EFFICACY OF SOCIAL MEDIA IN ENHANCING SOCIALIZATION AMONG SOCIAL STUDIES STUDENTS IN COLLEGES OF EDUCATION IN KADUNA STATE, NIGERIA

BY

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DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER DEGREE IN SOCIAL STUDIES

DEPARTMENT OF ARTS AND SOCIAL SCIENCE EDUCATION,
FACULTY OF EDUCATION,

AHMADU BELLO UNIVERSITY,

ZARIA-NIGERIA

SEPTEMBER, 2018

Declaration

I, Najib Abubakar do declare that this Dissertation titled “EFFICACY OF SOCIAL MEDIA IN ENHANCING SOCIALIZATION AMONG SOCIAL STUDIES STUDENTS IN COLLEGES OF EDUCATION IN KADUNA STATE NIGERIA”, has been carried out by me in the Department of Arts and Social Science Education, Faculty of Education, Ahmadu Bello University Zaria. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree or diploma at this or any other institution. I am responsible for any error found in the work.

Najib Abubakar	Signature	Date

Certification

This Dissertation titled "EFFICACY OF SOCIAL MEDIA IN ENHANCING SOCIALIZATION AMONG SOCIAL STUDIES STUDENTS IN COLLEGES OF EDUCATION IN KADUNA STATE" by Najib Abubakar meets the regulation governing the award of Master Degree in Education (Social Studies Education) of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

Dr. I. D Abubakar Chairman, Supervisory Committee	Signature	Date
Dr. M. S Fada Member, Supervisory Committee	Signature	Date
Professor A. Dalhatu Head, Department of Arts and Social Science Education	Signature	Date
Professor S. Z. Abubakar Dean, School of Postgraduates Studies	Signature	Date

Dedication

This work is dedicated to evergreen memory of my late father Alhaji Garba Dosara for his support, advice and encouragement. May his gentle soul rest in perfect peace, Ameen.

Acknowledgements

Praise be to Almighty Allah, the Creator of the World, the Heaven and every things we know and those we do not. May His blessing be upon the messenger of Allah (S.A.W), his household and his companions who in His infinite mercy and wisdom gave me everything needed to carry out this study, successfully.

My profound gratitude, unlimited thanks and appreciation go to my parents for their affectionate love, who through the little they have yet sponsored me through thick and thin and made me who I am today, May Almighty Allah grant them eternal rest and long life to enjoy the fruits their hardworking. I want use this opportunity to express my profound gratitude and appreciation to my first supervisor Dr. I. D Abubakar who never got tired of going through my work despite his tight commitment. His valuable comments and suggestions made this work more meaningful and a successful one.

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Abstract

This study investigated the Efficacy of Social Media in enhancing Socialization among Social Studies Students in Colleges of Education in Kaduna State. Three objectives, three research questions and three Null-hypotheses were raised for the study. The research design for this study was survey research method. The population of the study was two thousand three hundred and fifty students (2350) undergoing the NCE Social Studies Programme in two Colleges of Education. Proportionate random sample technique was used to select the three hundred and thirty three (333) students of the study as determined by Research Advisors Table (2006). The Students Socialization through Social Media Questionnaire (SSSMQ) was the instrument used to collect data. The instrument was validated by supervisors and experts. The reliability of the instrument was established through a pilot test and confirmed by the use of Cronbach Alpha to give a reliability index of 0.80. Mean and Standard Deviation were used to answer the research questions respectively, while t-test independent sample was used to test all null hypotheses at a significant level of 0.05. The result indicated that the three hypotheses raised were retained. The result indicated that Social Media has significant influence on Social Studies Students in enhancing socialization from the analyzed data of the respondents. The study recommended that, Government, school administrators, teachers and parents have to employ a collaborative effort in helping student on how to use Social Media properly in enhancing socialization.

TABLE OF CONTENTS

Title		Page
COVER PAGE		**i**
TITLE PAGE		**ii**
DECLARATION		**iii**
CERTIFICATION		**iv**
DEDICATION		**v**
ACNOWLEDGEMENTS		**vi**
ABSTRACT		**vii**
TABLE OF CONTENTS		**viii**
LIST OF TABLES		**xi**
LIST OF APPENDICES		**xii**
LIST OF ABBREVIATIONS		**xiii**
LIST OF FIGURES		**xiv**
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	5
1.5	Null Hypotheses	6
1.6	Significance of the Study	6
1.7	Scope of the Study	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE		
2.01	Introduction	8
2.02	Theoretical Framework	9
2.02.1	Social Learning Theory	9
2.03	Conceptual Framework	10
2.03.1	Concept of Social Studies	10
2.04	Objectives of Social Studies	12

2.05	History and Justification for the Introduction of Social Studies in Nigeria	14
2.06	Nature and Scope of Social Studies	18
2.07	Concept of Social Media	23
2.07.1	Types of Social Media used in Nigeria	26
2.08	Impact of Social Media on Socialization Process	39
2.09	Challenges of using Social Media in enhancing socialization process	45
2.10	Students Exposure to Social Media	47
2.11	Gender Usage of Social Media	48
2.12	Usage of Social media by age	50
2.13	Social Media in the Classroom	52
2.14	Review of Related Empirical Studies	55
	Summary	60

CHAPTER THREE: RESEARCH METHODOLOGY

3.1	Introduction	61
3.2	Research Design	61
3.3	Population of the Study	62
3.4	Sample and Sampling Techniques	62
3.5	Instrumentation	63
3.5.1	Validity of Instrument	63
3.5.2	Reliability of Instrument	63
3.6	Procedure for Data Collection	64
3.7	Procedure for Data Analysis	64

CHAPTER FOUR: DATA PRESENTATION AND DISCUSSIONS

4.1	Introduction	65
4.2	Presentation of Demographic Data	65
4.3	Answer to the Research Questions	66
4.4	Testing the Null Hypotheses	68
4.5	Summary of Major Findings	70

4.6 Discussion 71

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction 73

5.2 Summary 73

5.3 Conclusions 74

5.4 Contributions to Knowledge 74

5.5 Recommendations 75

5.6 Suggestions for further Studies 75

References 76

Appendices 86

List of Tables

Table		Page
1.	Population by institutions, Gender and level	62
2.	Sample by institutions, Gender and level	63
3.	Summary of Respondents by Gender	65
4.	Summary of Respondents by Level	66
5.	Summary of Respondents by Institution type	66
6.	Means and standard deviations of respondents by Gender	67
7.	Means and standard deviations of respondents by level	67
8.	Means and standard deviations of respondents by Institution type	68
9.	Summary of independent sample t-test by Gender	68
10.	Summary of independent sample t-test by Level	69
11.	Summary of independent sample t-test by Institution type	70

List of Appendices

Appendix		Page
1.	Students Socialization through Social Media Quetionnaire (SSSMQ)	84
2.	Analysis of Reliability Pilot Study Result	88
3.	t-test analysis of gender difference and purpose of Social Media usage	89
4.	t-test analysis on NCE level and purpose of Social Media usage	90
5.	t-test analysis of institution type and purpose of Social Media usage	91
6.	Improved Research Advisor Table of sample	92
7.	Letter of Introduction from HOD, DASSE, ABU Zaria	93

List of Abbreviations

ARPANET:	Advanced Research Project Agency Network
BBM:	Blackberry Messenger
BMB:	Blogs and Micro Blogs
BYOD:	Bring Your Own Device
ELA:	English Language Association
E-MAIL:	Electronic Mail
GPA:	Grade Point Average
HCL:	Hindustan Computers Limited
ICT:	Information and Communication Technology
IOS:	Internetwork Operating System
MIME:	Multipurpose Internet Mail Extension
MMS:	Multimedia Messaging Service
NCE:	Nigeria Certificate in Education
OWB:	Online Wikipedia and Blogs
PDSB:	Peel District School Board
RML:	Research in Motion Limited
SMS:	Short Message Service
SLT:	Social Learning Theory
SNS:	Social Networking Sites
SPSS:	Statistical Package for the Social Sciences
SSSMQ:	Students Socialization through Social Media Questionnaire

List of Figures

Figure		Page
1.	Diagram of Social Media connecting friends and students	10
2.	Model of Social Media integrating with various concepts to enhance socialization	26

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The world is today celebrating the improvements in communication technology which has broadened the scope of communication through Information and Communication Technologies (ICTs). Modern Technology in communication no doubt has turned the entire world into a "Global village". But as it is, technology like two sides of a coin, bring with it both negative and positive sides. It helps people to be better informed, enlightened, and keeping abreast with developments in the world. (Asemah and Edegoh, 2012). Technology exposes mankind to a better way of doing things. Social networking sites like: Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), Whatsapp messenger, 2go messenger, Youtube, Instagram, Badoo, Google talk, and Google Messenger are contributors to the socialization process. These networking sites are used by most people to interact with old and new friends, physical or internet friends (Asemah and Edegoh, 2012).

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

networking sites displayed on the internet, students are tempted to abandon their homework and reading times in preference for chatting online with friends. Many students are now addicted to the online rave of the moment, with Facebook, Twitter etc. Today most youths and students possess Facebook accounts. The reason most of them perform badly in school might not be far- fetched. While many minds might be quick to blame the poor quality of teachers, they might have to think even harder, if they have not heard of the Facebook frenzy (Oche & Aminu .2010). Olubiyi (2012) noted that these days' students are so engrossed in the social media that they are almost 24 hours online.

Even in the classrooms and lecture theatres, it has been observed that some students are always busy pinging, 2going or Facebooking, while lectures are on. Times that ought be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues.

Hence, most students suffer setbacks as a result of distraction from the social media. As it was observed by Obi, Bulus, Adamu and Sala'at (2012), the use of these sites, also, affects students' use of English and grammar. The students are used to short forms of writing words in their chat rooms; they forget and use the same in the classrooms. They use things like '4' in place of 'for', 'U' in place of 'You' 'D' in place of 'the' and many others. This could affect their class assessment. Social networking sites, although, has been recognized as an important resource for education today, studies, however, shows, that students use social networking sites, such as, Facebook for fun, to kill time, to meet existing friends or to make new ones (Ellison, Steinfield, and Lampe 2011). Although it has been put forward that students spends much time on participating in social networking activities, with many students blaming the various social networking sites for their steady decrease in grade point averages (Kimberly, Jeong and Lee, 2009).

According to Kuppuswamy and Shankar (2010), social network websites grab attention of the students and then diverts them towards non-educational and inappropriate actions including useless chatting. Whereas, on the other hand, (Liccardi, Ounnas, Massey, Kinnunen, Midy, & Sakar. 2007) reviewed that the students are socially connected with each other for sharing their daily learning experiences and do conversation, on several topics. Tinto (1997) argued that extracurricular activities and academic activities are not enough to satisfy some students those who are suffered by social networking isolation. This shows that social networks are beneficial for the students as they contribute in their learning experiences as well as in their academic life. However, the survival and progress of any nation depend largely on the way of life of the individual members of the society.

Over the years, Nigerian society has increasingly lost its sense of values due to socialization problems. Thus, more people, especially the youth, are found engaged in anti social behaviour acts like greediness, brutality, sexual immorality, cultism, corruption, armed robbery, alcoholism, tribalism, drug abuse and addiction, examination malpractices, high rate of indiscipline among students, adaptation of foreign cultures in the name of civilization, unacceptable behaviour, immoralities, criminal and violent films produced by mass media, disrespect for constituted authorities which culminatively yield a society of neither African nor western in nature and several others which negatively affect the socialization process of students thereby resulting into mass failure in examinations as well as poor academic performance. There are many factors that cause these problems, but above all, the missing gap or ineffectiveness in the socialization process of the growing generation especially at the angle of primary agent of socialization is the fundamental cause.

It is obvious that, the right norms, beliefs, values, attitudes and mores which suppose to be instilled in the children since from early age is lacking. This existing gap prompts the

researcher to conduct a study on efficacy of Social Media in enhancing Socialization among NCE Social Studies Students in Colleges of Education in Kaduna State, Nigeria.

In the light of the above, socialization as opined by Eteng (1980) can only take place through certain established agencies in the society which include family, peer group, school, religious institutions, mass media and so on. The influence is the personal variables, availability of the gadget etc.

1.2 Statement of the Problem

The world today is a global market in which the internet is the most important source of information. Online social networking sites allow students to feel more comfortable in expressing themselves and interacting with peers and lectures. This is said because when students frequently communicate among different people with non-identical background and experience, they tend to gain more familiarity about these people, thus leading to a better understanding level. As a result, these students gain more confidence in themselves because they are equipped with good knowledge about their surroundings.

In addition, Facebook and other social network sites offer an opportunity to promote Socialization to the college environment and help students learn about their peers and colleges (DeAndrea et al., 2012). Since the advent of social media sites in the 1990s, it is assumed in some quarters that the socialization of students is facing a lot of neglect and challenges. The educational system in Nigeria is faced with so many challenges which have certainly brought about a rapidly decline in the quality of education. It is observed that students devote more attention to social media than they do to their studies. Instead of students reading their books, they spend their time chatting and making friends via the social media and this might definitely have influence on their academic performance. It is a common sight to see a student chatting in sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the

high way, they keep chatting. It is lamenting that students were found of using abbreviated words when writing examinations spell words wrongly as they hear them contrary to prescription of the dictionary. This revealed that the use of facebook and other social media platforms impact, negatively on the grammar and values of the students as they interact with one another. Thus, the problem of this study hinges on the determination to investigate into the efficacy of social media in enhancing socialization among social studies students in Colleges of Education in Kaduna State.

1.3 Objectives of the Study

The major objective of this study is to assess the efficacy of social media in Enhancing Socialization among Social Studies Students in Colleges of Education in Kaduna State more specifically the research intends to achieve the following objectives to:

i. Find out the availability of Social Media for enhancing Socialization among Social Studies Students in Colleges of Education in Kaduna State.

ii. Find out if the different Social Media enhance Socialization among Social Studies Students in Colleges of Education in Kaduna State.

iii. Find out the influence of personal variables on the efficacy of Social Media in enhancing Socialization among Social Studies Students in Colleges of Education in Kaduna State.

1.4 Research Questions

The following are research questions set to be answered by the present research;

i. What Social Media are available for enhancing Socialization among Social Studies Students in Colleges of Education in Kaduna State, Nigeria?

ii. What is the efficacy of Social Media in enhancing Socialization among NCE II and III Social Studies Students in Colleges of Education in Kaduna State, Nigeria?

iii. What are the influences of personal variables on the Social Media in enhancing Socialization in Colleges of Education in Kaduna State, Nigeria?

1.5 Null Hypotheses

The following hypotheses were formulated and tested at $P \leq 0.05$. Level of significance;

i. There is no significant difference between the views of Male and Female Social Studies Students on the Efficacy of Social Media in enhancing Socialization in Colleges of Education in Kaduna State, Nigeria.

ii. There is no significant difference between the views of NCE II and III Social Studies Students on the Efficacy of Social Media in enhancing Socialization in Colleges of Education in Kaduna State, Nigeria.

iii. There is no significant difference between the views of FCE Zaria and KSCOE Gidan-Waya Social Studies Students on the Efficacy of Social Media in enhancing Socialization in Kaduna State Nigeria.

1.6 Significance of the Study

This study is significant to teachers, students, parents, researchers, school administrators and government.

This study will help the teachers of the school to know the relevance of Social Media has on their students, so as to assist them to enlighten and create awareness to the students on the possible influence it has on them.

The study is of significant to parents in the sense that they will know the possible effects these social media usage has on their children, so as to serve as watch-dog to their children on the usage of the social networking sites such as facebook, whatsapp, instagram, 2go, twitter, BBM chart, messenger etc.

It will be relevant in assisting students in understanding the diversity of social media; it will provide relevance material for students and other researchers undertaking similar research.

The study will help researchers with more information on the Influence of social media on student's socialization.

It is hope that the findings of the of the study will help the school system in formulating policies which will serve as prescription for the control of delinquents behaviours due to the negative influence of Social Media among students in high institutions in Nigeria.

The finding from the study will also help the government and general public with vital information on how students benefits from the use of social media for effective teaching and learning process as well as socialization through various agents of socialization process.

The findings from the study will assist the parents, guardians and councilors with the device means of helping students who find it difficult to fit into the society due to the negative side of social media tools, thereby changing their attitude for the better.

1.7 Scope of the Study

This study investigated the efficacy of Social Media in enhancing socialization among NCE Social Studies Students in Colleges of Education in Kaduna State Nigeria; such as (Federal College of Education Zaria) and (College of Education Gidan-Waya Kafanchan). The research obtained its information from male and female of NCE II & III Social Studies Students who fall within the population from the two colleges of education. Furthermore, the following are some of the social networking sites use by social studies students to enhance socialization such as, facebook, whatsapp, 2go, instagram twitter, BBM chart etc.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.01 Introduction

This chapter reviewed relevant literatures that discussed concepts theories and issues related to the study on the topic "Efficacy of Social Media in Enhancing Socialization among Social Studies Students in Colleges of Education in Kaduna State." The chapter is organized under the following headings:

- Theoretical Framework
- Conceptual Analysis
- Concept of Social Studies
- Objectives of Social Studies
- History and Justification for the Introduction of Social Studies in Nigeria
- Nature and Scope of Social Studies
- Concept of Social Media
- Types of Social Media used in Nigeria
- Impact of Social Media on Socialization Process
- Challenges of using Social Media in enhancing socialization process
- Students Exposure to Social Media
- Gender Usage of Social Media
- Usage of Social Media by Age
- Social Media in the Classroom
- Review of Related Empirical Studies
- Summary

2.02 Theoretical Framework

A theoretical framework according to Ennis (1999) is a structure that identifies and describes the major elements, variables or constructs to predict the events or outcomes. This study was anchored on a media theory, as Ennis argues that "knowledge does not exist in a vacuum. In every discipline, there is a body of theories that provide the explanation for observable phenomena in that field. This study adopted Bandura's social learning theory (SLT). This theory addressed social media the aspects of the study, as well as socialization component.

2.02.1 Social learning Theory

According to the SLT, three elements, including individual learners, peer and situations, potentially affect individuals' learning outcomes (Bandura 1997). et al (2015), states that social learning theory basically explains how the environmental and cognitive components collaborate to affect an individually learning and behavior patterns. "Social learning theory views learning as a process that individuals will self-initiate, regulate learning and actively construct knowledge by acquiring, generating, and structuring information." (et al, 2010). In relation to the SLT as stated by Bandura (1997), the use of the media (by the individual or student) with friends (peers) on various social network platforms (situations) affects his or her academic performance (learning outcomes). This is supported by Ainin et al (2015), who "emphasized that individual's cognition and behavior are influenced through observation and interacting with peers and the situations (e.g learning the environmental norms, culture, policies). It is the individual's interaction with peers, social support from peers and their understanding of situation is important factors which affect individual learning outcome." When students interact with peers on social media platforms through observations, interactions and other activities, these may result in a behavior outcomes which might or negatively.

This study is also in line with the social learning theory, which the social media present to the teeming number of students using various social networking sites to enhance socialization. The major emphasis of social learning theory: views learning as a process that individuals will self-initiate, regulate learning and actively construct knowledge by acquiring, generating, and structuring information

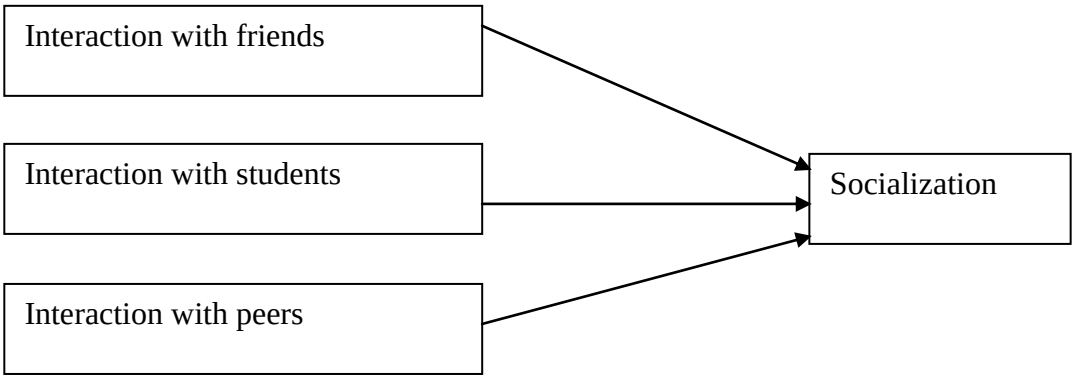


Fig.1 Diagram showing how Social Media is connecting Friends, Students and Peers to bring about Socialization.
Source: Researcher of the study

2.03 Conceptual Analysis

2.03.1 Concept of Social Studies

Social studies is seen as the study of man in his entirety. It has also been defined as the study of man and his physical and social environment. It studies man as he relate with his physical and social environment and the outcome of such relationship. According to Kadiri (2007: 241) social studies is:

> "An integrated study of the social sciences and humanities to promote civic competence. Within the school programmes, social studies provides co-ordinate, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, political science, religion, etc. as well as appropriate content from the Humanities, mathematics and natural science. The purpose of social studies is to help young people the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world".

According to Ololobou (2010), social studies is "the integrated study of man as he battles for survival in the environment both physical and social. It promotes awareness,

appreciation, and understanding of the reciprocal relationship between man and the environment. The essence of studying social studies is to make out of learners, persons who are responsive and responsible citizens". In summary, it could be deduced that social studies is the integration of interrelationships of different subjects aimed at inculcating national consciousness and national unity, imbibing the right type values and attitudes for self and national survival, the acquisition of necessary skills, abilities and competences which individuals need to be able to contribute to national development.

Another useful explanation of the concept as provided by the African Social Studies Environmental Studies Programme in Ololobou (2010) stated that social studies is the integration of social sciences and humanities concepts for the purpose of promoting and practicing effective problem-solving and decision making, citizenship skills on social, political and economic issues and problems. To these authors, social studies draw its knowledge from different disciplines and integrate the knowledge to form its concepts and also aid easy adaptation to societal changes. It means the primary purpose of social studies education is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally interdependent world. Fundamentally in learning social studies there is a clarion call to responsible citizenship. It is not only a study but a way of living by which learners translate acquired information and skills to affect and impact the environment in which they dwell positively.

According to Omooba, Obi and Olabode (2008), social studies "is a programme of study which a social studies teacher uses to instill in students the knowledge, skills, attitudes and actions it considers important concerning the relationships human beings have with one another, their world and themselves". According to Mezieobi, Fubara and Mezieobi (2008), social studies may be simply defined as an "integrative field of study which probes man's symbiotic relationships with his environments endows man with the reflective or

contemplative capacities, intellectual, affective, social and work skills, to enable him understand his world and its problems, and to rationally solve or cope with them for effective living in the society."According to Okonkwo (2000), social studies is

"The study of man and his physical and social environments and how man interacts with others". However, Onipe (2004), social studies is an integrated study that critically looks at man and his complex relationships within his socio-physical environments. According to Okonkwo (2000), 'Social studies is a study of problems of survival in an environment and how to find solutions to them. It is a multi-disciplinary study of topic, a problem, an issue, a concern or an aspiration'. Furthermore, according to Ololobou (2004), social studies is seen as: An organized integrated study of man and his environment, both physical and social, emphasizing on cognition, functional skills, and desirable attitudes and actions for the purposes of producing an effective citizenry. Similarly, Omooba, Obi and Olabode (2008) indicated that social studies is that aspect of learning which deals with how to get along with one's environment, physical as well as human, and to develop those skills, knowledge, attitudes and values that characterize a responsible citizens in a free society. Going by the above definitions, it is apparent that social studies education is a discipline or subject that focuses on solving the problems of man in the society.

2.04 Objectives of Social Studies

Social studies objectives were coined out from the four national educational aims and objectives as outline in the NPE (2013) which are as follows:

a. The inculcation of national conscious and national unity.

b. The inculcation of the right types of values and attitudes for the survival of the individual and the Nigerian society.

c. The training of the mind in the understanding of the world and;

d. The acquisition of appropriate skills abilities and competence both mental and physical as equipments for the individual to live and contribute to the development of the society.

However, Abdulkareem (1986) and Fadeiye (1981) in Fatima (2013) listed the following as the general objectives of social studies:

a. Development of a capacity to learn and acquire basic skills, including those of listening, reading, writing together with those of observation, analysis and influences which are essential to the formation of sound judgment;

b. Ensuring the acquisition of certain important things for instance the relevant body of knowledge and information that are the essential prerequisite to personal development and to the making of positive contribution to the betterment of the society as a whole

c. Becoming greatly aware of and having better understanding of our physical environment and the evolving social and cultural process;

d. Developing the ability for rational utilization of our cultural, spiritual and national resources and their conservation for national development;

e. Appreciating the diversity and interdependence of all members of the local and national committee and the need for cooperation for the unity of the country and international understanding;

f. Inculcating positive attitudes and appreciation for honesty, integrate, hard work, fairness justice and togetherness for the development of the nation;

g. Social attitudes and values such as cooperation, participation, interdependence, open-mindedness, honesty, integrity, trustworthiness, diligence, obedience;

h. Spirit of national consciousness and patriotism through interest and involvement in our local, national and world heritage;

i. Social awareness and critical judgment as well as constructive and effective thinking.

According to Rose and Genevois (2006) a high quality education will always reflect the dynamic nature of culture and languages, the value of the individual in relation to the larger context and the importance of living in a way that promotes equality in the present and foster a suitable future.

j. To develop a capacity to learn and acquire basic skills, including those of listening, speaking, reading, calculation, together with those of observation, analysis and interference which are essential to the forming of sound socio-economic and political judgment.

From the foregoing, it could be inferred that the above stated objectives of social studies education are all relevant to the research topic in one way or the other.

2.05 History and justification for the introduction of Social Studies in Nigeria

Social Studies as an integrated discipline were not in existence during the colonial era in Nigeria (1840-1960). What was found in the primary and post primary schools in the country was the teaching of a kind of curriculum called "General Knowledge" (Udoh, 1989). Of course, the Nigerian child was therefore being educated outside his/her own environment, his/her society and culture. It was more appropriate at that time to know and explain concepts from European examples. The development of Social Studies in Nigeria however came earlier than those of other countries in Africa. This was because as early as 1958, the Ohio state University in the United States of America had sponsored some Nigerians for training programmes in Social Studies. The arrival of the recipients of such training programmes greatly influenced their thoughts about Social Studies. For instance, they perceived the social ills that accompanied Nigeria's transition from colonial era to independence.

They discovered the high rate of acculturation among Nigerians and the rate at which the nation's cultural traditions were breaking down. They therefore, felt that the only

way to salvage the country was to train the young ones in a manner that would provide them with opportunities to catch up with the new problem of change (Ololobou, 2010). This pattern of Social Studies thoughts was also complemented with an earlier effort at introducing the subject on an experimental basis in the Northern Nigeria teacher training institutions as a formal school subject. However, between 1964 and 1965, Social Studies had been introduced into Nigeria through the Northern Education Project and the Aiyetoro Comprehensive High School Project of Western Nigeria. During this same period, the then Western Nigeria Ministry of Education began preparation for the propagation of the subject by convening a conference and agreeing to an outline of the Social Studies syllabus for secondary schools classes I and II.

This was later assigned to the Department of Social Studies in Aiyetoro Comprehensive High School with the assistance of the Ford Foundation Aid and the Comparative Education Study and Adaptation Centre (CESAC). The experimental teaching of Social Studies did not experience a total success in the Eastern Nigeria due to the civil war. The Northern states' education committee of the Interim Common Services Agency (after the creation of six states from the existing Northern States), however made a decision that Social Studies should be introduced into schools and colleges in the Northern states.

However, by 1969, Social Studies department was firmly established in the Institute of Education, Ahmadu Bello University in Zaria. In that very year, a national curriculum conference was held in Lagos and this gave a better national recognition to the subject as a means of achieving national objectives of education. However, 1970 witnessed another tremendous position change in Social Studies as materials produced for primary and teacher's colleges in the Northern states were out and the CESAC's book were modified and refined. More states such as Lagos, Kwara and Kaduna began to introduce the

subject in 1971. Representatives from the East Central State Ministry of Education also attended Social Studies Association of Nigeria (SOSAN) now Social Studies and Civic Educators Association of Nigeria (SOSCEAN) Conference in 1971 with the full support for the teaching and learning of the subject.

With the first National Curriculum Workshop held in Ibadan under the sponsorship of the Nigeria Education Research Council (NERC), the first ever National Social Studies Syllabus for primary schools was produced. Concepts, nature, objectives, teaching strategies, teaching aids, evaluation techniques were discussed at the conference. Based on the necessity for training of pre-service Social Studies teachers in primary schools, the Nigeria Education Research Council (NERC) produced syllabus for teachers colleges in 1972 and the Institute of Education; ABU Zaria introduced the subject into its Post Graduate Diploma in Education (PGDE) programme.

In the same year, a degree 32 Course in Social Studies in ABU, Zaria and Nigeria Certificate in Education (NCE) programme in Advanced Teacher's College Sokoto was introduced in 1973. Further, 1974 and 1975 witnessed another development at the Institute of Education, University of Lagos, where the subject was introduced at Associate ship and NCE levels. 1976 was another year when Universal Free Primary Education was launched throughout the country, and the teaching of Social Studies in the primary schools replaced separate subjects of the social sciences. It became compulsory in teacher's colleges.

In 1978, two- year Bachelor of Education (B.Ed) degree programmes in Social Studies was also introduced at ABU, Zaria. However, by 1980, the discipline of Social Studies was offered at all levels of our educational system and the National Policy on Education made it a core subject in primary and junior secondary schools. In 1981, the NERC now Nigerian

Educational Research and Development Council (NERDC), thought it wise to review the National Primary Social Studies Curriculum Guide which was produced in 1971.

The revised guide was published by the Federal Ministry of Education in 1983. However, 1981 and 1984 witnessed another rapid development because many more universities started post-graduate degree programmes in Social Studies. Typical example of such institutions included: Ife, Ibadan, Ilorin, Lagos, Nsukka and Jos. The Joint Consultative Committee (JCC) also approved the Junior Secondary School Social Studies Syllabus (Udoh, 1989). The National Teacher's Institute did not only produce the Grade II Social Studies Syllabus and texts, it also went ahead to write course books on Social Studies for NCE for Distance Learning System, the distribution of which started in January 1990. Almost all colleges of education now offer Social Studies in their current programmes. Degree and post-graduate programme in Social Studies are now being offered in more than ten universities in Nigeria. The skepticism on the nature, scope and philosophy of Social Studies has been over to some extent.

It is now a compulsory subject in the first nine years of a Nigerian child's education courtesy of the new 9-year Basic Education Curriculum launched in 2007.In a related development, there is an ongoing effort by stakeholders in the field of social studies education to pursue the review and full implementation of social studies education curriculum for senior secondary schools in Nigeria. The curriculum was developed some years back, but its implementation is yet to be realized, this will serve as a measure boost to the subject. However, the merger of Social Studies teachers association and that of Civic Education teachers association under one umbrella in 2012 as Social Studies and Civic Educators Association of Nigeria (SOSCEAN) is another good step in the right direction especially when it comes to pursuing common goals and promoting and protecting their interests; their voices will be louder and their words will have weight.

Justifications for the Introduction of Social Studies Programme in Nigeria

There are numbers of reasons for the introduction of social studies education programme in Nigeria. The following reasons are given by Mezieobi (2013):

Nigeria's positive response to the curriculum reform trends in the world community whereby Russia's launching into space of sputnik on October 4th, 1957 and America's realization of the techno-human education that will enhance human progress encouraged Nigeria to sue for that education via social studies that will improve human life. The identified inadequacies and irrelevance of Nigeria's education up to independence, which did not reflect Nigeria's needs, problems and aspirations, made Nigeria to look out elsewhere.

Nigerians were disenchanted with the dichotomization or fragmentation of disciplines of social sciences and the humanities which in their distinctiveness presented a false view of the real world. However, social studies with its integrated approach to learning were seen as being capable of cutting across artificial subject divisions and presenting knowledge as an integral whole. Amid the pervasiveness of a multitude of negatives values, poor attitude to work, disrespect to constituted authority and absence of a sense of patriotism, the introduction of social studies is a value laden subject which was thought to provide a value re-orientation platform to inculcate socio-civic and affective competence in our people. The introduction of social studies in Nigerian schools was an implementation response of the decisions of African countries at Mombassa, Kenya's conference in 1968 to the effect that all African countries should attune its integrated social studies programme to suit its peculiar needs and aspirations.

2.06 Nature and Scope of Social Studies

The nature of social studies education usually raises two vital impressions (Kadiri, 2007). Firstly, social studies is viewed as simplified social science. Secondly many have the feelings that it is a combination of social science and humanities. Social studies is far from

these, it is part of today's thinking of evolving an integrated curriculum. This thinking is seriously reinforced by certain beliefs. Firstly, social, political, and economic problems are no respecters of geographical boundaries; secondly, at several times of our lives we make decisions not only for ourselves but for others; inadequate knowledge can impede sound, decision-making. Thirdly, the complexity of the world and rapid globalization, necessitate broad knowledge. Fourthly, democracy is gaining ground in Africa. Social Studies education is necessary for the survival of democracy.

On the basis of the above and many others, social studies use concepts, facts and generalizations from the social sciences. Social Studies start where the social sciences end. Broad knowledge is needed for individuals to function well in a complex society. This holistic approach to curriculum organization in social studies makes it possible for vital issues such as population, environment, race, intolerance, drugs, family life, refugees, etc. to be accommodated. The Nigerian society is rich in its diversity of people, cultures and traditional, physical environments and aspirations. One major task of social studies course is to attempt to understand this diversity, foster unity and promote desirable social attitudes such as self-discipline, social and moral responsibility.

The relevance of social studies is primarily to help the individual to look into his society and to understand its problems for which he should help to provide solutions. Different societies have different problems; hence the conception of social studies for any given society must take into account the peculiarities of each society. Thus although there are various concepts of social studies, the conception of the course in the Nigerian society must be very closely tied to the changing needs, problems and challenges of our society as they occur over time (Federal Republic of Nigeria [FRN] 2006)

Social studies is an integrated study of man and the outcomes of his interactions with various environments. In other words social studies is different from the older and

traditional school subjects, e.g. history, geography, economics, government, sociology, religious studies etc. its nature and content are based on its integrated concepts and methodology (FRN, 2006). The subject focuses on problems of man's survival in the process of his interactions with his environments. In focusing on problems, it takes into consideration all conceivable factors and aspects of the problems are these historical, geographical, political, economical, sociological, religious, psychological, scientific and technological, etc. It thus employs the systems analytical approach to the identification and the study of problems of man in his multi-faceted environment. Social studies education utilizes a horizontal and spiral approach for the analysis of societal problems.

Although social studies aims at imparting knowledge and providing valuable information necessary for life, its basic function is to help pupils to inculcate desirable social habits, attitudes and values, as well as useful skills of listening, reading, writing, calculating and problem-solving and those of other intellectual and manipulative nature, so much needed for the survival of the individual in the society. As an integrated subject, therefore social studies education is not the study of traditional subjects with many over-lapping areas. It is not just a mere amalgamation of these traditional subjects, in fact it is an integrated curriculum for wholesome education.

Scope of Social Studies

Some people wrongly accused social studies education as being ‘jack of all trades’. This is because of its wide coverage and interdisciplinary nature. Thus, they use to refer the subject as a forest-because to them it has no entry and exit. The professional teacher of social studies has to accept and propagate the view that modern curriculum trends in the context of his subject area have been developed to solve the problem created by the traditional subject approach which has bedeviled curriculum programmes in our schools. In this new dispensation, social studies is aimed at incorporating, knowledge

and inspiration from many realms of learning. Indeed, any prospects for serious improvements in the pedagogy of modern social studies must be dictated by an understanding that knowledge from any one discipline is too limited to enable an individual to fully understand the immense complexity of human behaviour and to make reflective decisions on personal and public issues (Banks and Clegg, 1977) cited in Okam and Chukuwa (2007).

It has become a willy-nilly affair that many related subjects such as history, geography, economics, sociology, political science, anthropology etc need to feature in the social studies content and or programmes because concepts from these disciplines constitute the curriculum bedrock of the subject area. These subjects largely constitute the content for dealing with the central issues which social studies, as a discipline, cannot afford to dispense with and survive as a subject worthy of pursuit. Some of these vital issues, according to the Nigerian National Policy on Education (1981), include the following: "a shared responsibility for the common good of society", "a cultivation of a sense of compassion for the less fortunate": "a cherishing of a sense of respect and tolerance for others"; "a cultivation of social attitudes and values such as cooperation, participation, honesty, interdependence, open-mindedness, integrity, trustworthiness, diligence and obedience"; "an acquisition of dispositions and or attitudes favorable to social, cultural, physical and economic development"; "rationality"; "interaction amongst peoples"; "loyalty and patriotism"; "freedom and authority"; "value inquiry"; "value-analysis" and "critical thinking. Okam and Chukuwa (2005):

These, concepts and conceptual frameworks according to Okam and Chukuwa (2005) “which derive from a large variety of subject disciplines, including the social sciences, do not only constitute the centre-piece of social studies education but also represent important curricular artifacts necessary for an effective establishment of learning and

behavioural objectives for students and learners in the subject area". In the light of the above, Okam and Chukuwa (2005) stated that "it is expected that these concepts and conceptual frameworks are to function as differentiated focal points in terms of which not only the language and most of the subject-matter or content of the social studies are formulated but also in respect of which young learners are assisted to develop needed fundamental knowledge and positive attitudes which they would use in buttressing their own rational behaviour, as effective citizens sooner or later within the Nigerian political framework".

Any prospects for improvement in the classroom image of the social studies curriculum demands that the professional teacher of the subject must subscribe and conform to the instruction demands and curricular underpinnings of the subject area. Thus, this professional teacher must, of necessity, put up with the view that the language of his subject area underscores a mastery of the skills associated with the expanded meanings and knowledge of the interconnections and interrelationships deriving from the aforementioned concepts and conceptual frameworks and many others. A possession of a sound knowledge of networks of relationships and interrelationships arising from these structures and many others which emanate from the social science disciplines implies that meaningful propositions, generalizations and even theories can be formulated and understood in social studies (Okam and Chukuwa, 2005).

Therefore, based on the above, Okam and Chukuwa (2005) state that, "because of its multi-disciplinary and interdisciplinary emphases, classroom work in the social studies must move towards a new synthesis in bringing the component parts of the curriculum into some coherent shape so that various kinds of disciplined thought and inquiry which bear upon the practical activity of education be brought to a new focus in order that new kinds of understandings be generated".

The broad nature of social studies enables it to cover a wider ground. Social Studies, as already pointed out, investigates the totality of man's activities, generating understanding, developing needed skills and encouraging desirable attitudes (Kadiri, 2007). Investigating man's activities involves the study of man in various contexts. Akinlaye (2003) stated that social studies do not only investigate the partial or the temporal angles of man as geography and history do, respectively, but it studies man from both perspectives. This view agrees with modern thinking about goals of education and specifically that of social studies education.

2.07 Concept of Social Media

Social Media is that means that employs mobile and web based technology to create highly interactive platforms via which individuals and community share, create, discuss and modifies user-generated content (Kietzmannn, 2012). Social Media is a phrase being tossed around a lot. It is a website that does not just give you information but interact with you while giving you information. It is a group of internet based application that allows the creation and exchange of users generated content. It is easy to confuse social media with social news because we often refer to members of the news as the media. Adding to it, that social news site is also social media site. Some media website includes:

- **Social Bookmarking:** interact by tagging website and searching through website book marked by others (Blink list, simple).
- **Social News:** interact by voting for articles and commenting on them (Digg, propello).
- **Social Networking:** interact by adding friends, commenting on photo and profiles, sharing groups for discussions (Facebook, 2go, BB chat)
- **Social Photo and Video Sharing:** interact by sharing photos or videos and commenting on the user submission. (Youtube and Fliki).

- **Wikis:** Interact by adding articles and editing existing articles. (Wikipedia, wiki). Social Media refers to the means of interaction among people in which they create, share, exchange and comment among themselves in different networks. Andreas and Michael (2010) are of the opinion that social media is a group of internet based application that builds on the ideological foundation and allows the creation and exchange of users – generated content. Social media has become one of the major channels of chatting through platforms such as 2go, BB chat, blogger and Wikipedia. There has been an increase in the mobile social media which has created new opportunity for browsing. The internet usage effect of social media, in views of Nielsen (2012) is that, students continue to spend more time on the social media than any site. The total time spent on social media across mobile devices increased by 37%, 121 billion minutes in July 2012 compared to 88 billion minutes in July 2011. Kaplan and Haenlein (2010) classified social media into six different classes as follows:

1. Collaborative Project (Wikipedia)
2. Blogs and Micro blogs (Twitter)
3. Content Communities (Youtube)
4. Social Networking Site (Facebook; 2go; BB chat)
5. Virtual Game World (World of war craft)
6. Virtual Second World (Second life)

Technology includes the blogs, picture sharing, music sharing, crowd sourcing, e-mail, instant messaging and voice over. These services could be integrated via social network aggregation platforms.

Mobile Social Media

When social media is used in combination with mobile devices, it is called mobile social media. Social media is a group of mobile marketing application that allows the creation and exchange of users generated content. Due to the fact that mobile social media runs on mobile devices, it differs from traditional social media as it incorporates new factors such as the current location of the user, time delay between sending and receiving. According to Kaplan (2002), Social Media can be divided into four types:

- Space-timers (location and time sensitive): exchange of message with relevance for specific location and time (Face book, 2go, BB chat)
- Quick-time (time sensitive): transfer of traditional social media application to mobile services to increase immediacy (posting twitter messages, status update [2go], and updating display picture [dp] [bbm]).
- Space-locators (location sensitive): exchange message with relevance for one specific location which are tagged to certain place (yelp, skype).
- Slow-timers (neither location nor time sensitive): transfer traditional social media application to mobile devices (reading a wikipedia entry).

Social Networking Sites

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

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

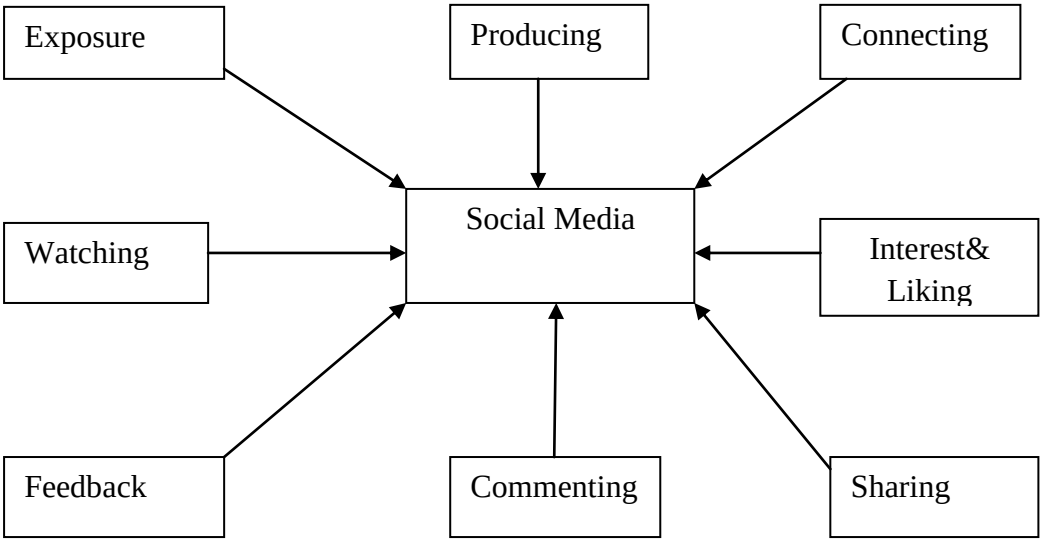


Fig.2 A model showing how Social Media integrates with various concepts to enhance socialization among the students in academic institutions.
Source: Researcher of the study

2.07.1 Types of Social Media Used in Nigeria

There are different types and variety of social media used in Nigeria especially in academic learning institutions such as: Facebook, Twitter, Whatsapp, Instagram, Messenger, BBM Chat, 2go, Email, Gmail, Youtube etc.

Facebook

Facebook is a popular free social networking websites that allows registered users to create profile, upload photos and videos, send messages keep in touch with friends, family and

colleagues. Facebook was created in February, 2004 by Mark Zuckerberg, Dustin Moskovitz and Christ Hughes as a site for Harvard students only. Shortly after, it expanded to college students with an education e-mail account. Between fall 2005 and fall 2006, Facebook expanded to high school networks, first, work networks, later and eventually, to internet users in general. According to comscore inc's, ranking of top websites, in 2008 facebook.com was ranked as the lessons from facebook 16th most visited websites on the, internet in the U.S (comscore, 2008), with 34 million unique visitors by January 2008, and as that 13th most popular website worldwide (comscore, 2008). With 98 million unique visitors by December, 2007. As of March, 2008. (facebook, 2008).

There are over 500 million users in the world with a population of 6.8 billion, which means that about 1 out of 14 have a facebook account, (Minocah, 2009). Like most social network sites, facebook provides a formatted web page into which each user can enter personal information, including gender, birthday, hometown, political and religious views, e-mail and physical addresses, relationship status, activities, interests, favorite music and movies, educational background and a main personal picture. After completing their profile, users are promoted to identify others with whom they have a relationship, either by searching for registered users of facebook or by requesting their contacts to join facebook (usually by e-mail). Once someone is accepted as a "friend" not only the two user's personal profile but also the entire social network is discussed to each other. This allows each user to traverse network by clicking through "friends" profiles so that, social network snowballs rapidly across people and institutions (Walther et al, 2008). This capability is the backbone of facebook and other SNS and what attracts millions of users around the globe.

Facebook profiles also include two types of messaging services. A private system which is very similar to a webmail service and a public system called 'the wall' where friends leave their comments to the owner of the profile that can be viewed by other users. Usually, "The

wall" contains short messages that reflect sentiments common activities between "friends" or call attention to external websites or events. Lesson from facebook keep users updated about their social circles, facebook has two features: "News feed", which appears on the homepage, of each user, and "mini feed" is similar, except that it centers around one individual. Each person's "Mini-Feed" shows what has changed recently in their profile and what contents or modules (applications) they have added. Because individuals can delete from their own "Mini-feed" stories they do not like, users retain control of who gets to read or see what about them (facebook, 2010).

Twitter

Twitter is a form of social media interaction that allows people to communicate information through micro blogging. People use micro blogging to talk about their daily activities and share information (Java, et al 2007). Twitter is a social media site created in 2006 to relay real time information to users. "The platform was inspired by creator Tim Dorsey's introduction of an SMS based concept that allowed members of his company, Odeo to keep talks with one another. The name "twitter is used to describe a short burst of inconsequential information" (George Town University, 2010). Many people follow friends, celebrities, and musicians on this site in which they feel connected and develop acceptance for the actions and feelings of others.

Twitter is a social network and real time communication service launched in 2006 and used by millions of people and organization. The word twitter comes from the frequent chirping sound made by birds, hence the bird used in the twitter logo. Users can access the site via the web and mobile devices to exchange frequent bite size updates of information called "tweets' which are messages of up to 140 characters long that anyone can send or read. These messages or tweets are public by default and visible to all those who are following the tweeter. Twitter allows you to follow other users you are interested in so that you will see

their updates on your home page, which is an aggregate feed of all the accounts you are following.

Users share their tweets which are micro-bits of information that can contain things like photos, videos, quotes, article link and more. Each tweet can also have replies from other people creating real time conversations around the hot topics, breaking news and interesting new content. Twitter was able to disrupt traditional point-to-point, messaging system like email by providing this one-to-many interface for rapid content delivery and search. But twitter has evolved from more than just a real time communication tool into one of the world's leading sources of social discovery and newsworthy events. This open networking environment has also led to an entire ecosystem built around the twitter platform coined the "Twitter verse" where creative people, designers markets, and business can flourish together (Daniel Zeevi, 2013).

Whatsapp

Whatsapp instant messaging is a cross-platform smart phone messenger that employs users existing internet data plan to have them network socially in real time (whatsapp, 2010). Whatsapp provides online users with the ability to send and receive a variety of media, such as images, videos and audio media messages. Client software is available for apple 105, Google Android, Blackberry Os, Microsoft Windows phone, among others. Whatsapp is a free to download messenger app for smart phones, whatsapp uses the internet to send messages, images, audio or video. The service is very similar to text messaging services however, because whatsapp uses the internet to send messages, the lost of using popular with teenager because of features like group charting, voice messages and location sharing. (Olanof, 2012).

Whatsapp Inc was founded in 2009 by Brian Action and Jan Koum, both former employees of yahoo! After Koum and Action lost yahoo! In September, 2007, whatsapp follows a "store

and forward" mechanism for exchanging messages between two users. When a user sends a message, it first travels to the whatsapp server where is stored. Then the server repeatedly request the receiver acknowledge receipt of the message. As soon as the message is acknowledged, the server drops the message; it is no longer available in database of server. Whatsapp server keeps the message only for 30 days in its database when it is not delivered (when the receiver is not active on whatsapp for 30 days). (Parmy,2013).

Whatsapp is one of the changes in technology that is commonly used on specific mobile phones and computers since the smart phones became popular many messaging services were launched but whatsapp has become very popular among them. The service is free for one year and after that very small amount is charged. Beside all this application is highly addictive and can create a great impact on regular users, and part from that it can leave a trace that becomes difficult to control and cure. Whatsapp messenger has been around for a while but recent updates have improved the functionality of the application since its release date. The main purpose behind this application is to replace SMS with a cross-platform mobile messenger that works on an internet data plan. If you have unlimited text, it is still beneficial as it is a convenient way. It is easy to get started. Simply enter the telephone number or the device into the app. On the phone to figure out whom else also has the app already installed. Users can then invite more contacts or go ahead and start sending messages to the ones that the app discovered (Olanof, 2012)

Instagram

Instagram is an online mobile photo-sharing video-sharing, and social networking service that enable its users to take pictures and videos and share them either publicly or privately on the app, as well as through a variety of other social networking platforms, such as facebook, twitter, messenger etc. originally a distinctive feature was that it confined photos to a square shape, similar to Kodak instamatic and Polaroid SX-70 images, in contrast to the 4:3 aspect

ratio typically used by mobile device cameras. In August, 2015, version 7.5 was released, allowing users to post photos captured in any aspect ratio. Users can also apply digital filters to their images. The maximum duration for instagram videos is 15 seconds (retrieved 6 May, 2016) from https://en.m.wikipedia.org.

Instagram was created by Kevin Systrom and Mike Krieger, and launched in October, 2010 as a free mobile app. The service rapidly gained popularity, with over 100 million active users as of April, 2012 and over 300 million as of December, 2014 intagram is distributed through the apple app store and Google play. Support for the app is available for iphone, Ipad, and android handsets, while third-party instagram apps are available for blackberry and Nokia symbian devices. Instagram is a simple way to capture and share the word's moments. Transform your everyday photos and videos into works of art and share them with everybody else's eye's by following not only the people you know, but inspirational instagrammers, photographers, athletes, celebrities and fashion icons. Every time you open instagram, you will see new photos and videos from your closest friends, plus breathtaking moments shared by creative people across the globe.

Over 400 million people use instagram to edit photos and videos with free, custom designed filtters. Instagram is easy to get started: go to the app store, download set up account, choose a user name and upload a profile picture. Photo sharing: you can take pictures within the app or use photos that already exist in your camera roll. You can give your photo a title, which is helpful and fun. Photos can be instantly shared, not only on instagram, but also faceboook, twitter, photerous and tumbir. You can also connect with your foursquare account and tag your photos with location.(retrieved 6 May,2016) www.geflearnfree.org).

Messenger

Full messenger is a mobile tool that allows users to instantly send chat messages to friend on facebook. Messages are received on their mobile phones. Facebook messenger also enables

users to send chat messenges to people who are logged onto their facebook accounts. It is a available for Android phones, iphone, Ipad and Blackberry devices. It operates on IOS, windows (windows 7 and vista) and Android. Facebook messenger is a free mobile messaging app used for instant messaging, sharing photos, videos, audio recordings and for group chats. The app which is free to download, can be used to communicate with your friends on facebook and with phone contact (Retrieved 11 May, 2016) from https://www.techopedia.com.

Facebook messenger is the stand-alone app used by mobile devices for chatting with friends on facebook. It was first published as an optional app, but facebook in mid 2014 made it mandatory for using the chat service on phones and tablets no more chatting from within the facebook proper app. Facebook messenger is an instant messaging service and software application which provides text and voice communication integrated with facebooks web-based chat feature and built on the open protocol, messenger lets facebook users chat with friends both on mobile and on the main website facebook launched the IOS and Android version of facebook messenger on August, 9, 2011 and on October 2011 updates making the app available for blackberry OS by David Marcus. (Retrieved 7 January,2016) from https://en.m.wikipedia.org/wiki/facebook messenger.

Anyone using facebook messenger around the globe can now take advantage of group view calls within the app. Announced by facebook David Marcus, group calling has just begun rolling out to users across the globe. To start a group call, you simply have to tap the phone icon from any group. Facebook messenger now offer drop box integration allowing you to send photos videos and other files without ever leaving the messaging service. One can access drop box from messenger more button in the (Condensation view. Facebook messenger is adding some new connection features, even as its user base continues to increase. The

company announced that the chat service now has over 900 million monthly users worldwide (David Marcus, 2016).

BBM Chat

BBM Chat blackberry messenger also known as BBM is a property internet based instant messenger and video, telephone application included on blackberry devices that allows messaging and voice calls between blackberry, IOS, windows phone and Android users. It is developed by blackberry limited formerly known's as Research in Motion Limited (RML) and was first released in August, 2005 by Thorsten Heins. Messages sent via blackberry messenger are sent over the internet and use the Blackberry pin system. Many service provides allow sign in to blackberry messenger using a dedicated Blackberry data plan. Exchanging messages is possible to a single person or via dedicated discussion or chat groups, which allow multiple blackberry devices to communicate in a single session in addition to offering text-based instant messages, Blackberry messenger also allows users to send pictures, voice-notes (audio recordings), files (up to 16 MB) share real time location on a map, stickers and a wide selection of emotional.

Communication was only possible between blackberry devices until late 2013 when BBM was release on IOS and Android systems. 300 million stickers have been shared. Daily, 150,000 BBM voice calls are placed. There is more than 190 million BBM users' world wide as of 2015 and blackberry infrastructure handled 30 megabytes of data traffic each month by early 2013. BBM was very popular in the late 2005 out to cross-platform rivals (Retrieved 13 June, 2016) from https://en.m.wikipedia.org/wiki/blackberry-messengger.

With the release of blackberry messenger 5.0 blackberries allows users to use a QR code to add each other to respective friends lists rather than using only numeric PIN identification or an email address associated with the users Blackberry. Recent Blackberry devices can also exchange, BBM contacts using near field communication technology. Users can also set

animated gift pictures have a 32KB size limit. The release of blackberry messenger 6.0 introduced associational traits. This update is focused on social communication mediums, including "BBM connected Apps" which allow the user to invite friends to share their favorite blackberry application. With the release of Blackberry messenger 7.0 in December 2012, voice chat was introduced the new feature is called BBM voice call. (Retrieved 13 June, 2016) from https://en.m wikipedia.org/blackberry –messenger.

.**2go Chat**

2go chat mobile is a mobile application that is use for chatting and connecting with friends and family. 2go is a mobile social app originally geared for sue low end phones by young students and the like. 2go is a free mobile social networking application developed by 2go interactive Ltd in Cape Town, South Africa. 2go supports over 1,500 different devices, including feature phones, in addition to Android, Blackberry, OS and Blackberry 10 smart-phones. 2go has over 50 million registered users across Africa with 13 million active users based within Nigeria.

2go is currently based in Cape Town, South Africa, but originated in Johannes burg. 2go was created in 2007 by a couple of university students as a communication tool. 2go started as a mobile website and was used to upload and share the student's timetables and lectures with each other. In 2008, two of the founders left, leaving Alan Wolff and Ashley peter behind, under their management, 2go moved away from the student's only model by targeting developing markets in Africa. 2go continue to grow, despites a lack of external investment due to its focus on feature phones, which most African mobile markets consist out of over 7 billion messages, are sent across the service each month, most of which within paid for chat rooms using platforms currently, Go-credit. In June, 2013, 2go for android was released on the Google play store and has, as of December, 2014, reached over 2 million monthly active users on android. The android version brought forth many design change and additions that

other platforms received in the V3.5 released. 2go for blackberry 10 was released in April, 2014. The lattes release was version 3.8 (Retrieved2 June, 2016) from https://en.m.Wikipedia.Org/wiki/2go.

2go is a mobile social network where young one can chat and share with friends and meet new people, create your own profile and upload profile pictures, share files, photos and voice notes; meet new people in chart-room play games in rooms, chat to friends on Google chat. 2go is a full featured phone instant messaging applications, supported devices require Java and internet connectivity via (SD, GPRS, 3G or Wi-Fi to operate. Originally intended as a feature phone exclusive application, versions for Android, Blackberry, OS and Blackberry 10 powered smart-phone have also been released. 2go offers one-on-one and group chat services in addition to paid-for chat room facilities which make use of the platform go credit currency, which is also spent on games and other content.2go mobile app, the site would practically explode over the next five years, reaching over 20 million users across Africa with registration rates of up to 50,000 new users a day.

The site is growing so quickly, in fact, that the pair can afford to reject offers of investment that they were so desperate for back at the projects initiation. Although 2go was birthed in South Africa, the site has seen its greatest uptake in the Nigerian market, where it recently knocked facebook from the top spot in terms of user's figures. With 2go hitting the 10 million users mark in Nigeria, facebook trails behind with 6 million. The telecommunications market in Nigeria was growing massively and it was obvious to us that if we could provide them with a cheap and official way to communicate and socialize online, we would succeed to provide affordable entertaining communication.

Email

Email (electronic mail is the exchange of computer stored message by telecommunication (some publications spell it email the current spelling is E–mail). Email messages are usually

encoded in text however, one can also send non – text files, such as attachments sent in binary streams. E–mail was one of the first uses of the internet and is still the most popular use. A large percentage of the total traffic over the internet is E–mail. E–mail can also be exchanged between online services provider users and in networks other than the internets both public and private (Retrieved 4 June, 2016) search exchange.techarget.com/definition/e-mail).

Electronic mail is a method of exchanging digital message between computer users such messaging first centered substantial case in the 1960s and by 1970s had taken the form now recognized as E-mail. E-mail operates across computer networks, now primarily the internet. Some early email systems required the author and the recipient to both is online at the same time in common with instant messaging. Today's email systems are based on a stored and forward model email servers accept forward delivery and store messages. Neither the users nor their computers are required to be online simultaneously they need connect only briefly, typically to a mail server, for as long as it takes send or receive message originally an ASCII text only communications medium internet email was extended by multipurpose internet mail extension (MIME) to carry 'text in other characters sites and multi–media context attachment. The history of modern global internet email service reaches back to the early ARPANET; with standard for encoding email message proposed as early add 1973.

Gmail

Gmail is free service provided by Google that enables users to send received e-email over the internets. Gmail is goggles free web based email service. Gmail is free web based service currently being tested at Google that provide users with gigabytes of storage for messages and provides the ability to search for specific message. The Gmail program also automatically organizes successively related messages into a conversational thread. Gmail is free search based email (web mail) service which is accessible from a web browser anywhere in the

world so as long as an internet connection is present. (Retrieved 6 June, 2016) from www.webopedia.com/term/g/gmail.html.

Gmail is a free advertizing supported email service provided by Google users may access Gmail as secure webmail, as well as via POP 3 or IMAP 4 protocols. Gmail started as an invitation only beta release on April 2004 and it became available to the general public on February 7, 2007 though still in beta status on July 7, 2008 along with the rest of the Google apps suites. With an initial storage capacity offer of 1GB per user Gmail's significantly increased the webmail standard for free storage from the 2 to 4 MB its competitors, such as Hotmail offered at that time. Individual Gmail messages including attachments may be up to 25 MB Gmail's has a search–oriented interface and a conversation view similar to an internet forum. Gmail is noted by web developers for its pioneering use of Ajax. As of June 2012, it was the most widely used web based email provider with over 425 million active users worldwide. According to a 2014 estimate 60% of mid – sized US companies were using Gmail. In May, 2014. Gmail became the first app on the Google play store to hit one billion installations on Android device (Retrieved 6 June, 2016) from http://en.m.wikipedia.org/wiki/email.

According to Google co-founder and president Carry page the company was inspired to create Gmail because of the users later complaining about problems with existing web e-mail service such as the constant need to delete messages to stay within the storage limits, and the lack of any searching ability. The two largest web e-mail provider's yahoo and Microsoft allow users four megabytes and two megabytes, respectively, for storing messages both services charge a free for additional storage. To make Gmail profitable, Google will sell advertizing and delivers it to targeted users. The company's software will parse user's messages to determine advertizing matches and will occasionally insert appropriates ads in e–

mail message. Some have raised concerns about privacy issues and the intrusiveness of the ads.

YouTube

YouTube is a website designed for sharing video, millions of users around the world have created accounts on the site that allow them to upload videos that anyone can watch. YouTube is an online public communications site. The sites allow for registered users to upload and have available for the public their videos for viewing. Anyone who goes to the site can view the videos that are posted on this site (Lake 2009). YouTube is a video sharing website that began in 2005 that "allows individuals to interact with the global community by viewing and sharing user generated video content. YouTube was designed and then released in 2005 by three previous employees of the paypal online payment service. Their names are Chard Hurley, Steve Chen and Jawed Karim, These three came up with and designed the plan to have many producers of private works be able to supply the public with their work (Lake 2009). Because so many videos are shared by people around the world traditional stereotypes of groups of people begin to decline. People have the opportunity to comment on videos and participate in discussion and conference.

YouTube has over 78 million users with 150,000 videos uploaded daily (Lake 2009). Many companies use videos to promote their business to other countries. This strategy provides businesses with the opportunity to market their service or product to potential customers spanning across great distances. In regards to worldwide current events people upload videos to the internet for the purpose of entertainment, information or persuasion. Some videos instigate controversies and people across the globe can voice their opinion on the issue, which may contradict societal norms and stereotypes. However, according to (Lake 2009) YouTube has the following features:

- Users can search for and watch video

- Create a personal YouTube channel
- Upload videos to your channel
- Like/comment/share other YouTube videos
- Users can subscribes/follow other YouTube channel and users
- Create playlists to organize videos and group videos together.

2.08 Impact of social media on socialization process

Social Media seems to have become a pervasive element of students' lives so it has the potential to have a significant impact on social practices in socialization process (Hewitt & Forte, 2006). Today's learners expect to participate in evaluating as well as in being evaluated and to share work and feedback among their peers (DeAndrea et al., 2012). Without any fear of embarrassment in face-to-face interaction (Leary & Kowalski, 1993), online social networking sites allow students to feel more comfortable in expressing themselves and interacting with peers and lectures.

This is said because when students frequently communicate among different people with non-identical background and experience, they tend to gain more familiarity about these people, thus leading to a better understanding level. As a result, these students gain more confidence in themselves because they are equipped with good knowledge about their surroundings. In addition, Facebook and other social network sites offer an opportunity to promote Socialization to the college environment and help students learn about their peers and colleges (DeAndrea et al., 2012).

The activities such as viewing the profile of the friends and teachers, exploring their hobbies, interests, and learn more about the school environment will help them to find the information that discloses real life in the school. These activities help student adaptation and Socialization and determine how well students can perform and the extent to which they will commit to the situated schools and how well they perform in the school(Akbulut & Günüç, 2012; Kim &

Lee, 2011).There are two factors that measures level of Socialization i.e. Social Acceptance and Acculturation. Developing and satisfying the relationship with peers is an important facet of Socialization. Interaction with peers and developing strong ties will create social support and sense of belonging, which enable them to understand peer's interest, experience, and development of commonality and social acceptance from them (Yu et al., 2010).

Social support is a main goal of human interaction and can be defined as information and actions that cause a person to believe she or he is cared for and loved and belongs to a network of communication. Ainin et al./Computers & Education 83 (2015) 64e73 65 mutual obligation (Rozzell et al., 2014). When we talk about social support, it has a very close tie-in with social relationship. Social relationship is the social interaction between one another over a given period of time. For instance, when a good friend lends a ear to listen to the difficulties you are facing, when a relative is willing to take leave to take care of your child and when a teacher shares all her experiences to the students so that they will do well in their exams, this can be classified as social support initiatives. Social support is a process of offering, seeking, and evaluating supportive behaviours, often reflected in the communicative exchange through personal relationship (Rozzell et al., 2014). Positive outcomes of social support are often more psychological than physical. Social support is an interpersonal transaction in which individual rely on others for help, information, and advice.

Some social support programmes are outlined to specifically assist the careers to reach out to those who need their services. Social support has multiple dimensions such as emotional support, instrumental support and information support which interrelated and often are linked in complex ways in relationships with others. Individuals need each type of social support to help them feel embedded in a social context and connected to others in a positive way (Olson, Liu, & Shultz, 2012). That is to say that when there is appropriate social support provided, it

will reduce the stress level and at the same time, it will enhance the confidence level of an individual.

One important factor individuals often consider when building and maintaining relationships with others is how others can help them achieve their goals. In particular, good working relationship among each other is essential as this will elevated the level of innovation and creativity. This is an ideal method to develop one's career within the organization. Another important factor which has a significant impaction individual ability to achieve important goals by providing information, access and other valuable “connections” is who you know (Olson et al., 2012). Individual develop positive interpersonal impact through having interaction and experiences with many people in different contexts. Through these interactions, they learn how to behave to optimize their impact on others in social situations. When there is existence of a good relationship, this connotes that there is definitely a very powerful communication bridge.

Thus, this will lead to having the trust, mutual respect, mindfulness and welcoming diversity among each other. Individual belief about their own ability to make a specific impacting a situation (when interacting with others) led to receiving more social support from others. Those individuals that belief in them will always nurture positive views, embrace good habits, boost themselves with self confidence and they have trust in their capabilities. Individuals, with personal efficiency (belief in one's ability to engage in activities and activate processes) who believed that they had the ability to achieve goals and influence others when interacting, with many people were able to establish a large social support network and more frequently met their goals (Olson et al., 2012). As far as people who possess personal efficiency trait are concerned, they always place their priorities right, they know what is important, they plan all their activities well and they are very resilient people. Namely, when you maximize your

potential to the maximum ability that is when you can consider yourself to have personal efficiency.

These people are able to build their social support network because they have the capability to establish personal connection. Individual who has personal efficacy to make a positive interpersonal impact may use social media to build, expand, and maintain their relationships with others (Olson et al., 2012). Those who possess self efficacy are the group of people who have a strong belief in their own capabilities. Therefore, these are the kind of people who will take an extra effort to socialize and share information with each other, thus enhancing the relationship to the next level. Social network provides a platform for individual to cultivate strong relationships and explore their peer culture, to give and receive feedback and to seek and show affection, affirmation and acceptance (Ginsburg-Block, Rohrbeck, & Fantuzzo, 2006), which provide valuable learning opportunities.

That is to say, social network allows you to connect and communicate with more people. This allows members to quickly and efficiently interchange ideas and information. Not only that, people can build their network for friends and professional acquaintances via social network services. They exposed to a lot of information and resources, which are indicative of the learning potential that social network offers (Ünlüsoy, Haan, Leander, & Volker, 2013). Peer interaction can be a crucial source of learning which provide emotional and psychological support that facilitates academic satisfaction, skill development and performance enhancement (Bauer, Bodner, Erdogan, Truxillo, & Tucker, 2007; Yu et al., 2010). Peer interaction is vital for the development of students because a person could institute a sense of self-belonging and they will be able to grasp what is expected out of them.

Mean while, peer interaction would encourage the development of social skills and those who possess good social skills would have very high self-esteem and they would be willing to interact with the environment. Individuals who are socially accepted and supported by peers'

may achieve higher performance proficiency. The time college students spend with their peers is a critical factor in determining their performance and can be a vehicle for gaining information and knowledge. As we all know, most college students spend much time with their peers if compared to their family members. Therefore, it is very critical to ensure that these students spend their time with the right bunch of peers. Once these students interact with a good circle of peers, this will definitely heighten the level of communication and knowledge sharing among each other. Peer interactions can partially promote self-initiated networking towards individuals' psychological well-being development, such as in the formation of self-concept and self-esteem (Yu et al., 2010). Trusov, Bucklin, & Pauwels (2009) noted that the Internet is no doubt evolution of technology but specifically social networks are extremely unsafe for teenagers, social networks become hugely common and well-known in past few years. According to Cain (2009) social network websites provide ease of connecting people to one another; free of cost and after connecting one can post news, informative material and other things including videos and pictures etc.

Online social media have gained tremendous popularity among all around the world especially academic institutions. Students considered these networks as beneficial tools for social gathering. When students transit from high school to their first year of college, a new pivotal phase of their lives starts. Consequently, they have to encounter socializing with new people getting engage and involve in their new society and adapting to new educational means. Therefore, social media play a major role in building maintaining of even reviving relationships and improving students learning skills. For instance, some students have looked at self-presentation within these networks. Social networks have been integrated into students daily lives to help them maintain their pre-existing close relationship keep in touch with their colleques and acquaintances through communication and social gatherings tools to enhance their socialization and studying performance.

Socialization is a continuous process which begins from birth to death. It transforms and infants into complete human beings who are able to participate actively in the social relations of his community. Socialization appears to be most intense during the early years in life, but in reality it goes on throughout life cycle. At every stage of life, people learn new skills, new roles and new ways of adjusting to their positions. As a young child, a person may behave in a certain way such as crying in public without shame. As an adult he tends to behave differently (Okonkwo, 2007). Furthermore, Ekpiwre (2005) is of the opinion that socialization which is of two categories that is, primary and secondary, is largely independent of each other toward a successful end. However, the secondary socialization will always be very successful anytime if the primary socialization is given a solid background. For example, a child that is shy, weak and cowardly is most likely to get into secondary socialization and still be found in the same manner because early experiences have greater impact on the behaviour of children than later experiences.

Gotep (1999) is of the opinion that education on the other hand has remained a veritable social process in capacity building and maintenance of society for decades. It is a weapon for acquiring skills, relevant knowledge and habits for surviving in the changing world. However, in the light of the historical antecedence of the Nigerian educational system, rampant changes in the educational policies of the country for example, from 7-5-3-4 to 6-3-3-4 to 9-3-4 and many other changes that are negative for the educational development of the country drastically affect the socialization process of the learners. The 6-3-3-4 system of education was initiated to replace various dichotomies in the educational system practiced in different parts of the country. Without proper postmortem, Nigeria Government replaced the 6-3-3-4 with 9-3-4 system of education. Changes are unavoidable, but process of changes in the curriculum must be reviewed.

Ben-Yunusa (2000) is of the opinion that educational system should be allowed for a fairly long period of time for proper assessment, sustenance and criticisms. The nine year basic education is though a welcome step towards quality education in this country, but it was introduced into educational system without due consultation of the curriculum developers and implementers more especially classroom teachers. However, according to Obe (2008) subjects like English language, Mathematics, Social Studies, Physical and Health Education, Islamic Studies and so on should be reviewed from time to time. In fact all these modification affect the socialization process of the students because socialization includes only those changes which occurred through learning process. Other changes which occurred as a result of physical growth are not socialization process.

2.09 Challenges of using Social Media in enhancing socialization process

There are many challenges facing the use of social networking in education such as privacy, taking up time, miscommunication and Cyber-Bullying:

Privacy

Nowadays, the social-networking sites such as Facebook and Twitter are open for anyone who wants to participate. However, researchers have studied in relationship between privacy concerns and online behavior. Studies have shown that users will express very powerful concerns about privacy of their personal information, but be less than vigilant about safeguarding it. Although a lot of the information individuals' supply on social-networking sites is elective, users are progressively more comfortable with displaying a great deal of personal information online. Therefore, one of the main concerns for users who register in these sites is privacy. How private is the information that users place on social networking? Who has access to the information and what is it used for? Whose role is it- parent, student, educator and website developer to ensure an individual understands his right to privacy and

exercises it accordingly? Everyone asks himself these questions. So, the privacy is one of the obstacles that have faced the use of social networking in education (Mesch, 2009).

Real friendship

Through social networking, person has a lot of friends but the quality and integrity of these friendships is not always true. On the other hand, data on these social-networking sites for a person is not always 100% honest and reliable, and they do not verify personal details (age, location, etc.) of their members. While sites provide an opportunity for individuals to present a positive and accurate self-image, there is an equal potential to abuse this openness. So, having many friends through social networking sites is likely to be more harmful than good. This will affect the use of social networking in education (Mesch, 2009).

Taking up time

The study which was conducted by the site www.azureim.com showed the amount of time spent by individuals with each other online. This has effect on health of individuals, because spending a lot of time browsing these social networks can affect the way the genes operate within the human body, and weakens the immune and hormone levels, and function of arteries. In addition, it is also has an impact on mental health. Moreover, the use of social networking in the education can cause lack of motivation towards learning and can be boring sitting in front of computer for a long time, especially if the scientific material presented is free of audio and visual effects that will attract learner towards learning (Mesch, 2009).

Miscommunication

E-Learning does not afford the student with same opportunities of explanation and clarification that occur in face to face interaction. Learners face some difficulty through social networking in expressing their views and ideas in writing, as many learners prefer to express their ideas orally which is approach they have used for many years through their ideas and

opinions freely. Face to face allows individuals to perceive physical clues like tone, inflection, body lan guage, in an online environment these are lacking (Mesch, 2009).

Cyber-Bullying

Participating in online social networks also increases the likelihood of being victimized online, or cyber-bullied (Mesch, 2009). Cyber-bullying is the use of communication technology, such as SNSs, to harm or "bully" others (Mesch, 2009). Forms of cyber bullying include harassing emails, web pages, hateful instant messages, text messages, and cruel posts on social networking sites (Mesch, 2009). The result of being a victim of cyber bullying can be embarrassment, feelings of belittlement, low self-esteem, and even suicide (Mesch, 2009). Because the Internet allows students to remain anonymous on websites or create false profiles, cyber-bullying has become a serious issue (Mesch, 2009). One national poll showed that over 13 million children between the ages of 6 and 17 have reported victims of cyber-bullying (Mesch, 2009). Research has also shown that an adolescent is more likely to harass or harm another student if they are not together face-to-face, which also can make a social networking site a perfect place for trouble to manifest (Mesch, 2009). However, there is no current legislation that protects students from this type of harassment, even though there are laws for more traditional types of bullying (Geach & Haralambous, 2009).

2.10 Students Exposure to Social Media

It has been observed in recent times that students have unlimited access to the internet as well as the social media. Students connect with computer to send and receive information's anywhere in the globe. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as students no longer need to visit a cybercafé before they send and receive messages. Some schools are so equipped that there is internet connection made available within the school premises as well as in the library. Online Wikipedia and blogs are the main resource centers for students as attention have been shifted

from making research in the library to overall dependence on these social platforms. It is a common thing to see a student reading in the library and putting the books aside on hearing the sound of a ping on the phone.

According to a joint study by Campus 2 Careers and Study Breaks on the use of mobile devices among students discovered that, an average undergraduate spend 3.6 hours a day with their cell phones and smart phones, while spending less time with computers, TV's, handheld gaming devices and e-readers. According to recent research about social media networks and Internet usage, social networking sites like Facebook and MySpace have become so popular that many university students will get an account even if they do not want to (Peter, Schouten, &Valkenburg, 2006). This shows that joining a SNS signifies more than just going on a website; it is way of "fitting in" with peers, just like many other types of groups in high school (Peter, Schouten, & Valkenburg, 2006). In fact, SNS may be predictors of self-esteem and wellbeing in students, and they have become a fundamental role in student's life (Peter, Schouten, & Valkenburg, 2006). A student stated in a research study by. Danah Boyd at Berkeley University: "If you're not on MySpace, you don't exist" (Boyd, 2007).

2.11 Gender Usage of Social Media

When reviewing the literature related to gender and adolescents, results are mixed as to which group spends more time on the Internet as well as on social media networks (Lin & Subrahmanyam, 2007). Studies have shown that males have been online more than females in previous decades because of earlier forms of technology such as video or computer games (Lin & Subrahmanyam, 2007). Females have reported that they use social media for things like chatting and downloading music (Giles & Price, 2008). Because of this, one may hypothesize that females will be more likely to be attracted to social media networks and other online social groups (Giles & Price, 2008). According to most research done on the

topic, the number of females and males who communicate on these social media networks are equally divided (Bonds-Raacke & Raacke, 2008).

Research has shown that though females and males are both likely to have a SNS account, the reasons for the accounts may vary based on gender (Bonds-Raacke & Raacke, 2008). For females, social networking sites are primarily placed to reinforce pre-existing friendships; for males, the networks also provide opportunities for flirting and making new friends (Bonds-Raacke & Raacke, 2008). Females are also more likely than males to post sexually explicit pictures of themselves, and to talk about sexual activity in public forums (Rafferty, 2009). However, males are more likely to create an account simply because they are trying to meet significant other, or because they are already in a relationship with someone who has requested them to join (Bonds Raacke & Raacke, 2008). Females are also more likely than males to share personal information about their daily lives (Merten & Williams, 2009). Results of a recent study involving Facebook, MySpace, and Xanga showed that though most females aged 18-28 used these sites for fun and positive reasons, 55% of females shared personal stories about depression, anxiety, and relationship problems (Merten & Williams, 2009). Only 15% of males shared any personal information besides their hobbies, interests, and friendships (Merten & Williams, 2009). This study also showed that adolescents use SNS when dealing with a death of a peer, and use forums and member profiles to help their grieving process (Merten & Williams, 2009).

In a recent study, it was shown that males seem to benefit more from social media use and communication technology than females do (Peter & Valkenburg, 2009). This was hypothesized because males tend to have more difficulty expressing their thoughts and emotions face-to-face with others than females do (Peter & Valkenburg, 2009). The early stages of social networking, as mentioned earlier, included web technology such as AIM, which helped many "chat" with others on the computer rather than in person (Peter &

Valkenburg, 2009). The number of teenagers, both male and female, participating on social networking sites is staggering, and this may explain why certain problems arise from these sites that have become a major problem in today's society.

2.12 Usage of Social Media by Age

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

Teenagers have become accustomed to this lifestyle much more than older generations have in recent years, as this way of living is all they know (Lewis, 2008). Teenagers now use the social media for the majority of their daily activities and information gathering, as opposed to older generations who used resources like the television or newspaper (Lewis, 2008).

Recent survey showed that approximately ninety percent of teens in the United States have Internet access, and about seventy-five percent of these teens use social media more than once per day (Kist, 2008). This study also showed that approximately half of all teens who have Internet access are also members of social networking sites, and use the Internet to make plans and socialize with friends (Kist, 2008). As one researcher stated, "Teens use the social media as an extension of their personality, to show their friends and the world who they are, what they care about, and to build connections with other like-minded people" (Goodman,

2007, 84). It is estimated that the vast majority of teenagers in Nigeria visit at least one social networking site approximately twenty times each day (Peter & Valkenburg, 2009).

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

Social networking sites have also been in the center of concern for many parents because of safety concerns and risks (Tynes, 2009). Other parents just simply do not want their children staring at the computer too long. The risks and dangers of children internet usage are constantly flooding television shows, newscasts, and magazines, always warning parents to educate parents on children internet behaviours (Tynes, 2009). Sharing inappropriate information or disclosing "too much information" is another concern that many adults have about teens that participate in social networking online (DeSouza & Dick, 2008).

In a recent study done on teens and their MySpace participation, it was estimated that at least 65% of teens who had a MySpace account had very personal information on their profile pages (DeSouza & Dick, 2008). This personal information included where they live, their phone number and email addresses, where they attend school, where they work, and a number of things that they enjoy doing in their spare time (DeSouza & Dick, 2008). Also, many teens, especially females, posted information about their sexual behaviour and their alcohol and substance use (DeSouza & Dick, 2008). On the other side of the issue, there are other adults and many professionals, including teachers and school faculty, who encourage the use of

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

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

2.13 Social Media in the Classroom

Having social media in the classroom has been a controversial topic for the last several years. Many parents and educators have been fearful of the repercussions of having social media in the classroom (Kist 2012). As a result, cell phones have been banned from classroom and schools have blocked many popular social media websites. However, despite adult's apprehensions, students are using social media. Schools have realized that they need to incorporate these tools into the classroom and rules are changing. The Peel District School Board (PDSB) in Ontario is one of many school boards that have begun to accept the use of social media in the classroom.

In 2013, the PDSB introduced a "Bring Your Own Device" (BYOD) policy and have unblocked many social media sites. Fewkes and McCabe (2012) have researched about the benefits of using Facebook in the classroom. In early 2013, Steve Joordens, a professor at the

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

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

Further, the level of informality typical to Facebook can also aid students in self-expression and encourage more frequent student and-instructor and student-and-student communication. Twitter also promotes social connections among students. It can be used to enhance communication building and critical thinking. Domizi (2013) utilized Twitter in a graduate seminar requiring students to post weekly tweets to extend classroom discussions. Students reportedly used Twitter to connect with content and other students. Additionally, students

found it “to be useful professionally and personally”. Junco, Heibergert, and Loken (2011) completed a study of 132 students to examine the link between social media and student engagement and social media and grades. They divided the students into two groups, one used Twitter and the other did not. Twitter was used to discuss material, organize study groups, post class announcements, and connect with class mates. Junco and his colleagues (2011) found that the students in the Twitter group had higher GPAs and greater engagement scores than the control group.

Gao, Luo, and Zhang (2012) reviewed literature about Twitter published between 2008 and 2011. They concluded that Twitter allowed students to participate with each other in class (back channel), and extend discussion outside of class. They also reported that students used Twitter to get up-to-date news and connect with professionals in their field. Students reported that micro blogging encouraged students to “participate at a higher level” Since the posts cannot exceed 140characters, students were required to express ideas, reflect, and focus on important concepts in a concise manner. Some students found this very beneficial. Other students did not like the character limit. Also, some students found micro blogging to be overwhelming (information overload).

The research indicated that many students did not actually participate in the discussions, “they just lurked”. YouTube is the most frequently used social media tool in the classroom (Moran, Seaman & Tinti-Kane 2012). Students can watch videos, answer questions, and discuss content. Additionally, students can create videos to share with others. Sherer and Shea (2011) claimed that YouTube increased participation, personalization (customization), and productivity. YouTube also improved students’ digital skills and provided opportunity for peer learning and problem solving. Eick & King (2012) found that videos kept students ‘attention, generated interest in the subject, and clarified course content.

2.14 Review of Related Empirical Studies

Scholars conducted many studies within and outside Nigeria in relation to the influence of Social Media on the social aspect of human life ranging from their business, other social interaction, and education among many other areas. The following are some of the studies conducted on Social Media that in one way or the other are related to the present determined to carry out.

Ignatius (2013) conducted a study on the 'social media use among students of University in South-East Nigeria' using selected Universities. The researcher population was estimated to be one hundred and twelve thousand five hundred and ninety one students (112,591), the sample of the study consist of three hundred (300) students from the selected Universities in South-East, the researcher employed survey design for the study, in this study the data generated were analyzed using mean standard deviation obtained by application of Statistical Package for the Social Sciences (SPSS). The result of the study found out that students use social media purposes of getting entertainment, education/information: they use social media to discuss national issues, engage in cyber crimes and expose themselves to pornography. So, the students use of social media reduces the time devote to their studies.

The present research work is similar to the past study, both the two determine and assess the use of social media among the students. Both the present research work and past are similar because all used survey research method in conducting the research, the present and past research work are also similar because both used questionnaire instruments for data collection. However, they differ in the following ways: the present study is trying to find out the efficacy of social media in enhancing socialization among social studies students while the past study examined the used of social media among students of selected Universities in South-East Nigeria. However, the present research location is Kaduna state using two Colleges of Education such as FCE Zaria and COE Gidan-Waya Kafanchan while the past

research work was carried out in South-East Universities such as University of Nigeria Nsukka (UNN), Anambra State University (ANSU), and Madonna University Ikija (MUI). So also, the present research use social studies students while the past study used computer science, economics and civil engineering students.

Ndaku (2014) carried out a research on 'impact of social media on student's academic performance among the students of University Abuja'. He collected data from one hundred and fifty (150) respondents. The researcher used simple random sampling technique, from four faculties which formed the population of six thousand (6000) students. The researcher purposively selected a sample size of 150 respondents from the four faculties. Faculty of law contributed a sample of forty (40) respondents, faculty of Arts contributed a sample size of forty (40) respondents, faculty of science contributed of forty (40) respondents, and faculty of management contributed a sample size of thirty (30) respondents. Therefore, the sample size for the study were (150) respondents. The research instruments used in the study was questionnaire for data collection, the researcher however, adopted the survey method in data collection, and it was used to obtain peoples opinion through questionnaire. The result of the study indicated that the students of University of Abuja had access to social networking sites. The finding also proved that the students prefer to use 2go and BB chat more than any other media because it is past and can open various pages at same time.

The present research is similar to the past study in the sense that they both assess the students in which the past research used University while the present research uses two Colleges of Education. However, Both the present research work and past are similar because all used survey research method in conducting the research, the present and past research work are also similar because both used questionnaire instruments for data collection. They are differ in the following areas, the present research sampled three hundred and thirty (333) while the past study used one hundred and fifty (150) students, and students were selected from four

faculties in the University. So also the present research area is Kaduna State which made up two Colleges of Education such as FCE Zaria and COE Gidan-Waya Kafanchan while the past research was carried out in University of Abuja.

Ibrahim and Bashir (2014) conducted a research entitled, 'Use of Social Media among Students of Nigerian Polytechnics'. The total population of the study is eighteen thousand six hundred and forty (18,640) in which the total of (932) students participated in the study representing 5% of the population, using simple random sampling technique. The descriptive survey method was used with the structured questionnaire and the data for study was analyzed using a 2-point Decision Ruled Table rating scale of accepted or rejected. The results of the study demonstrated that there is high use of social media by the students, which the regard as an avenue of communication, sources of entertainment as well as improving their academic performance.

The present research work is similar to the past research, both the two compared and assesses the use of social media among the students and both adopted survey research method with structured questionnaire for data collection. However, they differed in the following ways: The present study is trying to find out the efficacy of social media towards enhancing socialization of social studies students while the previous research was to determine the use of social media among students of Nigerian polytechnic. However, the present research sampled three hundred and thirty three (333) students while the past research study used nine hundred and thirty two (932) students in selected polytechnic. Furthermore, the present study is located at Kaduna state using two Colleges of Education such as FCE Zaria and COE Gidan-Waya Kafanchan while the past research was carried out among Nigerian polytechnic students using Kaduna polytechnic as a case study.

Kanelechi (2014) conducted a research titled; 'Undergraduates and use of Social Media Assessing Influence of Research Skills': A case study of Universities students among the six

geopolitical zones in Nigeria. These include; Tai Solarin University of Education, Ogun State in South-West, Tafawa balewa University, Bauchi State in the North-East, Ahmadu Bello university, Kaduna State in the North-West, University of Ilorin, Kwara State in the North-Central, University of Nigeria, Enugu State in the South-East, Ambrosse Ali University, Edo State in the South-South. The target population was about six hundred (600) students offering Educational Management at six different University and one hundred (100) students were randomly selected from the each of the six Universities. Data was analyzed using descriptive analysis and frequency. Chi-Square (X2) was used to test all null hypotheses in the study. The result of the study indicated that undergraduate students frequently copy from Wikipedia as their major source of information: uses facebook to generate ideas from colleagues about their research focus; and make use of word press or blogger to develop their creative writing skills. However, student's reliance on these social media tools has resulted in their dwindling research skills to produce quality research works.

The present study is similar to the previous research since all the researchers are trying to find out the relevance of social media among the students in Nigeria. The present research work used survey research method likewise the previous work was conducted using survey research method also, both the research work used questionnaire instruments for data collection. However, they differed in the following ways: the present research is on the field of social studies while the previous study was on the field of educational management, the present research sampled three hundred and thirty three (333) in the study while the past study sampled one hundred (100) in the study, the present study also used independent t-test to test all null hypotheses while the previous research work used Chi-Square (X2) to test all null hypotheses in the study. Furthermore, the present study focused on two Colleges of Education Kaduna State such as FCE Zaria and COE Gidan-Waya Kafanchan while the past

research work was carried out among undergraduates students on the field of educational management in six different Universities selected from the six geopolitical zones in Nigeria.

Peter (2015) conducted a research titled ‘‘social media and academic performance of the students in University of Lagos’’. The survey research method was adopted in the study. A sample of 378 respondents was selected from a population of 24,661 full time undergraduate students in the selected university using confidence interval of 5 and confidence level of 95% (0.05). A simple random sampling technique was used for the selection, where seventy five (75) students were randomly selected from five (5) randomly selected faculties in the University of Lagos. The structured questionnaire instruments were used in the study. The data collected were analyzed with the use of descriptive statistics of frequency count and percentage, and the hypotheses were tested using the inferential statistics of Chi-square (χ^2) at 0.05 level of significance. The results obtained showed that, Students' addictiveness to social network has a significant influence on their academic performance; Student's exposure to social media network has significant influence on students' academic performance.

Peter's work is similar to this research because they are both academic oriented and also seek to find out the influence of social media among students even though the two study differed in subject areas. The previous research was tailored towards survey research method for the purpose of obtaining data for the study using questionnaire as instruments for data gathering likewise the current research is also a survey method using questionnaire as research instruments for data collection. Furthermore, the two research work are similar in the sense that they both employed the use of students in their subject areas, However, they differed in the following areas the present study is carried out in Kaduna state while the past one was done in Lagos state, also the present research is based on social studies subject area while the past one was in admin and planning subject area, the present study sampled total of three hundred and thirty three (333) in the study while the previous one sampled three hundred and

seventy eight (378) students in the study. Moreover, the present study used independent t-test to test all null hypotheses while the previous research work used Chi-Square (X2) to test all null hypotheses in the study.

Summary

This chapter has discussed views and opinions of some eminent educationist as expressed. Efforts have been made to review related literature, the Bandura's Social Learning Theory (SLT) theory formed the theoretical base of the study, and the relevance of the theory to the study was clearly stated. Social Media as new way of disseminating of information was also examine and defined with particular emphasis to the intend study some types of Social Media that daily used by most members of the society was also discussed e.g Facebook, Twitter, 2go, Instagram, BB messenger, Youtube, Google, Gmail, Email etc. Some benefit and harm of Social Media were also discussed, Impact of Social Media on socialization process was discussed, and the student exposure to Social Media and gender usage of Social Media were also discussed as well as usage of Social Media and Social Media in the classroom.

Social Studies as a concept was discussed, some historical development and objectives of Social Studies in Teacher Education (NCE) was also discussed integration in Social Studies was also discussed and justification for Social Studies education was also examined and discussed. Furthermore, at the end of the chapter some empirical studies that are very much related to the study was also discussed which clearly shows that Social Media has significance influence on academic performance and socialization in the areas conducted which pave way for this study to find out how it is in the area under study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology, that is, the operational blueprint, which the researcher employed in accomplishing the objectives of the study. These include the following:

- Research Design
- Population of the Study
- Sample and Sampling Techniques
- Instrumentation
- Validity of the Instrument
- Reliability of the Instrument
- Procedure for Data Collection
- Procedure for Data Analysis

3.2 Research Design

The research design used for this study was survey research method for the purpose of achieving the objectives of the study. It is very reliable tool for educational research because it focuses on people, their opinion, attitude, motivation and behaviour, etc. Survey research can be used for both small and large sample population. It enables the researcher to administer the questionnaire to respondents at the same time. According to Martin (2005), descriptive survey design attempts to describe all parameters of an object or subjects' attitude, perception and opinion.

3.3 Population of the Study

The population of the study consists of all NCE II & III Students of the Social Studies Department of Federal College of Education Zaria and College of Education Gidan-Waya Kafanchan for the 2016/2017 academic session. The population of social studies students in Federal College of Education, Zaria is 1724 and that of Kaduna State College of Education Kafanchan was 626 which give a total of Two Thousand Three Hundred and Fifty (2350) students. Below is the table depicting the population of the study:

Table 1. Population by Institutions, Gender and level

Institution	**No of student NCE II**		**No of student NCE III**		**Total**
	Male	**Female**	**Male**	**Female**	
FCE, Zaria	566	412	418	328	1724
COE, Kafanchan	156	97	201	172	626
Total	**722**	**509**	**619**	**500**	**2350**

Source: Academic Office and Examination Office of the both institution, 2016.

3.4 Sample and Sampling Techniques

The researcher used three hundred and thirty three (333) as the sample for this study based on a standardized sampling table (The Research Advisors, 2006) for a population of 2000 to 2500, that 333 should be selected as sample of the study. The sample of the study was selected through the use of purposive and proportionate sampling techniques. The researcher used purposive sampling technique since the study focus on social studies students that are in NCE II and NCE III only. Also, proportionate sampling technique was used because the population of the two colleges of education that is FCE Zaria and KSCOE Gidan-Waya varies. Below is the table:

Table 2. Sample by Institutions, Gender and level

Institution	No of student NCE II		No of student NCE III		Total
	Male	Female	Male	Female	
FCE, Zaria	80	58	60	46	244
COE, Kafanchan	23	14	28	24	89
Total	**103**	**72**	**88**	**70**	**333**

3.5 Instrumentation

The researcher used questionnaire for data collection based on the modified four (4) point Likert scales that is Agree (A), Strongly Agree (SA), Disagree (D) and Strongly Disagree (SD). The researcher used structured questionnaire as instrument for data collection, the instrument was adopted from Zulyaddaini Sani (2016). The instrument titled "Students Socialization through Social Media Questionnaire (SSSMQ)'' comprise of two sections. The section A comprises of the Bio data of the respondents while section B questionnaire items which the respondents tick his/her opinion in relation to the statement. The instrument used contains 40 items, out of which 26 items are positive while 14 are negative statements.

3.5.1 Validation of Instrument

In order to ascertain the validity of the instrument after development of the instruments, experts in social studies, language specialists, educational researchers, statisticians and supervisors were consulted to establish the content validity of the instrument for the research work. The expert's corrections were incorporated into developed instrument in order to ensure content construct validity of the instrument.

3.5.2 Reliability of Instrument

A pilot test was conducted using 40 NCE II & III Students of Social Studies Department in the Federal College of Education Kano, because they were not part of the research population but share similar characteristics with the participants of the study. The instrument was

administered to the participants once. Cronbach Alpha was used to estimate internal consistency to give the reliability index of .515 and the PPMC co-efficient index of .517 was obtained for all the sections. The researcher considered it adequate for main study.

3.6 Procedure for Data Collection

The researcher collected a letter of introduction from the HOD, Department of Arts and Social Science Education which was submitted to sample schools for permission to conduct the research in their schools, using the students as respondents. The data for this research was obtained through the administration of questionnaires in the two institutions selected as the area of study with the help of research assistants in distribution and collection of the instrument in each of the institution, the research assistants were staff of Social Studies Department of the respective intuitions. The questionnaires were given to the respondents and therefore, it was retrieved after completion/filling. The administering and collection used 4 days since the respondents are in cluster.

3.7 Procedure for Data Analysis

The data collected was presented in simple percentage using analytical tables to determine the frequency of occurrence of particular responses. The questions raised were answered using mean and standard deviation. Independent sample t-test was used to test all null hypotheses at a significant level 0.05. The reasons for using Independent sample t-test is due to the nature of the research which seeks to find out the differences between two groups t-test is most appropriate.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSIONS

4.1 Introduction

The main purpose of this research was to find out the Efficacy of Social Media in enhancing Socialization among NCE Social Studies Students in Colleges of Education in Kaduna State. This chapter present and analyzed the data collected for the study, the analysis was done in two ways the first was answering the research questions where descriptive statistics was used and the second was where null hypotheses were analyzed using inferential statistics of independent sample t-test. The total of four hundred and twenty five (425) questionnaires was administered and three hundred and thirty three (333) were filled correctly, returned and used for analysis.

4.2 Presentation of Demographic Data

This section presented the demographic information of the respondents based on gender, level and college status, Number and percent of respondents by gender is presented in Table 3

Table 3 Summary of Respondents by Gender

Sex	**N**	**Percent**
Male	180	55.22
Female	146	44.78
Total	**326**	**100**

Table 4.1 summarized the number of respondents by gender who participated in the study. There were a total of 326 respondents out of which 180 (55.22) are male and 146 (44.78) are female. The number of male is more than the number of female who participated in the study. Number and percent of respondents according to level is presented in Table 4

Table 4 Summary of Respondents by Level

Level	N	Percent
NCE II	174	53.37
NCE III	152	46.63
Total	**326**	**100**

Table 4 summarized the number of respondents by level who participated in the study. There were a total of 326 respondents out of which 174 (53.37) were NCE II and 152 (46.63) were NCE III. The number of NCE II is more than the number of NCE III who participated in the study.

Table 5 Summary of Respondents by College Status

Institutions	N	Percent
FCE Zaria	208	63.81
COE Gidan-Waya	118	36.19
Total	**326**	**100**

Table 5 summarized the number of respondents by college status who participated in the study. There were a total of 326 respondents out of which 208 (63.81) are from FCE Zaria and 118 (36.19) are from COE Gidan-Waya. The number of participants from FCE Zaria is more than that of COE Gidan-Waya who participated in the study.

4.3 Answer to the Research Questions

The following are research questions set to be answered by the present research;

Research Question one:

What Social Media are available for enhancing Socialization among Social Studies Students in Colleges of Education in Kaduna State, Nigeria?

In answering this research question, means and standard deviations were used. Summary of the statistics is displayed in Table 6.

Table 6 Mean and Standard deviation of male and female students on efficacy of Social Media in enhancing socialization

Sex	N	Mean	Std. Deviation	Mean Difference
Male	180	98.71	6.934	.466
Female	146	98.24	6.722	
Total	**326**			

Table 6 presented Mean and Standard deviation of male and female students on efficacy of Social Media in enhancing socialization. The mean opinion score of male was (M=98.71, SD=6.934) and that of female was (M=98.24, SD=6.722), with a mean difference of 0.446.

Research Question two:

What is the efficacy of Social Media in enhancing Socialization among NCE II and III Social Studies Students in Colleges of Education in Kaduna State, Nigeria?

In answering this research question, means and standard deviations were used. Summary of the statistics is displayed in Table 7

Table 7 Mean and Standard deviation of NCE II and NCE III students on efficacy of Social Media in enhancing socialization

Cc	N	Mean	Std. Deviation	Mean Difference
NCE II	174	98.03	7.423	-1.004
NCE III	152	99.03	6.069	
Total	**326**			

Table 7 presented Mean and Standard deviation of NCE II and NCE III students on efficacy of Social Media in enhancing socialization. The mean opinion score of NCE II was (M=98.03, SD=7.423) and that of NCE III was (M=99.03, SD=6.069), with a mean difference of -1.004 in favour of NCE III.

Research Question 3:

What are the influences of personal variables on the Social Media in enhancing Socialization in Colleges of Education in Kaduna State, Nigeria?

In answering this research question, means and standard deviations were used. Summary of the statistics is displayed in Table 8

Table 8 Mean and Standard deviation of students of FCE Zaria and COE Gidan-Waya on efficacy of Social Media in enhancing socialization

Institution	N	Mean	Std. Deviation	Mean Difference
FCE Zaria	207	99.48	6.965	2.737
COE Gidan-Waya	118	96.75	6.279	
Total	**325**			

Table 8 presented Mean and Standard deviation of students of FCE Zaria and COE Gidan-Waya on efficacy of Social Media in enhancing socialization. The mean opinion score of students of FCE Zaria was (M=99.48, SD=6.965) and that of COE Gidan-Waya was (M=96.75, SD=6.279), with a mean difference of 2.737 in favour of students of FCE Zaria.

4.4 Testing the Null Hypotheses

The following null hypotheses were tested at $p \leq 0.05$ level of significance

Null Hypothesis one:

There is no significant difference between the mean opinion score on Efficacy of Social Media in enhancing Socialization among Male and Female NCE Social Studies Students in Colleges of Education in Kaduna State, Nigeria. Independent samples t-test was used to test this null hypothesis. The summary of the computation is shown in Table 9

Table 9 Summary of independent samples t-test of male and female students on efficacy of Social Media in enhancing socialization

Sex	N	Mean	Std. Deviation	T	Df	p-value	Remark
Male	180	98.71	6.934	.611	324	.541	Not significant
Female	146	98.24	6.722				
Total	**326**						

Table 9 presented a summary of the independent samples t-test of male and female students on efficacy of Social Media in enhancing socialization. The mean opinion score of male was (M=98.71, SD=6.934) and that of female was (M=98.24, SD=6.722), with a mean difference of 0.446. This is evidenced by $t(324)=0.611$, $p=0.541>0.05$; the null hypothesis that stated no significant difference was not rejected. Therefore, there is no significant difference between

the mean opinion score on Efficacy of Social Media in enhancing Socialization among Male and Female NCE Social Studies Students in Colleges of Education in Kaduna State, Nigeria.

Null Hypothesis two:

There is no significant difference between the mean opinion score on Efficacy of Social Media in enhancing Socialization among NCE II and III Social Studies Students in Colleges of Education in Kaduna State, Nigeria. Independent samples t-test was used to test this null hypothesis. The summary of the computation is shown in Table 10.

Table 10 Summary of independent samples t-test of NCE II and NCE III students on efficacy of Social Media in enhancing socialization

Level	N	Mean	Std. Deviation	T	Df	p-value	Remark
NCE II	174	98.03	7.423	-1.325	324	.186	Not significant
NCE III	152	99.03	6.069				
Total	**326**						

Table 10 presented Summary of independent samples t-test of NCE II and NCE III students on efficacy of Social Media in enhancing socialization. The mean opinion score of NCE II was (M=98.03, SD=7.423) and that of NCE III was (M=99.03, SD=6.069), with a mean difference of -1.004 in favour of NCE III. This is evidenced by t(324)=-1.325, p=0.186>0.05; the null hypothesis that stated no significant difference was not rejected. Therefore, there is no significant difference between the mean opinion score on Efficacy of Social Media in enhancing Socialization among NCE II and III Social Studies Students in Colleges of Education in Kaduna State, Nigeria.

Null Hypothesis three:

There is no significant difference between the mean opinion score of students of FCE Zaria and KSCOE Gidan-Waya on the efficacy of Social Media in enhancing Socialization in Colleges of Education in Kaduna State, Nigeria. Independent samples t-test was used to test this null hypothesis. The summary of the computation is shown in Table 11

Table 11 Summary of independent samples t-test of students of FCE Zaria and COE Gidan-Waya on efficacy of Social Media in enhancing socialization

Institution	N	Mean	Std. Deviation	t	Df	p-value	Remark
FCE Zaria	207	99.48	6.965	3.529	323	.000	Not significant
COE Gidan-Waya	118	96.75	6.279				
Total	**325**						

Table 11 presented Summary of independent samples t-test of students of FCE Zaria and COE Gidan-Waya on efficacy of Social Media in enhancing socialization. The mean opinion score of students of FCE Zaria was (M=99.48, SD=6.965) and that of COE Gidan-Waya was (M=96.75, SD=6.279), with a mean difference of 2.737 in favour of students of FCE Zaria. This is evidenced by t(323)=3.529, p=0.000<0.05; the null hypothesis that stated no significant difference was rejected. Therefore, there is no significant difference between the mean opinion score of students of FCE Zaria and KSCOE Gidan-Waya on the efficacy of Social Media in enhancing Socialization in Colleges of Education in Kaduna State, Nigeria.

4.5 Summary of Major Findings

Based on the analysis of the data collected using questionnaire as instrument for data collection. The instrument titled “Students Socialization through Social Media Questionnaire (SSSMQ). The following were the major findings of the study.

i. The study found out that male and female NCE Social Studies Students do not differ on their views/opinion on the efficacy of Social Media in enhancing socialization in the two Colleges of Education in Kaduna State.

ii. The study found out that NCE II and III Social Studies Students do not differ on their views/opinion on the efficacy of Social Media in enhancing socialization in the two Colleges of Education in Kaduna State.

iii. The study found out that FCE Zaria and KSCOE Gidan-Waya NCE Social Studies Students do not differ on their views/opinion on the efficacy of Social Media in enhancing socialization in the two Colleges of Education in Kaduna State.

4.6 Discussion of major findings

The main objective of this study was to assess the efficacy of social media in enhancing socialization among NCE Social Studies Students in Colleges of Education in Kaduna State, Nigeria. In line with this, three research questions were answered and three null hypotheses were tested.

Hypothesis 1: indicated that, there was no significant difference between the mean opinion score on Efficacy of Social Media in enhancing Socialization among Male and Female NCE Social Studies Students in Colleges of Education in Kaduna State, Nigeria. Though, the mean opinion score of male was with a mean difference of 0.446. This is the null hypothesis that stated no significant difference was not rejected therefore, Social Media among other globalized societal materials provided by the technological advancement has help greatly in educating and socializing on gender specific activities. This goes in line with the observations of Nicole Ellison, (2007) which noted that, the improved usage of Websites has become a worldwide phenomenon for quite some time. What began out as being a hobby for several computer literate people, has converted to a social norm and existence-style for individuals around the globe, the present study also confirm this because mean obtained by male and that of female indicated that there is no significant differences on the purpose and types of Social Media used by Social Studies Students in colleges of education in Nigeria.

Hypothesis 2: two revealed that, there was no significant difference between the mean opinion score on Efficacy of Social Media in enhancing Socialization among NCE II and III Social Studies Students in Colleges of Education in Kaduna State, Nigeria. The mean opinion score of NCE II was with a mean difference of -1.004. However, this indicated no significant difference on level of Social Studies Students and purpose of Social Media use by students in colleges of education as indicated in table 8 respectively. This is in line with the submission of Adeloye (2009) whenever school provides all what is needed for students to learn, all

students regardless of their level will perform excellently well. Today most school provide wireless internet access which allow students to brose internet and relates in Social Media with students within and outside the countries of both users, this help students to update the knowledge with most recent finding which will allow the Social Media to perform well without much differences in gender.

Hypothesis 3: three showed that, there was no significant difference between the mean opinion score of students of FCE Zaria and KSCOE Gidan-Waya on the efficacy of Social Media in enhancing Socialization in Colleges of Education in Kaduna State, Nigeria. The mean opinion score of students of FCE Zaria was with a mean difference of 2.737. This indicated that, no significant difference in Social Media usage and access to friend between federal and state colleges of education by Social Studies Students. This was supported by Emos (2008) that school location and some countries where education is run by different authorities and organizations, students tend to perform better than others, if educational opportunities is to be equal education in different institutions, it is further supported that funding help greatly in access to internet in institution therefore, schools that are funded better provide free access to internet which help access to Social Media than others that are not.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents general summary of the study, conclusion emerging from the findings of the study, contribution to knowledge and recommendations were discussed.

5.2 Summary

This study examined the efficacy of Social Media in enhancing socialization among NCE Social Studies Students in Colleges of Education in Kaduna State, Nigeria. This study is structured in five chapters. Chapter one dealt with background information justifying the study was presented; this is followed by three research objectives, three research questions, and three null hypotheses, significance of the study as well as scope and limitation of the study. Chapter two covers literature review, theoretical framework and review of previous studies. Chapter three presents the methodology of the study; the study adopted survey research method, the population of the study was all NCE II & III Students of the Social Studies Department from the two Colleges of Education which give a total of Two Thousand Three Hundred and Fifty (2350) students. Three hundred and thirty three (333) students were used as the sample for the study. The sample of the study was selected through the use of purposive and proportionate sampling techniques.

The study used structure questionnaire as instrument for data collection which contains forty (40) items, the instrument titled was “Students Socialization through Social Media Questionnaire (SSSMQ)’’. Chapter four focuses on data presentation, analysis and interpretation, summary of major findings and discussion of major findings. The statistical tools used for answering research questions and testing the null hypotheses were mean and standard deviation and t-test independent statistics.

The findings revealed that, Male and Female NCE Social Studies Students do not differ on their views/opinion on the efficacy Social Media in enhancing socialization. The study further finds out that NCE II and III Social Studies Students do not differ on their views/opinion on the efficacy Social Media in enhancing socialization. Moreover, the study revealed that, FCE Zaria and KSCOE Gidan-Waya NCE Social Studies Students do not differ on their views/opinion on the efficacy Social Media in enhancing socialization. Chapter five covers summary, conclusion, recommendations as well as suggestion for further study and contribution to knowledge of the study.

5.3 Conclusion

In view of the findings of this study, the following conclusions were drawn;

Male and Female NCE Social Studies Students share same view that Social Media enhances socialization among Students in Colleges of Education in Kaduna State.

NCE II and III NCE Social Studies Students share same view that Social Media enhances socialization among students in Colleges of Education in Kaduna State.

FCE Zaria and KSCOE Gidan-Waya NCE Social Studies Students share same view that Social Media enhances socialization among students in Colleges of Education in Kaduna State.

5.4 Contribution to knowledge

Based on the findings of the study the following contributions were made:

i. The study was able to establish that, Male and Female NCE Social Studies Students share same view that Social Media enhances socialization to friends of different ethnic/cultural background among Students in Colleges of Education in Kaduna State.

ii. The study also established that, NCE II and III Social Studies Students share same view that Social Media such as facebook, whatsapp, instagram and BBM chart enhances socialization among Students in Colleges of Education in Kaduna State.

5.5 Recommendations

Based on the findings from the study, the following recommendations were made:

i. Government, school administrators, teachers and parents have to employ a collaborative effort in helping student on how to use Social Media properly to enhance socialization as gender difference do not differ on their views/opinion on purpose of Social Media used by Social Studies Students in colleges of education in Nigeria.

ii. Social Networking Sites should be expanded and new pages should be created to enhance socialization activities and avoid setbacks in the students' interaction since level of student do not differ on their views/opinion on purpose of Social Media used by Social Studies Students in Colleges of Education in Nigeria.

iii. The use of Social media network by students should focus on the socialization relevance of those sites instead of using them for negative purposes, since both federal and state Colleges of Education students do not differ on their views/opinion on purpose of Social Media used by Social Studies Students in Colleges of Education in Nigeria.

5.6 Suggestions for further Studies

This study is conducted in Kaduna State. A similar study should be carried out to cover large areas:

i. Similar studies should be conducted in other states of the federation on the influence of Social Media towards socialization and academic performance in Colleges of education in Nigeria.

ii. Further study should be carried out to compare the use of Social Media between NCE and B.ED level of students and demographic difference should be made on the basis of comparism.

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APPENDIX I: QUESTIONNAIRE

Students Socialization through Social Media Quetionnaire (SSSMQ)

Department of Arts and Social Science Education,

Faculty of Education,

Ahmadu Bello University, Zaria.

Date……

Dear Respondents

I am an M.Ed student in the above named department conducting a research on "***Efficacy of Social Media in enhancing Socialization among Social Studies Students in Colleges of Education in Kaduna State, Nigeria***''. The research is a requirement in fulfillment for the award of M.Ed degeree in Social Studies of Ahmadu Bello University, Zaria. Your responses are basically for research purposes. You are requested to participate in this study and information you provide will be treated in strict confidence.

You are, therefore, kindly requested to honestly provide the required information to the best of your ability.

Thank you

Signed
Najib ABUBAKAR

Section A: Bio-data

Please tick (√) in the appropriate column

1. Gender: (a) Male [ ] (b) Female [ ]
2. Level : (a) NCE II [ ] (b) NCE III [ ]
3. Institution: (a) FCE, Zaria [ ] (b) COE Gidan-Waya [ ]

Please tick (√) appropriately in the column that corresponds with your view

Keys: SA-Strongly Agree A-Agree D-Disagree SD-Strongly Disagree

Section B

S/N	Items Statement	SA	A	D	SD
1	My level of studies determine my usage of Social Media through Gmail both in time and concentration.				
2	Level of studies has no any infleunce in my usage of Social Media and the type I uses.				
3	We maintained family and groups chatting using Social Media to ease our daily contact and brieges distance.				
4	All members of my family purses social network account and utilize it on daily bases				
5	I use Youtube Social Media for the accesssing friends within and outside my country from my sex.				
6	I use Social Media for the accesssing friends within and outside my country from the opposite sex.				
7	My access to Social Media was as a result of encouragement given by my parents because they have high educational background and financial possible.				
8	I am encourage by my parents to use their own computers and phones to acess my friends on Social Media because of their social awareness.				
9	I use Gmail app Social Media more when I am in NCE II compared to when in NCE I.				
10	NCE II and NCE III students use Social Media more than NCE I Social Studies Students.				
11	Social Media usage assisted in the increase of the number of friends I have outside my cultural groups.				
12	Most of friends I associate with on Social Media are people of different ethnics groups within and outside Nigeria.				
13	Exchange of information in general flat form pages of social sites like facebook and alike enhance my exposure to socialization with friends.				
14	Exchange of information in general flat form pages of social sites like facebook and alike does notenhance my exposure to socialization with friends.				
15	Female users of social network patronize Myspace.com and Friendstars.com because of secrecy of information compared to male.				
16	Male uses Google and Sixdegree.com compared to female because it aids education and access to female friends.				
17	Can Social Media determine social behavior among NCE				

	Students in Nigeria.				
18	Social Media can not determine **S**ocial behaviour among NCE Students in Nigeria.				
19	Effective socialization process can leads to the proper internalization of social norms among the students.				
20	Effective socialization process can not leads to the proper internalization of social norms among the students.				
21	Social Media serve as the most viable solution to enhance effective socialization among the students.				
22	The usage of Social Media is not viable solutin to enhance effective socialization among the students.				
23	Peer group influence is the most poweful agent of socialization that bring about cooperation under Social Media flat form usage.				
24	Influence of peer group is the most poweful factor that causes social problems among NCE Social Studies Students				
25	The adaptation of western culture through social networking sites enhance positive behaviours among NCE students in Nigeria.				
26	The adaptation of western culture through social networking sites leads to the excessive social problems among the NCE students.				
27	Some of friends I have in Social Media connect me with other friends outside my cultural groups.				
28	Most of my contacts on Social Media are those of different sex with me.				
29	Most assignment given in Social Studies can easily be accessed using Mocial Media this motivate using it.				
30	Social Studies Education is enquiring motivated course this motivated me using Social Media.				
31	Current issue discussion motivate my Social Media use while I am in NCE I.				
32	Current issue related to the the socialization increase my Social Media Usage at NCE II.				
33	I use facebook most compared to all other Social Media because of its relative social and academic advantages.				
34	I use whatsapp social networking site compared to all other Social for its social and educational advantages.				
35	I use 2go most compared to all other social networks for its socialization and academic benefits.				
36	I use Twitter compared to all other social network because of its social, educative and entertainment benefit.				
37	I use Blackberry messenger because of its security of information and social awareness compared to other Social Media.				
38	I use instagram app because of its kind to enhance socialization among NCE Social Studies Students.				
39	Most Social Studies Studentsincluding myself associate and share information with people of different cultural groups as				

	a result of Social Media Usage.				
40	Most Social Studies Studentsincluding myself do not associate and share information with people of different cultural groups as a result of Social Media Usage.				

Appendix II
Analysis of Reliability Pilot Study Result

```
DATASET ACTIVATE DataSet0.
RELIABILITY
  /VARIABLES=q1 q2 q3 q4 q5 q6 q7 q8 q9 q10 q11 q12 q13 q14 q15 q16 q17 q18
q19 q20 q21 q22 q23 q24 q25 q26 q27 q28 q29 q30 q31 q32 q33 q34 q35 q36 q37
q38 q39 q40
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE SCALE CORR
  /SUMMARY=TOTAL COV.
```

Reliability

```
[DataSet0] C:\Users\umar\Documents\Najib Pilot Data.sav
```

Warnings

The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	40	90.9
	Excluded[a]	4	9.1
	Total	44	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.515	0.801	40

APPENDX III

t-test analysis of gender difference and purpose of social media usage

```
T-TEST GROUPS=sex(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=teffsosmed
  /CRITERIA=CI(.95).
```

T-Test

```
[DataSet1] C:\Users\umar\Documents\Najib Data.sav
```

Group Statistics

	Sex	N	Mean	Std. Deviation	Std. Error Mean
total efficacy of social media	1 male	180	98.71	6.934	.517
	2 female	146	98.24	6.722	.556

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total efficacy of social media	Equal variances assumed	1.212	.272	.611	324	.541	.466	.762	-1.033	1.965
	Equal variances not assumed			.613	313.883	.540	.466	.759	-1.028	1.960

APPENDIX IV
t-test analysis on NCE level and purpose of social media usage

```
T-TEST GROUPS=level(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=teffsosmed
  /CRITERIA=CI(.95).
```

T-Test

```
[DataSet1] C:\Users\umar\Documents\Najib Data.sav
```

Group Statistics

	Level	N	Mean	Std. Deviation	Std. Error Mean
total efficacy of social media	1 NCE II	174	98.03	7.423	.563
	2 NCE III	152	99.03	6.069	.492

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total efficacy of social media	Equal variances assumed	5.731	.017	-1.325	324	.186	-1.004	.758	-2.495	.487
	Equal variances not assumed			1.343	322.622	.180	-1.004	.748	-2.475	.467

APPENDIX V
t-test analysis of institution type and purpose of social media usage

```
T-TEST GROUPS=institution(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=teffsosmed
  /CRITERIA=CI(.95).
```

T-Test

```
[DataSet1] C:\Users\umar\Documents\Najib Data.sav
```

Group Statistics

	Institution	N	Mean	Std. Deviation	Error Mean
total efficacy of social media	1 FCE Zaria	207	99.48	6.965	.484
	2 COE GidanWaya	118	96.75	6.279	.578

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
total efficacy of social media	Equal variances assumed	.836	.361	3.529	323	.000	2.737	.776	1.211	4.263
	Equal variances not assumed			3.631	264.736	.000	2.737	.754	1.253	4.222

APPENDIX VI

Required Sample Size†

Population Size	Confidence = 95% Margin of Error				Confidence = 99% Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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APPENDIX VII
Letter of Introduction