 2.0: Using blogs to support teaching and learning. *British Journal of Educational Technology,* 40(1), 179-183.

Hong, A. (2014). The factors influencing students' performance at University Teknologi MARA Kedah, Malaysia. *Canadian Research & Development Center of Sciences and Cultures*, 3, (4).

http://www.comscore.com/Insights/Presentations-and-hitepapers/2012/2012-US-Digital-Future-in-Focus

Ibrahim, S. (2011).*The impact of accounting background, gender, and motivation on the performance of business education in introductory accounting in Federal Universities in Nigeria.* Unpublished Doctorate Dissertation Presented to the School of Post Graduate Studies, Ahmadu Bello University, Zaria.

Internet World Statistics (2014).Retrieved July 24, 2016, from usage and population Statistic:internetworldstats.com/stats1.htm.

Ito, M., Baumer, S., Bittanti, M., Boyd, D., Cody, R.,& Herr-Stephenson, B. (2009). Hanging out, messing around, and Geeking out: Kids living and learning with New Media. Cambridge, MA: MIT Press.

Jacobsen , C. & Forste, J. (2011). The impact of social networking websites on the education of youth," *International Journal of Virtual Communities and Social Networking*, 2(1), 67-79, 2010.

Jacobsen, W. C., &Forste, R. (2011). The wired generation: Academic and social outcomes of electronic media use among university students. *CyberPsychologyBehaviour& Social Networking*, 18(5), 275-285.

Jenkins, B. (2007). Internet Hadsafety gone wild? Sacrificing the educational and psychosocial benefits of online social environments. *Journal of Adolescent Research*,22, 575-584.

Joeng, E. (2007). *Using network and mobile technology to bridge formal and informal learning.* Woodhead/Chandos Publishing Limited, Cambridge, UK, ISBN: 978-1-84334-699-9.

Johnson, M. (2007). Is e-learning the solution for individual learning? *Journal of e-learning*, 2007.

Jonah, A. (2013). Social networking: the new Nigeria. *The bug* (8th edition). P. 2 What you should know about social networking. Awake magazine: February 2012www.wikipediafreeencyclopedia/wiki/social networking.retrievedoctober12

Junco, R. (2012). Too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. *Computers &Education*(28), 187-198.

Junco, R., Heibergert, G. & Loken, E. (2010).The effect of twitter on college students engagement and grades. *Journal of Computer Assisted Learning*, 1-14.

Kabilan, H., Ahmad, M. & Abidin, M. (2010). A Review on Stereoscopic 3D: Home Entertainment for the Twenty First Century. 5, Springer, New York, 1-9.

Kaitlin, C. (2010).Social media changing social interactions. *Student Journal of Media Literacy Education*, 1(1), 1- 11.

Kapla, A.M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*, 53 (1), 59-68

Karpinski, A. C.,& Duberstein, A. (April 16, 2009). A description of Facebook use and academic performance among undergraduate and graduate students. *In Poster presented at the meeting of the American Educational Research Association,* SanDiego, CA.

Kasesniemi, U. & Rautiainen, (2002). Research Methods for Business: A Skill-Building Approach. 4th Edition, John Wiley and Sons, Hoboken.

Katz, E., Blumler, J., & Gurevitch, M. (1974). *The uses of mass communication: Current perspectives on gratifications research.* Beverly Hills CA: Sage, 19–34.

Kennedy, J., Churchward, G., & Krause, I. (2008).*First-year students' experiences with technology.* UK: Brinch Publishing Company.

Kirschner, P.A., & Karpinski,A.C.(2010). Facebook and academic performance. *Computers in Human Behavior,*26(6), 12-37.

Kist, W. (2008). I gave up amyspace for lent: New teachers and social networking sites. *Journal of Adolescent and Adult Literacy*, 52, 245-286.

Kobal, R. & Musek, C. (2001). Student Class Standing, Facebook Use, and Academic Performance. *Journal of Applied Developmental Psychology*, 36, 18-29.

Kubey, R. W., Lavin, M. J., & Barrows, J. R. (2001). Internet use and collegiate academic performance decrements: Early findings. *Journal of Communication,* 51, 366–382.

Kuppuswamy, S., & Narayan, P. (2010).The impact of social networking websites on the education of youth. *International Journal of Virtual Communities and Social Networking* (IJVCSN), 2(1), 67-79.

Lavy, V.,& Sand, E. (2014). T*he effect of social networks on student's academic and non-cognitive behavioral outcomes:* Evidence from the conditional random assignment of friends in school, University of Warwick, Hebrew University, and NBER.

Likert, R. (1932). A technique for the measurement of attitudes. *Archives of Psychology,*140, 1–55.

Linda C. (2006). The implications of the research literature on learning styles for the design of instructional material," *Australian Journal of Educational Technology,* 15(3), 222-241.

Litchfield, A. (2007). *Directions for m-learning research to enhance active learning.* Paper presented at ASCILITE. Singapore.

Loken S. (2011). Impact of Facebook Usage on Students' Academic Achievement: Role of Self-Regulation and Trust. *Electronic Journal of Research in Educational Psychology*, 9, 961-994.

Malaney, G. D. (2005). Student use of the internet. *Journal of Educational Technology Systems,* 33(1), 53-66.

McColloch.C. (201).Texting, sexting and social networking among Australian youth. *Journal of Magazine & New Media Research,* 11(2), 1-9.

McCulloch, N.B. (2011). Social Network Activity and Social Well-Being. *CHI'10.*

MCEETY C. H. (2006). "The Relationship of Social Presence and Interaction in Online Classes," *The American Journal of Distance Education,* 16(3) 131-150.

Mehmood, S. &Taswir, T. (2013).The effects of social networking sites on the academic performance of students in College of Applied Sciences, Nizwa, Oman. *International Journal of Arts and Commerce,* 2(1), 1-7.

Mibgle, J.,& Adams, M. (2015).*Social media network participation and academic performance in senior high schools in Ghana.* Retrieved on 23rd October 2016, from wwww.edusoc.emd.org/html.

Mingel, R. M. (2015). "Index of Learning Styles," [Online]. Available: http://www.ncsu.edu/felder-public/ILSpage.html. Accessed 24 June 2015.

Moody, M. (2010). Teaching twitter and beyond: Tip for incorporating social media in traditional courses.

Moqbel, M. (2012).Explaining user acceptance of social networking: Employees' perspective. *Proceedings of the Southwest decision science institute forty-third annual conference,* February 29 – March 3, 110-118.

Moradeyo, A. O. (2015). *Effects of guided-discovery and gender on students performance in Accounting in colleges of education in South-west geopolitical Zone, Nigeria.* Unpublished M.Ed. (Business Education) Thesis submitted to the School of Postgraduate Studies, A.B.U. Zaria.

Motiwald, O. (2007). Effect of online social networking on student academic performance. *Computers in Human Behavior,* 2117-2127.

Motiwalla, D.M. (2007). Social Network Sites: Definition, History, and Scholarship. *Journal of Computer-Mediated Communication,* **13**, 210-230.

Ndaku, A. J. (2013). *The impact of social media on students academic Performance (A study of Students of University of Abuja).* An Unpublished Research Project, Department of Mass communication management and social sciences Caritas university, Amorji – Nike, Enugu

Negussie, O., & Ketema, H. (2014). The relationship between college experience and academic performance among minority student. *The International Journal of Educational Management,* 5(2).199-207.

Nigeria Communication Commission (2015).Mobile data subscriptions for March 2015.Retrieved on July 24, 2016, from http://www.ncc.org.ng/73/34/News.html?item=50

Nigeria Communication Commission (2015).Mobile data subscriptions for March 2015.Retrieved on July 20th, 2017, from http://www.ncc.org.ng/73/34/News.html?

Nishi, F., Shivani, O., & Sanaya, G. (2015) Classrooms as communities: Exploring the educational character of student persistence. *Journal of Higher Education, 68*(6), 599 – 623.

Notley, T.M., & Tacchi, J. A. (2005). Online youth networks: researching, the experiences of peripheral young people in using new media tools for creative participation and representation. *Media and Communication,* (1).73-81.

NPC, (2016).*National population census*(2006). retrieved from www.population.gov.ng on 6thMay 2016.

Oberst, L. (2010). *The 6S social network.* Retrieved from: http://sixsentences.ning.com/profile/LindsayOberst

Ogedebe, P. M., Emmanuel, J. A., & Musa, Y. (2012).A survey on Facebook and academic performance in Nigeria Universities. *International Journal of Engineering Research and Applications* (IJERA), 2, 788-797.

Ohaja, S. L. (2009). College students' social networking experiences on Facebook. *Journal of Applied Developmental Psychology,* 30(3), 227-238.

Oladipo, P., & Mamman, H. (2014). Facebook and academic performance: Reconciling a media sensation with data. *First Monday,* 14, 5-4.

Onweluzo, C. (2006).Spatially bounded online social networks and social capital. *International Communication Association,* 36, 1-37.

Oskouei, R. M. (2000) "Matters of style," *ASEE Prism,* 6(4), 18-23.

Park, N., Jin, B., & Jin, S. A. (2011).Effects of self-disclosure on relational intimacy in Facebook. *Computers in Human Behavior, 27*(5), 1974-1983.

Paxson, P. (2010).*Mass communications and media studies: An introduction.* New York: The Continuum International Publishing Group Ltd.

Preston (2010). Using online social media to support pre-service students engagement," *MERLOT Journal of Online Learning and Teaching,* 6(4), 703-711.

Preston, G., Phillips, R., Gosper, M., McNeill, M., Woo, K., & Green, D. (2010). Web-based lecture technologies: Highlighting the changing nature of teaching and learning. *Australasian Journal of Educational Technology,* 26(6), 717-728.

Qazi, T. (2011). A look out for academic impacts of social networking sites (SNSs): A student-based perspective. *African Journal of Business Management,* 5(12), 5022-5031.

Raj, J. M., Gupta, P., & Anand, N. (2012). The impact of social networking sites in the changing mindset of youths on social issues: A study of Delhi-NCR Youth. *Journal of Arts, Science, and Commerce,* 2(2), 36-43.

Rau, P.P., Gao, Q., & Ding, Y.(2008). The relationship between the level of intimacy and lurking in online social network services. *Computer Human Behavior*,24(6), 2757-2770.

Raymond, A. (2005). *How to calculate a reliability coefficient.* Retrieved on 5th March, 2015 from www.educationaljournal/ed.its/com

Really Digital Natives? *Australasian Journal of Educational Technology* (AJET) 24(1), 108-122.

Reuben, R.(2014). *The use of social media in higher education for marketing and communications*: A guide for professionals in higher education. Retrieved on September 20th, 2014, from http:/www.social.media.higher.education.

Rickcy, M. (2015) Analysis and Design Security Primitives Based on Chaotic Systems for E-Commerce. Durham University, Durham.

Robert, C., & Foehr N. (2008). [Online]. Available: http://www.vark-learn.com/english/page.asp?p=categories. Accessed 17 May 2015.

Robler, P. (2010).*The media: An introduction: (3rd edition).*England: Pearson Education Limited.

Rogers, L. (2003). *Diffusion of innovation theory*. Retrieved on July 20, 2016, from www.edroger.theory...../HTML.

Rooksby, S. (2009).*Infographics: The history of online social networking.* Retrieved on 17thJune 2016, from http://socialmediatoday.com/socmedsean/286629/infographic-history-online-social-networking.

Roscoe, J.T. (1975). *Fundamentals of research methodology and statistics for behavioral sciences.(2nd Ed.)*. New York: Holt Rinehart and Winston.

Rubin, C. L. (2002). Social networking: Communication revolution or evolution? *Bell Labs Technical Journal*,13(2), 13-17.

Safire, O.M. & William, I.J. (2009).Self-disclosure in personal relationships. In A. L. Vangelisti& D. Perlman (Eds.), The Cambridge handbook of personal relationships (pp. 409–427). New York: Cambridge University Press.

Safko, L. (2010). *The social media Bible.* New Jersey: John Wiley & Sons, Inc.

Salaway, R.D., & Caruso , E.C. (2009). Social Ties and Mental Health. *Journal of Urban Health: Bulletein of the New York Academy of Medicine, 78*, 458-467.

San, M. R. (2010).*Study on Facebook and grades becomes a learning experience for the researcher.* TechNews World. Retrieved on 11th March, 2015 from http://www.technewsworld.com/rsstory

Saudi Arabia. *Computers in Human Behavior*, **51**, 1092-1097.

Schneider, N. (2010). *Facebook, other social network sites could lead to lower grades for students.* Retrieved July 24, 2016, http://www. associated content. com / article. 1650000/facebook_other_social_network_sites.html?cat=4.

Shah, D.V., Kwak, N., & Holbert, R. L, (2001). Connecting and disconnecting with civic life: Patterns of internet use and the production of social capital. *Political Communication,* 18, 141–162.

Shahzad, K. (2015). Impact of social networking websites on students. *Abasyn Journal of Social Sciences*, 5(2). 52 – 71.

Sherer, P.,& Shea, T. (2011). Using online video to support student teaching and engagement. *College teaching*, 59 (2), 56-59.

Smith, S. D., Salaway, G., & Borrenson, C. J. (2009).The ECAR study of undergraduate students and information technology, *EDUCAUSE Center*.

Steinfield, C., & Lampe, C. (2007). The benefits of Facebook friends: Social capital and college students' use of online social network sites. *Journal of Computer-Mediated Communication,*12(4), 1143–1168.

Tanja, E. (2013). The development of interpersonal relationships: Social penetration processes. *The Journal of Social Psychology*, 75, 79-90.

Tavares, D. (2013). Opinions of English major students about their departments' websites. *Contemporary Educational Technology,*2(4), 294-307.

Thuseethan, S., &Kuhanesan, S. (2014).Effective use of human-computer interaction in digital academic supportive devices. *International Journal. 2(2) 15 – 21.*

Tiene, C. D. (2000). Online discussions: A survey of advantages and disadvantages compared to Face-to-Face discussions. *Journal of Educational Multimedia and Hypermedia*, 9(4), 371.

Tillema, H., & Orland-Barak, L. (2006). Constructing knowledge in professional conversations: The role of beliefs about knowledge and knowing. *Learning and Instruction,*16, 592-608.

Tokunaga, R. S. (2011). Social networking site or social surveillance site? Understanding the use of interpersonal electronic surveillance in romantic relationships. *Computers in Human Behavior*, 27(2), 705-713.

Tuckman U.J. (1975) The Influence of Internet Usage on Academic Performance and Face-to-Face Communication. *Journal of Psychology and Behavioral Science*, **2**, 163-186.

Tunja, D.Y. (2015). The Role of Social Media in Shaping First-Generation High School Students' College Aspirations: A Social Capital Lens. *Computers & Education*, 63, 424-436.

Tweet, (2013). The Relationship between Cell Phone Use, Academic Performance, Anxiety, and Satisfaction with Life in College Students. *Computers in Human Behavior*, 31, 343-350.

Ugodulunwa, C.A. (2008). *Fundamentals of educational measurement and evaluation.* Jos: Fab Anieh Nig. Ltd.

University of New Hampshire (2010) *Student grades not affected by social networking.* Retrieved on July 24, 2016, from http://www.newswise.com/articles/student-grades-not-affected-by-social-networking new research-finds.

Valkenburg, M., Schouten, P., & Peter, J. (2005). Adolescents' identity experiments on the internet. *New Media & Society*, *7*(3), 383-402.

Wang, C.,& Liang, I. (2011). *The effects of social media on college students. The Alan Shawn Feinstein Graduate School.* Providence: Johnson & Wales University.

WhatsApp.(2010). BlackBerry App World. R, Wong, F., & Trinidad, S. (2004).Using ICT in web-based distance learning to reduce the cultural distance, .*Journal of Interactive Online Learning*, 3, 1–13.

Wikipedia (2015).Social Media. Retrieved on June 15, 2016, from http://wn.wikiperidia.org/wiki/social_mediea.

Wiley, C., & Sisson, M. (2006).*Ethics, accuracy, and assumption: The use of Facebook by students and employers.* Paper presented at the Southwestern Ohio Council for Higher Education Special Topics Forum, Dayton, OH.

Wilson, M. (2003).A survey on Facebook and academic performance in Nigeria Universities. *International Journal of Engineering Research and Applications* (IJERA) ISSN: 2248-9622 www.ijera.com. 2, 788-797.

Wong, F., & Trinidad, S. (2004).Using ICT in web-based distance learning to reduce the cultural distance. *Journal of Interactive Online Learning*, 3, 1–13.

www.digitalmedia.com/globalmediastats.....27484326/html. Retrieved from Bing 2016 on 12thOctober 2016

www.statistics.com/statistics/272014/globalmediastats16/html. Retrieved from Bing 2016 on 12thOctober 2016

Yeboah (2014) The Impact of Whatsapp messenger usage on students' performance in tertiary institutions in Ghana. *Journal of Education and Practice*, 5(6), 2014 retrieved from www.iiste.org on 15thJune 2016

Yen, C., T., Tang, T., Yen, J., Lin H., Huarng, C.,& Liu, S. (2009). Symptoms of problematic cellular phone use, functional impairment and its association with depression among Adolescents in Southern Taiwan.

Yesmin, I. (2011). Un-friend my heart: Facebook, promiscuity, and heartbreak in a neoliberal age. *Anthropological Quarterly*, *84*(4), 865-894.

Yu, A. Y., Tian, S. W., Vogel, D., & Kwok, R. C. W. (2010). Can learning be virtually boosted? An investigation of online social networking impacts.*Computers & Education*,55(4), 1494-1503.

Yunus, M., Nordin, N., Salehi, H., Embi, M. A., & Salehi, Z. (2013).The use of information and communication technology in teaching ESL writing skills. *English Language Teaching*, 6(7), 1-8. Retrieved on January 12, 2015, from http://www.ccsenet.org/journal/index.php/elt/article/viewFile/27998/16886

Zengin, B., Arikan, A., Dogan, D. (2011). Opinions of English major students about their departments' websites. *Contemporary Educational Technology*,2(4), 294-307.

APPENDIX I

INTRODUCTORY LETTER

APPENDIX II

INSTRUMENT VALIDATION REPORT

APPENDIX III

RESULT OF PILOT TESTING

APPENDIX IV

SOCIAL MEDIA UTILIZATION QUESTIONNAIRE

Dear Respondent,

My name is Aina'u Sani Ahmad with Reg. No P14EDFC8087 in the Department of Educational Foundations and Curriculum (Instructional Technology Section) Faculty of education, ABU, Zaria. I am conducting a research on **"Assessment of the Relationship between Social Media Utilization and Academic Achievement of Undergraduate Students in North Western Nigeria".**

Please fill free to express your opinion in the expression given below by ticking (√} the option that conforms with your view. All information provided will be strictly used for research purpose and treated confidentially.

Thanks

Aina'u SANI AHMAD
P14EDFC8087

SECTION 'A': BIODATA

Department: ……..…

Matriculation Number: ……

Gender: Male ( ) Female ( )

SECTION 'B': QUESTIONNAIRE

Key: SA = Strongly Agreed; **A =** Agreed; **D: =** Disagreed; **SD: =** Strongly Disagreed

S/N	Items	SA (4)	A (3)	D (2)	SD (1)
Social Media Utilization (SMU)					
	I used Social Media …				
1.	to get information on my academic pursuit				
2.	for hints about education only				
3.	for educational purpose				
4.	to get information about teaching and learning				
5.	get information for my assignment				
6.	for collaborative learning with peers.				
7.	for group assignment only.				
8.	for academic purposes such as group discussion.				
9.	for getting study partners online.				
10.	to get information for my research work.				
Social Media Sites Utilized by Students (SMSU)					
11.	I always visit Facebook chats only				
12.	I always visit Facebook chats and WhatsAapp chats only				
13.	I visit whatAapp chats and MySpace chats only				

14.	I visit Facebook, WhatAapp and MySpace chats only				
15.	I have account on almost every social media site				
16.	I only visit Instagram social media site				
17.	I always post on Facebook, WhatsAapp and 2go chats and Instagram				
18.	I am using only twitter for information				
19.	I am using only blogs to acquire information				
20.	I am using LinkedIn to get educational information				
Rate of Usage of Social Media Sites (RUSMS)					
	I use Social Media …				
21.	Everyday				
22.	once in a week				
23.	once in a month				
24.	every morning				
25.	every night				
26.	in the morning only				
27.	twice in a week				
28.	twice in a month				
29.	at all time				
30.	Rarely				
The Influence of Social Media Sites Utilization (ISMSU)					
	Social Media …				
31.	promote reading and web skills				
32.	serve as a source of acquiring information				

33.	encourages virtual learning				
34.	help in strengthening the interpersonal relationship among students.				
35.	support peer group learning				
36.	motivate students to learn.				
37.	in conducting research				
38.	individualized learning				
39	facilitate learning				
40.	assist in carrying out a class assignment				

Thank you for completing the questionnaire.

.

APPENDIX V

B.ED PSYCHOLOGY &COUNSELLING 200 LEVEL 2015/2016 RESULT

		Cumulative				
S/N	**Reg. No.**	**TCUR**	**TCUE**	**TCP**	**GPA**	**GENDER**
1	U14PC1078				3.13	MALE
2	U14PC1080				2.39	MALE
3	U14PC1081				2.96	MALE
4	U14PC1085				2.53	MALE
5	U14PC1090				2.80	MALE
6	U14PC1091				2.44	MALE
7	U14PC1094				1.65	MALE
8	U14PC1096				2.94	MALE
9	U14PC2053				0.92	MALE
10	U14PC2056				1.82	MALE
11	U14PC2062				0.98	MALE
12	U14PC2073				1.31	MALE
13	U14PC2077				1.00	MALE
14	U14PC2083				0.82	MALE
15	U14PC2089				2.62	MALE
16	U14PC2091				1.41	MALE
17	U14PC2092				0.73	MALE
18	U14PC2094				1.39	FEMALE
19	U14PC2110				1.42	FEMALE
20	U15PC1021				0.90	FEMALE
21	U15PC1023				1.90	FEMALE
22	U15PC1052				2.00	FEMALE
23	U15PC1082				0.90	FEMALE
24	U15PC1107				1.22	FEMALE
25	U15PC1112				1.10	FEMALE
26	U15PC1114				1.79	FEMALE

B.SC PHYSICAL AND HEALTH EDUCATION 200 LEVEL 2015/2016 RESULT

		Cumulative				
S/N	**Reg. No.**	**TCUR**	**TCUE**	**TCP**	**GPA**	**GENDER**
1	U15PE2002				3.21	MALE
2	U15PE2003				3.25	MALE
3	U15PE2004				2.83	MALE
4	U15PE2018				2.83	MALE
5	U15PE2019				2.42	FEMALE
6	U15PE2020				3.83	FEMALE

SCIENCE EDUCATION 200 LEVEL 2015/2016 RESULT

		Cumulative				
S/N	**Reg. No.**	**TCUR**	**TCUE**	**TCP**	**GPA**	**GENDER**
1	U15EQ1025				2.85	MALE
2	U15EQ1026				3.54	MALE
3	U15EQ1027				3.31	MALE
4	U15EQ1028				3.43	MALE
5	U15EQ1029				3.51	MALE
6	U15EQ1030				2.97	MALE
7	U15EQ1031				2.96	MALE
8	U15EQ1032				2.88	MALE
9	U15EQ1035				2.36	MALE
10	U15EQ1037				2.83	MALE
11	U15EQ1038				2.47	MALE
12	U15EQ1039				3.83	MALE
13	U15EQ1041				3.80	MALE
14	U15EQ1042				3.83	MALE
15	U15EQ1043				3.21	MALE
16	U15EQ1044				3.96	MALE
17	U15EQ1047				2.08	MALE
18	U15EQ1048				2.87	MALE
19	U15EQ1049				3.69	MALE
20	U15EQ1051				2.33	MALE
21	U15EQ1052				2.92	MALE
22	U15EQ1053				2.34	MALE
23	U15EQ1054				2.17	MALE
24	U15EQ1057				1.78	MALE
25	U15EQ2001				3.31	MALE
26	U15EQ2003				2.25	MALE
27	U15EQ2004				2.27	MALE
28	U15EQ2005				2.48	MALE
29	U15EQ2006				1.46	MALE
30	U15EQ2008				2.52	MALE
31	U15EJ2014				4.08	MALE
32	U15EJ2015				2.11	MALE
33	U15EJ2016				2.13	MALE
34	U15EJ2017				3.00	MALE
35	U15EJ2018				3.45	MALE
36	U15EJ2019				2.05	MALE
37	U15EJ2020				2.24	MALE
38	U15EJ2021				2.74	MALE
39	U15EJ2022				3.66	MALE
40	U15EJ2023				1.39	MALE
41	U15EJ2024				3.31	MALE

42	U15EJ2025				4.10	MALE
43	U15EJ2026				1.77	MALE
44	U15EJ2027				3.15	MALE
45	U15EJ2028				1.66	MALE
46	U15EJ2029				3.63	MALE
47	U15EJ2030				3.69	MALE
48	U15EJ2031				1.58	MALE
49	U15EJ2032				3.64	MALE
50	U15EJ2033				2.76	MALE
51	U15EJ2034				3.64	MALE
52	U15EJ2035				1.50	MALE
53	U15EJ2036				1.53	MALE
54	U15EJ2037				3.45	MALE
55	U15EJ2038				3.16	MALE
56	U15EJ2039				1.95	MALE
57	U15EJ2040				2.45	MALE
58	U15EJ2041				2.39	MALE
59	U15EJ2042				1.92	MALE
60	U15EJ2043				3.95	MALE
61	U14EJ2034				1.90	MALE
62	U14EJ2045				1.75	MALE
63	U15EJ2001				2.39	FEMALE
64	U15EJ2002				1.79	FEMALE
65	U15EJ2003				2.46	FEMALE
66	U15EJ2004				2.84	FEMALE
67	U15EJ2005				3.45	FEMALE
68	U15EJ2006				3.32	FEMALE
69	U15EQ2026				3.50	FEMALE
70	U15EQ2027				3.50	FEMALE
71	U15EQ2028				3.85	FEMALE
72	U15EQ2029				3.29	FEMALE
73	U15EQ2030				2.88	FEMALE
74	U15EQ2031				3.15	FEMALE
75	U15EQ2032				1.22	FEMALE
76	U15EQ2034				2.93	FEMALE
77	U15EQ2035				3.13	FEMALE
78	U15EQ2036				3.53	FEMALE
79	U15EQ2037				2.68	FEMALE
80	U15EQ2038				2.46	FEMALE
81	U15EQ2039				1.12	FEMALE
82	U15EQ2040				3.50	FEMALE
83	U15EJ2007				2.63	FEMALE
84	U15EJ2008				3.74	FEMALE

85	U15EJ2009				3.71	FEMALE
86	U15EJ2010				2.95	FEMALE
87	U15EJ2011				1.47	FEMALE
88	U15EJ2012				3.92	FEMALE
89	U14EQ2006				2.63	FEMALE
90	U14EQ1008				4.26	FEMALE
91	U14EQ1015				2.87	FEMALE

VOCATIONAL EDUCATION 200 LEVEL 2015/2016 RESULT

		Cumulative				
S/N	**Reg. No.**	**TCUR**	**TCUE**	**TCP**	**GPA**	**GENDER**
1	U15VB1008				1.69	MALE
2	U15VB1002				4.37	MALE
3	U15VB1003				2.14	MALE
4	U15VB1010				3.58	MALE
5	U15VB1012				3.95	MALE
6	U15VB1014				2.19	MALE
7	U15VB1015				2.44	MALE
8	U15VB1016				3.96	MALE
9	U15VB1017				2.93	MALE
10	U15VB1018				3.65	MALE
11	U15VB1020				2.51	MALE
12	U15VB1021				2.38	MALE
13	U15VB1023				3.20	MALE
14	U15VB1024				2.05	MALE
15	U15VB1027				3.18	MALE
16	U15VB1029				2.02	FEMALE
17	U15VB1030				4.05	FEMALE
18	U15VB1031				3.65	FEMALE
19	U15VB1032				2.02	FEMALE
20	U15VB1034				1.93	FEMALE
21	U15VB1035				2.25	FEMALE
22	U15VB1036				3.30	FEMALE
23	U15VB1037				1.82	FEMALE

ART AND SOCIAL SCIENCE EDUCATION 200 LEVEL 2015/2016 RESULT

		Cumulative				
S/N	**Reg. No.**	**TCUR**	**TCUE**	**TCP**	**GPA**	**GENDER**
1	U13EI1003				2.14	MALE
2	U13EI1009				2.48	MALE
3	U13EI1017				1.39	MALE
4	U13EI1018				1.59	MALE

5	U13EI1030				1.10	MALE
6	U13EI1041				1.11	MALE
7	U13EI1049				1.84	MALE
8	U13EI1050				3.29	MALE
9	U13EI1057				2.08	MALE
10	U13EI1058				0.00	MALE
11	U13EI1063				1.15	MALE
12	U13EI1066				2.18	MALE
13	U13EI1069				2.09	MALE
14	U13EI1078				1.54	MALE
15	U13EI1080				1.16	MALE
16	U15EI2039				3.24	MALE
17	U14ER1039				3.00	MALE
18	U14ER1040				2.41	MALE
19	U14ER2001				3.02	MALE
20	U14ER2002				3.81	MALE
21	U14ER1040				2.41	MALE
22	U14ER2001				3.02	MALE
23	U14ER2002				3.81	MALE
24	U12EI2041				3.39	MALE
25	U15EI2044				2.00	MALE
26	U15EI2045				1.46	MALE
27	U15EI2046				1.97	MALE
28	U15EI2047				2.77	MALE
29	U15EI2048				2.29	MALE
30	U15EI2049				2.05	MALE
31	U15EI2050				2.82	MALE
32	U15EI2051				2.26	MALE
33	U15EI2052				2.33	MALE
34	U15EI2053				2.80	MALE
35	U15EI2054				2.31	MALE
36	U15EI2055				2.80	MALE
37	U14ER1026				4.10	MALE
38	U14ER1027				2.94	MALE
39	U14ER1028				1.94	MALE
40	U14ER1029				2.80	FEMALE
41	U14ER1030				3.41	FEMALE
42	U14ER1031				2.84	FEMALE
43	U14ER1032				3.93	FEMALE
44	U14ER1033				3.89	FEMALE
45	U14ER1034				3.08	FEMALE
46	U14ER1035				3.74	FEMALE
47	U14ER1036				3.48	FEMALE

48	U14ER1037				3.18	FEMALE
49	U14ER1038				3.91	FEMALE
50	U14ER1041				3.00	FEMALE

LIBRARY AND INFORMATION SCIENCE 200 LEVEL 2015/2016 RESULT

		Cumulative				
S/N	**Reg. No.**	**TCUR**	**TCUE**	**TCP**	**GPA**	**GENDER**
1	U14LS1007				3.71	MALE
2	U14LS1008				2.05	MALE
3	U14LS1010				2.57	MALE
4	U14LS1012				2.95	MALE
5	U14LS1016				2.33	MALE
6	U14LS1017				3.43	MALE
7	U14LS1018				2.11	MALE
8	U14LS1019				1.77	MALE
9	U14LS1020				2.33	MALE
10	U14LS1021				2.68	MALE
11	U14LS1031				2.14	MALE
12	U14LS1032				2.33	MALE
13	U14LS1033				3.95	MALE
14	U14LS2010				3.65	MALE
15	U14LS2012				1.48	MALE
16	U14LS2045				2.00	MALE
17	U14LS2051				1.53	MALE
18	U14LS2053				1.79	MALE
19	U14LS2086				1.26	MALE
20	U14LS1026				3.34	FEMALE
21	U14LS1027				3.05	FEMALE
22	U14LS1028				2.28	FEMALE
23	U14LS1030				2.57	FEMALE
24	U14LS2067				3.55	FEMALE
25	U14LS2068				2.71	FEMALE
26	U14LS2076				4.09	FEMALE
27	U14LS2084				1.83	FEMALE
28	U14LS2001				3.57	FEMALE
29	U14LS2002				2.89	FEMALE
30	U14LS2003				0.90	FEMALE
31	U14LS1001				0.90	FEMALE
32	U14LS1002				2.15	FEMALE
33	U14LS2080				3.14	FEMALE
34	U14LS2098				1.54	FEMALE
35	U14LS2039				3.60	FEMALE
36	U14LS2172				2.15	FEMALE

37	U14LS2090				2.00	FEMALE
38	U14LS2171				1.00	FEMALE
39	U14LS2150				3.01	FEMALE
40	U14LS2148				2.50	FEMALE
41	U14LS2112				3.11	FEMALE
42	U14LS2116				2.17	FEMALE
43	U14LS2189				4.01	FEMALE
44	U13LS1035				2.03	FEMALE

SCIENCE EDUCATION STUDENTS, FUG, GUSAU, 200 LEVEL 2015/2016 RESULT

		Cumulative				
S/N	**Reg. No.**	**TCUR**	**TCUE**	**TCP**	**GPA**	**GENDER**
1	1510110011				2.89	MALE
2	1510110034				1.25	MALE
3	1510113011				2.21	MALE
4	1510110008				4.20	MALE
5	1510111001				4.44	MALE
6	1510111016				2.20	MALE
7	1510111014				2.62	MALE
8	1510113002				3.60	MALE
9	1510110003				2.41	MALE
10	1510108004				3.10	MALE
11	1520108003				3.70	MALE
12	1520108005				2.70	MALE
13	1510112010				1.78	MALE
14	1510111006				2.12	MALE
15	1510112009				2.15	MALE
16	1510111003				3.00	MALE
17	1510107001				3.95	MALE
18	1510107002				3.65	MALE
19	1510109004				1.48	MALE
20	1510111021				3.14	FEMALE
21	1510111033				2.81	FEMALE
22	1510111005				3.50	FEMALE
23	1510111012				3.98	FEMALE
24	1510111002				3.55	FEMALE
25	1510111013				2.71	FEMALE
26	1510113005				4.09	FEMALE
27	1510108002				1.83	FEMALE
28	1510108006				4.24	FEMALE
29	1510110020				2.84	FEMALE

EDUCATIONAL FOUNDATION STUDENTS, FUG, GUSAU, 200 LEVEL 2015/2016 RESULT

		Cumulative				
S/N	**Reg. No.**	**TCUR**	**TCUE**	**TCP**	**GPA**	**GENDER**
1	1510108001				2.90	MALE
2	1510206035				3.60	MALE
3	1510109002				1.69	FEMALE

ANALYSIS OF THE RESEARCH QUESTION FOR THE INSTRUMENT RESULT

Mean	3.80	2.58	3.29	3.18	3.20	2.97	2.46	2.69	2.79	2.92	2.99
SD	0.45	0.89	1.97	0.85	0.90	0.88	0.98	1.01	0.97	1.03	
3.54	2.29	2.24	2.19	2.35	2.31	2.41	2.50	2.51	2.62	2.49	
1.04	1.00	1.16	0.97	1.04	1.07	1.07	1.08	1.10	1.11		
2.78	2.51	2.39	2.55	2.40	2.21	2.05	2.10	2.39	2.59	2.40	
1.10	1.09	1.09	1.20	1.06	1.00	0.99	0.99	1.06	1.15		
2.88	3.15	3.10	3.18	3.08	3.18	3.17	3.24	3.24	3.28	3.15	
1.11	0.94	0.97	0.84	0.89	0.80	0.87	0.83	0.78	0.87		