THE INFLUENCE OF SOCIAL MEDIA (2GO AND WHATSAPP) USAGE ON THE ACADEMIC PERFORMANCE OF SELECTED UNDERGRADUATE STUDENTS OF AHMADU BELLO UNIVERSITY, ZARIA

BY

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MA/ARTS/8782/2010-2011

OCTOBER, 2016

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A DISSERTATION SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES, AHMADU BELLO UNIVERSITY ZARIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTER OF ARTS (M.A.) IN DEVELOPMENT COMMUNICATION

DEPARTMENT OF THEATRE AND PERFORMING ARTS,
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AHMADU BELLO UNIVERSITY,
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OCTOBER, 2016

DECLARATION

I, DANGANA, Diana Dachu declare that, this dissertation is my original work, and was carried out by me in its entire entirety. This thesis has never been submitted for any publication or previously presented for any higher degree. All quotations are indicated and the sources of information are suitably acknowledged by means of references.

_____ _____

DANGANA, DIANA DACHU **Date**

CERTIFICATION

This is to certify that this dissertation entitled; The Influence of Social Media (2go And Whatsapp) Usage on the Academic Performance of selected Students of Ahmadu Bello University, Zaria by DANGANA, Diana Dachu (**MA/ARTS/8782/2010-2011).** This work meets the regulations governing the award of the degree of Master of Arts Degree (M.A) in Development Communication of the Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This work is dedicated to God the Father, the Son and the Holy Spirit, the giver of life and everything good.

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To my God and Father, I appreciate you for the gift of life and the privilege to birth this work. I would have been able to do absolutely nothing without you. Therefore, let ALL Glory and Honour be ascribed unto you. My sincere appreciation goes to my wonderful Supervisors; Professor Emmy Unuja Idegu and Dr. V. Lagwampa. There are times in one's life that you have certain feelings and yet the vocabulary fails to deliver the right words to describe such feelings. This is one of such times! Thank you for the push. At some points in this research I gave up hope but you gave me reasons to move on. Thank you Sir and Ma! My profound gratitude goes to my Post graduate coordinator Dr. Emmanuel Jegede, Dr. Gana Emmanuel (my "advocate") and all other staff of the Department of Theatre and Performing Art Ahmadu Bello University Zaria, who contributed in one way or the other to the success of this work. Thank you for your support.

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ABSTRACT

The social media platforms provide students with the opportunity to share educational materials interact and participate in group discussion that invariably improves their learning and ability to discourse academic issues. Alongside these opportunities comes the challenges of overdependence and misuse of the social media for other things osther than educational activities. The study investigated the *Influence of Social Media (2go And Whatsapp) usage on the Academic performance of some Undergraduate Students of Ahmadu Bello University, Zaria*. The objectives of this study are; to assess the roles and benefits of social media to students' development, to determine how the growing use of the social media affects students' academic development, to examine the implications of dependency on social media usage on students' development and their academic capacities and to suggest strategies to ensure that social media fully aids students' academic development. The Theoretical Framework of the study was based on the Uses and Gratification Theory propounded by Jay Blumler and Elihu Katz where they theorized media technology consumption by how it is consumed and what benefits it creates for the consumer or user of such media or technology. The research deployed quantitative and qualitative survey. 1,200 students from the Faculty of Administration and Social Science of Ahmadu Bello University, Zaria who were administered copies of questionnaire and two groups of six (6) students each for the Focus Group Discussion-FGD. From the data and information gathered and analysed from these two instruments, the study found that significant level of students agreed that the use of both social media platforms that is *2go and Whatsapp* affects student's Academic capacity development in a host of different ways like instant chat, file sharing, video and picture sharing as well as its capability to enable teachers and students interact using the group chat features. More so, study found that there exist a relationship between social media and students' academic development and that over dependence on the social media does have a significant negative effect on the socio-cognitive and Academic capacity of the students' no matter their level of participation as well as how gratified they are when they used these platforms. The study recommended that over dependence on the social media for activities other than that which could influence their academic capacity development would be detrimental to their overall development. As such, students should be orientated on the dangers associated with the abuse and misuse of the social media to their development. The study concludes that the social media is a very special platform that could influence students' Academic capacity as well as their socio-cognitive development considerably.

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CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

Over the years, the media has been in the forefront in terms of influencing the way people think and behave; through the various ways in which messages are disseminated. As Melkote and Steves (2001) suggest, communication has a way of affecting and changing one's attitude in the long run, positively or negatively. This is possibly because of the importance man attaches to communication. Just as man strives for food and shelter, so he does for communication. Thus, communication is the lubricant that makes the machinery of human relation to function smoothly.

It is crucial for man to survive the everyday struggle. From the early age, man has always pushed for a better form of communication at every stage he finds himself. This has brought about the metamorphosis of communication from symbols, cave paintings, sounds, rock carvings, pictograms, festivals, formation of letters, and to the popular media we have today such as Radio, Telephone, Television, Computers and the Internet.

Furthermore, communication and development go hand in hand as the former determines the achievement of the latter depending on the structural frame used (Serveas, 2002). The conventional media gave its audience no chance to determine the form and content of the message. Messages and ideas are preconceived, packaged and transmitted to the mass audience without their contributions and thus the audience become passive. In view of this, the audience (receiver) are bereft of a sense of belonging in whatever message the sender transmits. However, time has revealed that the lives of people do not get any better even with the rise in GNP, neither with the availability of technology or influx of technological ideas and so on. Man is still

hungry, un-employed and inequality has grown even stronger. The weakness of the dominant paradigm paved way for the emergence of the alternative paradigm to development which sought for cultural edification, employment opportunities, greater food output, good health, equality and so on (Salawu, 2006).

The alternative development suggests a course of development that is need oriented, endogenously defined, with a primary focus on those who have been deprived and exploited. It recognizes the importance of equality, freedom of expression, and creativity. Here, each society is left free to operate according to its values and cultures and articulate its own vision of the future. Hence, the motivational force of development, and then the kind of information that surrounds a people for whom development is targeted is very important. Taking a look at the younger generation and in particular students, who are considered as the "leaders of tomorrow", there is so much influx of information, more than what they can assimilate at a time! The new media has made this possible even to their bedrooms and even on the streets (Melkote and Servaes, 2001).

The social media revolution has completely transformed the landscape of information and communication locally and internationally. The revolution that is enabled by the breakthrough in the Information and Communication Technology (ICT) has greatly impacted every aspect of endeavour and development be it social, educational, economic, political, technological as well as the defence capacity and capabilities of nation around the world. The dynamism of the social media especially through its usage of the Internet protocol that is high in terms of interconnectivity and interactivity, has greatly improved information search and file sharing to other online resources and databases with the aid of computers.

The social media now combines dynamism of services like text, audio, graphics as well as visuals through sites like Facebook, Twitter, MySpace, Linkedin, 2go and WhatsApp. The act in which young people tethered to their cell phones to text and access social interactive sites while walking on the street, boarding transportation, travelling, at school and in the comfort of their living room are common scenes in Nigeria. Like it or not, we are a digital society and in the age of cellular phones, video games, and computers.

It is important to explore whether the abundance of technology has helped or harmed Students' mental development. In the most basic sense, Academic or cognitive development refers to what a student knows and thinks as well as how those mental processes or cognition develop over time. It is also connected primarily with how a student starts to understand his/her environment and gain knowledge. Part of these would be the development of concentration skills, reasoning and so on. As a student grows and constantly interacts with the world, knowledge is invented and re-invented. According to Piaget Jean, a Swiss Psychologist, who pioneered the school of thought that Academic advancement emotionally, socially, and morally controls every other aspect of development. Also students develop different cognitive skills and strategies for understanding the world as they grow up (Wilson, 2007). In essence, the social, moral and emotional manifestation of humans is based on the information people acquire from a young age.

Despite the plethora of digital gadgets, reading continues to be a problem to young people's life (Kaiser Family Foundation, 1999). An average student is only more concerned about the social platforms available on any mobile device. Entertainment seems to be what sells now and man on the other hand, is weight down by so many disturbing issues that require a break away from the harsh realities of life.

For example, a student who has been looking forward to owning a personal computer or mobile phone is mainly interested in its social features. Hand over a phone to a child for instance and he goes straight to the games. Invariably, too much time spent on entertainment kills the brain cells (Katas 2004) making students unable to concentrate on their studies.

According to Katas, the brain consist of the pleasure and the pain site (PLS and PAS). These are the sites that regulate the activity of the body. "Anytime an individual engage in a pleasure giving activity such as playing video games chats and so on, the pleasure site in the brain gets really activated "lively and wide awake, while the pain site is deactivated. When it becomes a habit, the brain and the body cells get acclimatized and lively only to such activities. Any other activity that is not pleasurable the body will hotly revolt against. When a Student who is given to amusement and pleasure wants to read to sit down and do some reading, it becomes a very painful and discomforting activity. He sits for 10 minutes, gets up, drinks water, visits the toilet, and looks around and so on; the body will crave for those amusement and pleasurable things he is used to" (Katas, 2004:56).

Katas (2004) opines that 70% of most of the reasons why students cannot sit to read is summarized in this. Based on a Kaiser Family Foundation study conducted in Five-Year intervals with 1998-1999, 2003-2004, 2008-2009, found that with technology allowing nearly 24 hour media access, the amount of time young people spend with entertainment media has risen dramatically, especially among the blacks and Hispanic students. Today, 18 years olds devote an average of 7 hours and 38 minutes (7:38) to using entertainment media in a typical day (More than 53 hours a week) about the same amount most adults spend at work per day.

*2go*and *whatsapp* are mobile phone chat forums that have taken an immeasurable time out of the lives of the Nigerian students, most especially the undergraduates in our tertiary institutions. There is hardly any more time to read because they are pre-occupied with this phenomenon. There is hardly a student of this age- group who does not have a phone and belong to this group, especially in the urban. This mobile chat and other media channels could be great factors in the overall poor output of the academic development of the Nigerian Students in general and Ahamdu Bello University, Zaria in particular.

Ahmadu Bello University-ABU, Zaria came into being on October 4th 1962 as the first University in Northern Nigeria by the then northern region government and was taken over as a federal institution in 1975. The university was created to, among other things produced high level manpower, secured the diffusion of knowledge, there is research and community service in northern Nigeria and Nigeria in general to function as a centre of excellence (Ahmadu Bello University, 2016c). The Ahmadu Bello University, whose Law was enacted on 14th October, 1962, has its origins in the defunct Nigerian College of Arts, Science and Technology, Zaria, founded in 1955; the Clerical Training Centre, Kongo, founded 1957; the Samaru Agricultural Research Station established in 1924, and the Shika Stock Farm started in 1928. A month before independence in October 1960, the Ashby Commission on Post-School Certificate and Higher Education appointed by the Federal Government in 1959 recommended that a University should be created in Zaria to serve the then Northern Region of Nigeria. The Northern Region Government requested the British Secretary of State for Commonwealth Relations, to send a delegation from the Inter-University Council to plan a University for Northern Nigeria. The delegation, headed by Sir Alexander Carr-Saunders, arrived in April 1961 and in the same month issued its

recommendations on the scope and activities of the University (Ahmadu Bello University, 2016a).

In April 1961, a Law establishing a Provisional Council of the University of Northern Nigeria was passed by the Legislature of Northern Nigeria, and the Provisional Council was established in November 1961 under the Chairmanship of the Hon. Shettima Kashim, CBE, now Sir Kashim Ibrahim KCMG, CBE (a member of the Ashby Commission who later became Governor of Northern Nigeria and Visitor to the University). Sir Norman Stanley Alexander, a New Zealander, and Professor of Physics at the then University College, Ibadan was appointed the First Principal (later Vice-Chancellor) in July 1961, and assumed office in November. The University was named after Sir Ahmadu Bello (1901-1966), Sardauna Sokoto and Premier of Northern Nigeria, who, as the first Chancellor of the University, performed the Opening Ceremony on October 4, 1962 ((Ahmadu Bello University, 2016c).

The University opened with just four Faculties – Agriculture, Engineering, Law and Science – fifteen Departments and 426 students. Under the successive Vice-Chancellorships of Professor Norman Alexander 1961-1966, Professor Ishaya Audu 1966-1975, Professor Iya Abubakar 1975-1978, Professor Oladipo Akinkugbe 1978-1979, Professor Ango Abdullahi 1979-1986, Professor Nayaya Mohammed 1986-1991, Professor Daniel Saror 1991-1995, Major General Mamman Kontagora (rtd) as Sole Administrator 1995-1998, Professor Abdullahi Mahadi 1998-2004, Professor Shehu Usman Abdullahi, 2004-2009 and the current Vice-Chancellor Professor Abdullahi Mustapha from 2010 to 2015 and now Porfessor Ibrahim Garba from 2015 to date.

Ahmadu Bello University increased its size, scope and depth of its academic work. By a Decree (the Ahmadu Bello University (Transition) Provisions Decree of

1975) the University was taken over by the then Federal Military Government, and now enjoys the status of a Federal University (Ahmadu Bello University, 2016c). Within the over 50 years of existence, the University had to a great extent, met the development needs for which it was founded, especially with regards to the production of high-quality graduates and Community Service in Engineering, Environmental Design, the Medical Sciences, Agriculture, the Humanities, Education and the Natural Sciences. The University's five hundred thousand alumni are found in all parts of Nigeria, Niger Republic, the Cameroon, South Africa, Europe, Asia and the United States. Its products occupy important positions in the public and the private sectors of the economy, at all levels of government, and in educational Institutions of higher learning in and outside Nigeria.

1.2 Statement of the Research Problem

The growing use of social media on our campuses presents us with great opportunity; that which enhances our personal communication and Academic development. Through the social media platforms, students can have the opportunity to share educational materials, interact and participate in group discussion that invariably improves their learning and ability to discuss academic issues. Alongside these opportunities come the challenges of overdependence and misuse of the social media for other things other than educational activities. The overdependence and misuse of the social media takes so much of the students' time off their academic work and invariably affects their academic development as well as performance. Against this background, this study intends to study how the social media affect students' Academic development either positively and negatively.

1.3 Aim and Objectives of the Study

The study examined how social media *("2go"* and "*whatsapp")* is being used by students with a view of assessing its effect on the overall academic performance of Students in Ahmadu Bello University, Zaria.

The Objectives are to determine

i. The role of social media in the academic performance of students

ii. The possible benefits of social media to students' academic performance.

iii. How the constant use of the social media by Ahmadu Bello University students can affect their Academic performance.

iv. Strategies to be put in place to ensure that the social media fully aids students' Academic performance.

1.4 Research Questions:

Primarily, the following research questions were investigated to find out how social media affects students' development

1. What are the roles and benefits of social media to students' development?
2. How does the growing use of the social media affect students' Academic development?
3. What are the implications of dependency on social media usage on students' development and their Academic capacities?
4. What are the strategies that could be put in place to ensure that the social media fully aids students' Academic development?

1.5 Scope of the Study

The researcher does not intend to go beyond the focus of the study which is largely on Social Media. In specific term, the study quantitatively and qualitatively

reviewed two of the social networking media namely *2go and Whatsapps* and the rate of their usage by students in Faculties of Administration (Congo Campus) and Social Sciences (Samaru Campus) all in Ahmadu Bello University, Zaria More so, the study engaged students who are ready mobile phones users or digital natives and scholarly opinions from the Ahmadu Bello University, Zaria in order to fully and empirically ascertain the extent to which social media usage affect their Academic capacities and capabilities. The study understood that students were drawn to these platforms because of their satisfaction with their features and functions thereby lending credence to the Uses and Gratification theory used. Thus, this study limits itself to the survey of academic development of the students as it relates to the two social media chat forums "*2go*"; and "*Whatsapp*" and how they affect the overall performance in 2015.

1.6 Significance of the Study

With the plethora of social media or social networking sites in our society, the call has always been for everybody to accept this platform as it offers information, interactivity and interconnectivity in the fastest and best form. Given the fact that the New Media has the capacity to bring about positive outcome such as encourage research process and making learning easier, it is also evident that the New Media sways students away from its positivity. This Study is relevant because it revealed the interaction and interrelationship between Communication technologies and academic development. It shows how communication tools and platforms could be used as part of the learning capacity and capability of students in an academic environment. Results and findings from this result would show empirically the influence of the social media on the academic development or performance of students' overtime. This

study, apart from adding to researches on this field, also sheds light on this subject matter. Researchers and students will find it handy, especially as it relates to the Academic development of the students, and for those who may wish to further the research from here.

1.7 Definition of Terms

Development **:** The systematic use of human, scientific and technical knowledge to meet specific objectives or requirements. Development in the context of this study is limited to academic development which could be attained in learning and teaching environment.

Academic: The processes of study carried out in a college, academy, school, or other educational institution, especially one for higher education: pertaining to areas of study that are not primarily vocational or applied, as the humanities or pure mathematics. The institution used in the context of this study is the Ahmadu Bello Univeristy, Zaria

Youth: Youth" is best understood as a period of transition from the dependence of childhood to adulthood's independence and awareness of our interdependence as members of a community. The United Nations, for statistical purposes, defines 'youth', as those persons between the ages of 15 and 24 years, without prejudice to other societal categorization.

Social media: Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. It is also Social media are computer-mediated technologies that allow individuals and other organizations to view, create and share information, ideas, career interests, and other forms of expression via virtual communities and networks. The aspect of social media considered in this research was that which concerns academic content sourcing and sharing expecially on 2go and Whatsapp.

CHAPTER TWO

LITERATURE REVIEW

2.1 Conceptualization of Communication

Communication in its simplest form is the activity of conveying information through the exchange of thoughts, messages or information or information as by speech, visuals, signals, writing, or behaviour. Be that as it may, communication requires a sender, a message and a recipient, although it may mean different things to different people. For instance, Srampickal (2006) view communication as more than a transfer of ideas, from one communicative partner to another, but when the receiver "decodes the signal and is capable of responding appropriately".

For the purpose of this study, communication means an act of conveying information for the purpose of creating a shared understanding. It includes verbal, non-verbal, and electronic means of human interaction. There are variety of methods of conveying information for instance, speaking, telephones, emails, blogs, TV, arts, gestures, facial expressions, body language and even social context. It can occur over instantaneously in closed intimate settings or over great periods of time, in large public forums etc.

Communication is one of the oldest academic fields in the world; with roots that dates back as far as the Ancient Greek academies. As communication methods have evolved, the study of communication has evolved with them. Today, different people understand communication to mean different things to them depending on what their interest or targets are. According to Brown (2011*),"*Communication is the process of sharing information, thoughts, and feelings between people through speaking, writing or body language*".* This extends the concept to require that transmitted contend is received and understood by someone in a way it was intended.

The goals of this form of communication include, creating a common perception, changing behaviours, and acquiring information. Yahaya (2008) on the other hand, sees communication as "a process of creating and stimulating understanding as the basis for development rather than information transmission." Infact, Yahaya sees development problems as linked to the lack of existence of information and knowledge. That is to say, encoding and decoding of message is not enough unless the message decoded is translated into a developmental idea. Any information received must not die with the receiver, but must affect the individual positively and the society at large.

Submerging the above definitions together is the emergence of central idea- which is, the synchronization of ideas and collaboration between individuals, either for positive outcome or negative. Communication is indeed the very lubricant that makes the machinery of human relationship function smoothly. Just as man and every aspect of human existence have evolved from one phase to another, communication has also evolved; from the ancient sounds, codes, the media and technology, which makes communication easier and more convenient. Man's need for better communication brought about the evolvement of ICT (Information Communication Technologies). The impetuses for the developments have been the need to increase the distance over which communication takes place, to increase the rate of communication, and to maintain the reliability of communication (Nguyen, H. et-al, 2009). ICT includes mobile phones, internet-based applications such as emails, blogs, forums, etcetera.

Our economy used to be based on tangible products such as Crude Oil, Coal, Steel, Columbite, Tin, to mention but a few. That has changed now with information being the basis of our economy. As the society progresses, technologies are being

created to help control information (Grant and Meadows, 2008). The mass media centralized information and therefore, as more and more information is created and distributed, new technologies must be developed to facilitate adequate control.

2.2 The Media

The media refers to communication channels through which news, entertainment, education, data, or promotional messages are disseminated. Media includes every broad-casting and narrow-casting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, and the internet.

Broadcast Media and the Internet: The traditional broadcast media consist of terrestrial radio, television broadcast of messages and programmes over frequencies and channel dedicated for such (Baran, 2003). Subsequently, satellite radio and television broadcast through direct-satellite-broadcast-DSB came into existence to complement the existing terrestrial broadcast. With the adoption of the internet as well as the digital convergence of the broadcast media industry alongside the information and Communication technological evolution, a new vista of broadcast is now provide by the internet known as podcasting and webcasting.

Printing Press or Media: The print media describes printed medium such as a newspaper, magazine, or trade journal. This encompasses everything from media with a very broad readership base, such as a major national newspaper or magazine, to more narrowly targeted media such as local newspapers and trade journals on very specialized topics.

Billboard: Billboards are large structures located in public places which display advertisements to passing pedestrians and motorists. Most often, they are located on main roads with a large amount of passing motor and pedestrian traffic; however, they can be placed in any location with large amounts of viewers, such as on mass transit

vehicles and in stations, in shopping malls or office buildings, and in stadiums. The media has come to be regarded as the most powerful tool of communication. For example, it gives an exposure to its audience about what is right or wrong. Even though the media is linked with other negativities such as spreading false news like fire, but on the safe side, it helps to inform us about the realities as well.

The media has a constructive role to play for the society. However, the misunderstanding of the media plays unconstructive roles in social development. This makes the social media to have the tendency of becoming an agent of destruction to individuals who may not be safeguarded from the powers of its influence to scuttle the process of development of such due to the abuses or over flooding of contents that are inimical to students' social and Academic development. In order to fully understand the gravity of the influence of the media platform such as the social media on student's intellect, it becomes imperative to espouse on what youth development is all about.

2.3 Social Media

Social media are the technologies people use to communicate and socialize with one another online. Social media has evolved into a big buzz phrase for 21st century electronic communication tools of all kinds. However, "many people also use social media as a broader phrase to describe all kinds of cultural phenomena involving communication, not just the communication technologies themselves (Lesley, 2015). For example, people use social media to describe the content that people create and share with electronic publishing tools. Such materials are also referred to as "user-generated content". Most forms of social media are electronic and allow people to communicate and interact with one another using computers, smart phones and the

internet. Social networks such as Facebook, Twitter and LinkedIn are a subset of a particular type of social media which shall be discussed subsequently.

Benefit and Compensation Digest Report (2010) explained that the term "social media" is now a global phenomenon. It reported that the term first appeared in 2004 after LinkedIn created its own social networking application. The application was primarily an online technology tool that allows people to communicate easily, utilizing the internet to share and discuss information. Amaral (2009), the Portuguese physicist opined that a social media is a complex system that cannot be easily defined a whole. Therefore,

> When systems become complex, their behaviour cannot be easily predicted by traditional methods of analysis therefore, breaking the system into its component parts and analysing the elements in detail explains the behaviour of the system as whole and how the system interacts and form relationship with its environment (Amaral, 2009: 48).

Shirky (2008), also observed in "group dynamism" that

> Aggregations of anything from atoms to people exhibit complex behaviour that cannot be predicted unless by observing the component parts. This can be very useful in understanding decision making behaviour, tracking the spread of diseases in society, following the emergence and popularity of new ideas and so on (2008:27).

Chemistry is not just applied physics; you cannot understand all the properties of water unless from studying its constituent atoms in isolation. Likewise, social network is more than simply the sum of the attitudes or activities of its members. Furthermore, Drapeau and Wells (2009), stress the fact that social networks "are not limited to the Internet. Computer technology, however, has greatly expanded the capacity and speed for establishing networks of people". While informal networks have existed since the inception of the World Wide Web (www), they have dramatically proliferated since 2003.

This was in part due to the dramatic expansion of the capacity to store data and exponential decline in the cost of information storage and retrieval. New software created programs that could store and share user profile and preferences and allow individuals to post information as blogs, video clips, photographs, and audio files. The popularity of new web tools and services is remarkable. MySpace, for example, established in 2003, in three years, had 80 million members and hosted more 6 million Web pages (Carafano, 2004).

In less than eight years, in the views of Dixon (2005), online encyclopaedia, has grown to four million individual pages, all created, edited, and monitored by individual volunteers. By 2009, the number of messages transmitted on Facebook exceeded those sent by email. The growth of Web 2.0, its expanding global reach, and potential new technologies to further its use and adoption, argue that this is change in the form of human communication that cannot be ignored. The application of online social networks has impacted every field of human endeavour from education to healthcare. National security is no exception. In February 2000, "a handful of officers teaching at West Point created 'companycommand.com', a web portal to allow junior Army officers to share experiences and lessons learned. By 2005, the site had over 10,000 members. It was officially adopted by the Army as a professional development too" (Dixon, 2005).

Not only have some government agencies developed or adapted Web 2.0 systems, some have also used or exploited public social networking tools. There is no consolidated list of all the on-going government initiatives. A cursory search of the Internet, however, reveals many examples. For instance, during the 2008 terrorist's attacks in Mumbai, individuals used Twitter to send on the scene updates including distributing the emergency contact number for the State Department Consular Call

Centre. Colleen Graffy, the State Department's Deputy Assistant Secretary for Public Diplomacy, used Twitter-postings to provide updates on her personal experiences.

Thus, the web 2.0 is characterized by collaboration, contribution and community and it is the bedrock that these six concepts are formed by Tim O' Reilly such as:

- Social networking (which entails sites that facilitate interaction with like minds, power of the crowd, network effect and user generated content)
- Aggression services (which includes news and Really Simple Syndication (RSS) feeds and tools that create a single webpage with all your feeds and email in one place)
- Data mash-ups (includes web services that uses different sources to generate information)
- Tracking and filtering content (includes services that keep track of filter, analyse and allow search of the growing amounts of web 2.0 content from blogs, multimedia sharing services)
- Collaborating (examples include Wikipedia that forms the bulk of reference works and uses, ideas from the power of the crowd),
- Replicate office-style software in the browser (based on technological developments) source ideas or work from the crowd. (Anderson 2007:13).

The web 2.0 applications enhances the ground up approach rather than the rigid top down approach of earlier media systems and web 1.0 although the earlier media helps regulates and act as gate keepers of information dissemination as well as being producers of content for its audience; the flexibility and easy to use features of the

web 2.0 platforms accounts for large usage and patronage. Zimmer (2008) summarises that:

> Web 2.0 represents a blurring of the boundaries between web users and producers, consumption and participation, authority and amateurism, play and work, data and network, reality and virtuality. The rhetoric surrounding web 2.0 infrastructures presents certain cultural claims about media, identity, and technology. It suggests that everyone can and should use new Internet technologies to organize and share information to interact within communities, and to express oneself. It promises to empower creativity, to democratize media production, and to celebrate the individual while also relishing the power of collaboration and networks.

Keen (2007:143) strongly contest the premise which web 2.0 technologies is founded on and claims the 'prosumers' which connotes users not just being consumers of content but also producers as a farce. Keen posits that, "The web 2.0 technologies are confusing the very concept of ownership creating a generation of plagiarists and copyright thieves with little respect for Academic. The digital revolution is creating a generation of copy and paste burglars who view all content on the Internet as common property". The appropriation and effect of the web 2.0 platforms on the behavior of its users which consists most of Digital natives is contested by Dicken-Garcia (1998:19-27) that,

> The Internet places stronger emphasis on informal, interpersonal conversation than has been true of earlier media. Internet users sometimes take on new personalities, ages, and genders; all of these exemplified by less inhibited behavior and posits that users unquestionably accept information via the Internet that they would not accept so readily from other medium.

Gane and Beer (2008:80) reiterate thus, "In the world of web 2.0 notions of property and ownership became even harder to define, let alone upload". The web 2.0 technology promotes 'wisdom of the crowd' which is referred to as collective intelligence of its users, though Keen, Dicken-Garcia, Gane & Beer arguments tilts towards accountability of source of information which they feel is paramount which earlier media is built on because professionalism holds sway. Also, decentralization of

information as the web 2.0 applications has provided, made it easy for users to upload content and be in charge of the content as a lay man without learning the rudiments of the media profession. The earlier media had rigid structural policies that regulate the transmission, content, gathering of information, credible sources, censorship and all the other principles governing the dissemination of the information unlike the web 2.0 technologies that is flexible, interactive giving authority to its users. The prominent features of the web 2.0 technologies houses the social media which students are known to actively participate; the social networks allows students to participate, be open to other users, engender two way communication, create and be part of virtual communities as well as connect with people all over the world. Hence, these characteristics of the social media endear students to social networking sites such as 'Facebook', 'Twitter', 'Whatsapp', 'Youtube', '2go'.

Studies carried out by other researchers on social networking sites shows that the social sites are patronized by students and the various purposes for which they utilize these sites. Boyd and Ellison (2007:210-230) defined social network sites as public web-based services that allow users to develop a personal profile, identify other users/friends with whom they have a connection, read and react to postings made by other users on the site, send and receive messages either privately or publicly, organize social activities.

Social networking has the potential to affect every aspect of national security. Washington's capacity to adapt Web 2.0 to national security has not been coherent, comprehensive, or integrated. While organizations have recognized and adopted some tools such as Company Command and GovLoop, others have been more cautious. Some agencies, for example, ban the use of social networking tools such as Facebook. Zarella (2010:34) in his own submission states that, "social media

is a two way traffic media of communication that could be interpersonal and mass mediated". By this, he defined social media as an "online place where people with a common interest can gather to share thoughts, comments and opinions".Zarella, further states that social media consist of social networks, such as Facebook, branded web destinations like Amazon.com and ebay.com. Weber (2009:28) opined that "social media is a new world of unpaid media, created by individuals and companies over the internet".

Zarella (2010:35) revealed that, social media comes in many forms like Blogs, Micro blog (Twitter), Social network (Facebook), Media-sharing sites (YouTube) and Social bookmarking and voting sites. Others include: Chatting (2go, Whatsapp, WeChat, etc), Review Sites (Yelp), and Virtual World (Second life).Palmer and Koenig-Lewis (2009:11) also categorise social media into the following key:

1. Blogs-comprising individuals or firms online journals that allows free expression after subscription or registration (sign ups) and are often combined with audio and video podcasts.
2. Social networks-applications allowing users to build personal web sites accessible to other users for exchange of personal content and communication.
3. Content communities-websites for organizing and sharing particular types of contents by members, especially online journals.
4. Forums/bulletin boards-sites for exchanging ideas and information, usually around special interest.
5. Content categories-applications allowing users to fully utilize the web content they wish to access.

These classifications and categorizations provide us the opportunity to understand the nature and forms of social media. Typically, these would provide the study with variables that would be investigated alongside their Academic capacities most especially users of 2go and Whatsapp.

2.4 Social Networking Sites

Weber (2009:27) defined social networks as "places where people with a common interest or concern come together to other people with similar interest, express themselves, and vent their opinion." Additionally, Zarella (2010:35) describes social networks as a websites where people connect with friends, both those they know offline and those who are online-only friends. Social networking have become so popular among users of the internet that it has assumed the status of the most frequently visited sites that enables interaction, including via plug-ins applications, groups and fan pages. Furthermore, the concept of social networking sites as stated by Boyd and Ellison (2007:2) is the platform that allows individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a common connection, and (3) view and traverse their list of connections and those made by others within the system.

Among the social networking websites, Facebook is the dominant social networking site, and according to Zarella (2010:33), it possesses the most valuable features that can be of use for the social media marketer as well as political campaigner. The Social Networking Sites most likely to attract these motivated users are MySpace and Facebook; the two SNS with the largest user groups on the Internet (Dong, Day and Deol, 2008:46). These social media empower young adults and encourage them to take the advantages of the new media's interactivity, digital content, wide distribution and universal access. Not surprisingly, politicians have

been quick to find these new audiences, with many in the political arena using social media to post their profiles (Kann, Berry, Gant, and Zager, 2007:14), enhance their political campaigns (Dong, Day, and Deol, 2008:46), sharing information and gaining support from the public in an effort to reach these motivated young voters.

Research shows that these social networking sites frequently "host advocacy and issue-oriented groups for discussion, organization and mobilization," merging social networking channels with online politics and integrating "political discourse into youth' everyday lives" (Kann, Berry, Gant, and Zager, 2007:14).

According to Zarella (2010:33) media sharing is a characteristic of Social Network Sites. These sites allow users to create and upload multimedia content of their own choice. With the uptake of cheap, easy-to-use digital cameras and camcorders and the increase of high speed internet connection, media sharing sites have become popular. Audience can create videos with little editing expertise and upload them to YouTube to reach millions of users.

YouTube was started in 2005 by three Paypal employees and funded by the respected venture capital fund "Sequoia Capital," to the tune of $11.5 million. It is today, the largest video sharing site on the web and the third most visited social media site on the internet. He finally surmised that, it has changed the face of the web, and there is hardly a campaign that would not find the value in the presence of YouTube.

2.5 The Advent of Social Networking Media

Social media takes many forms and include social networks which as previously stated are a subset of the larger social media universe. According to Lesley (2015) "Social Networking specifically refers to services such as twitter and linkedIn which provide online tools for making, organizing and managing connections between individuals and groups" Typically, social networks allows people to form

groups and allow communication among group members as well as between individuals.

Early social media on the web began in the form of generalized online communities such as Theglobe.com in 1994, Geocities.com in the same year and Tripod.com in 1995 (Boyd and Nicole, 2007). Many of those communities focused on bringing people together to interact with each other through chat-rooms and encouraged users to share personal information and ideas via personal Web Pages by providing easy-to-use publishing tools and free or inexpensive webpage. Moreover, communities such as Classmates.com used simple approach by having people link to each other through email addresses. By 1996, user profiles became a central feature of social networking sites, paving ways for users to compile list of friends and equally search for other users with similar interests (Boyd and Jenkins 2006; Rohrer, 2010; Collier and Magid, 2002).

Over time, newer social networking methods were developed and many sites began to come up with more advanced features for users to find, manage and maintain relationships with friends. However, the new and improved generation of social networking sites began to flourish with the emergence of Friendster in 2002 which eventually became part of the internet mainstream (Boyd and Jenkins, 2006). MySpace, LinkedIn and Badoo were launched in 2003. By 2005, MySpace was reportedly getting the highest page view than Google. Facebook was founded and launched by Mark Zuckerberg in 2004. Since then, according to Rohrer (2010), it has remained the largest social networking site in the world over with over 500 million users.

The mission of Facebook was to "create a Facebook for Harvard University to find cute girls and guys" (Rohrer, 2010: 5). Presently, it is estimated that there are

over 200 active sites using a wide variety of social networking models. These include, but not limited to, the following: LinkedIn, Nexopia, Bebo, Hi5, Hyeves, StudiVZ, IwiW, Tuenti, Nasza-Klasa, Decayenne, Tagged, XING, Baboo, SKyrock, Orkut, Friendster, Mixi, Wretch, Renren, Cyworld, among others (Boyd and Jenkins 2010).

2.6 New Trends in Social Networking

While social networking popularity is on the increase, there are emerging trends on the web sites. Two concepts are popular; real time and location based (McCrea, 2010). Real time allows users to contribute content, which is then broadcast as it is being uploaded. Twitter set the pace by allowing users to broadcast to the world what they are doing or what they have in mind within the limit of 140 characters. Facebook followed suit with their "Live feed" where user activities are streamed as soon as they happen.

While Twitter focuses on words, another real time service called Clixtr, focuses on group photo sharing where users can update their photos and comment on that event, thereby, contributing to the "real time" aspect of broadcasting photos and comments as it is being uploaded. On the other hand, location based allows users to automatically and at the same time view events occurring at a nearby location or to check into places that they are frequenting at that moment. Location based services leverages the GSP in phone to create a location based user experience (McCrea, 2010 and Magid, 2010).

2.7 The Benefits of Social Networking

According to Ellison, Steinfield, and Lampe (2007), Social media networking offers some benefits to its users in almost all areas of human endeavour. These include, but not limited to the following:

i. News gathering and dissemination: Individuals, groups and some media outfits resort to using the social media for their sources of news. Good examples are CNN and BBC who used Twitter, Facebook, MySpace and other social media networking sites to source for news updates about what was happening in the Middle East. They use individuals' sites to access peoples' opinions, comments and situational analysis (CNN, 2011; BBC, 2011)

ii. Education: Perhaps it is in the field of education that social networking plays its most active role by supporting relationships between teachers and students and among students themselves. Ellison (2007), observe that the social media provide opportunities for learning, education, content sharing and professional development. Research carried out by Mazer, Murphy and Simonds (2007) has shown that about 65% of students, who use social networking, talk about education while 50% talk specifically about homework. Example of such sites is TeacherStreet.

iii. Building relationship: Many social networks provide an online environment for people to communicate and exchange personal information for dating purposes. Intentions can vary from looking for a one time, short term and long term relationships (Ellison 2007). Most of these social networks just like online dating require users to give out certain pieces of information which can include; user's name, age, gender, location, interest, and may be user's photographs.

iv. Interactivity: Social Media can be a powerful tool for influencing a large audience or an obscure one. It creates structured Internet communities and puts likeminded people in touch with others. It can expand one's reach and overcome geographical boundaries by removing most of the barriers related to distance and time. Jansen (2010), opine that the effectiveness of Social media seems to be the interaction between individuals, which rallies the network or group around an action

or an objective. It is not necessarily about the individuals; it is about what they have in common; and it is about forming a significant relationship and actually doing something with it (Jansen 2010). Anyone can log on and feel instantly connected to a group of people, no matter what time of day it is or where they are in the world. This interaction leads to a feeling of being part of a larger community.

v. Speed, Scope, and Scale: Interactivity is not the only advantage to Social Media. The study concluded that while older media, such as traditional print and broadcast media, do provide some degree of interactivity, the new media offers better speed, scope, and scale of interactivity. SNS appeals to people's basic instincts and human nature as social animals to interact, from new relationships, and reinforce existing ones. Additionally, the interactivity that SNS provides has the potential to replicate social gatherings where people come together, interact, and communicate.

vi. Gaining Trust: Brogan (2009) said that:

> although people can be informed through the use of the Internet, they may not believe the messages due to trust issues with the content or source of information. Social Media has the potential to bridge the trust gap between viral Internet messaging and face-to-face interaction.

According to Ardichvilli (2003), knowledge based trust comes from the "interaction between a trustor and a trustee. It develops as the two parties get to know each other". Therefore, people are more likely to share information and trust the shared information if the network includes persons with whom they already have some social association. This previous association affects a person's willingness to share information as well as their inclination to use the network as a source of information.

Frazer and Dutta (2009:9) assert that:

> The use of social network services in an enterprise context presents the potential of having the major impact in the world of business and work". Social networking connects people at low cost which can be beneficial to

> entrepreneurs and small businesses looking to expand their contact basses. These networks often act as a consumer relationship management tool for companies selling products and rendering services.

More so, Tynan (2007) opines that companies used the social media networking for advertising in the form of banners and text advert. Social networking makes it easier for business to be conducted globally. Such websites include LinkedIn.com which has over 40 million users in 200 countries (Frazer and Dutta, 2009:9).

2.8 Mobile Phones and Social Media

The social media is one of the most rapidly growing new interactive technologies in the world (Rebello, 2010). In 2001, Social media subscriptions were less than a billion worldwide with the majority of the subscriptions from the developed countries. At the end of 2010, however, social media subscriptions had reached five billion worldwide with subscriptions from developing countries outnumbering that of the developed countries (Kelly, 2009; Rebello, 2010). The social media have become quite popular in a short time among the younger generations. For mobile phone users, this possession has become as important as wallets (International Telecommunication Union, 2004).

Mobile phones in our modern time perform very significant functions which could be seen as participation, interaction and content sharing through the social networking platforms. This importance will be explained more below. As costs of mobile telephony continue to drop, allowing prices to fall and quality to rise, mobile phones becomes an increasingly attractive alternative to fixed-line service. Technically, Ward and Woroch (2004) opine that mobile phones become a substitute to fixed lines because users can place and receive voice calls just as they do with fixed service. The following are some use of mobile phones:

2.8.i SMS Messaging: The cheapest and easiest way to communicate information and news is through SMS text messaging. SMS allows 160 English characters (or less in other languages) to be sent per text message. In most countries text messaging is less expensive (and more reliable) than making a phone call or using voicemail services. Text messages can be sent to large numbers of mobile phones at one time and/or posted on a Website.

Almost all mobile phones have text messaging capabilities. SMS is the main news delivery channel for many people in the world for receiving information on news-breaking events as well as for "live reporting." Many larger media outfits like the BBC and CNN have been offering SMS news alerts in the last few years as well for urgent updates or topical news on specific subjects. However, given the number of mobile subscribers of major news outlets and the costs associated with sending a large volume of SMS, many mainstream news media have to consider how to monetize text news services (USAID, 2008).

2.8.ii Voice and Audio: While in most areas of the world voice calls are more costly than text messaging, they are still relatively inexpensive. With the assistance of some free or low-cost applications, a phone call can become a recorded audio file that can be published online. There are a number of companies that provide applications for mobile phones to create instant podcasts.

The fact that many more mobile phones globally have FM-radio capabilities (though precise data on the prevalence is sparse) indicates that convergence with radio, and specifically community radio, is an additional area media organizations need to explore. Radio is still the most available form of mass media worldwide. Mobile telephony are adding this medium as well as voice recording capabilities and capacities as a delivery channel for radio, these presents the user with a new

opportunities for engagement and participation that is changing the landscape of media audio content production (USAID, 2008).

2.8.iii Photos: Mobile phones that have cameras can use MMS (Multimedia Messaging Services), email, or blue-tooth to send images to other phones. Many popular photo sharing websites allow users to send and publish mobile photos on their sites. Flicker, the popular Yahoo owned photo and video repository and community, gives every account a mobile email address to send photos to from a mobile device.

2.8.iv Videos and Multimedia Messaging

Mobile video is still the most expensive and least available mobile citizen media options. Streaming, recording, and sending video requires a higher-end handset with video capture and consumes significant bandwidth. Yet, mobile video can also be one of the most effective ways to share important information and current events not covered by conventional media. Individuals can record and send short videos to popular video sharing sites such as YouTube. Videos can also be posted directly to web blogs (USAID, 2008).

A number of higher-end phones have built-in video editing tools that may be hard to manoeuvre on a small phone but that allow for voice-overs, music and other video editing without ever having to access a PC, making video production possible from anywhere. Phones in areas with good mobile bandwidth can even broadcast live mobile video feeds to the Internet and on other mobile phones using software from companies such as Flixwagon, Qik, or Kyte. Videos on mobile phones are also shared routinely via Bluetooth from mobile phone to mobile phone (USAID, 2008).

2.9 Implication of Preferences of Social Media among Students Users

While young people have always been influenced by media, social media's impact on students is creating additional challenges and opportunities. A recent study

by Nielson found that nearly 80 percent of active Internet users visit social media sites (Nielson, 2011). The National School Boards Association found that students aged 9 to 17 spent an average of nine hours a week on social networking sites (National School Board Association, 2007). For young people, technological changes, such as the Internet on cell phones, iPads and other tablets, and better computer capabilities make access to social media easier.

Social media sites such as Facebook and Twitter are becoming more popular with students. In 2009, 15.8 percent of time spent on the Internet was on social networking sites. By 2010, the percentage had risen to 22.7 percent (Nielson, 2011). The ability to access to social media sites through cell phones, iPads and other mobile Internet devices has increased the amount of time students spend on these sites.

Currently, Facebook requires users to be at least 13 years old. However, a study by Boyd found that 31 percent of 10-year-olds, 44 percent of 11-year-olds, and 55 percent of 12-year-olds reported using a social network site (Boyd, 2011). Social media sites cannot verify a user's age. If the user has a valid email address and indicates that he or she is at least 13 years old, access is available. Other sites, such as Twitter, have no age limit. Many young people develop dependency to new technological devices as they become increasingly integrated into their daily lives (Block, 2008; Pies, 2009; and Choliz, 2010). For example, some view that excessive Internet use, along with emotional and psychological problems like sexual contents and deceptions alongside other behavioural addiction (Block, 2008; O'brien, 2010; and Pies, 2009).

Social media has flourished in the age of the Internet. It offers a way to keep in touch with new and old friends, network, follow bands and companies, and offers a mini biography of each user's life. When used responsibly and with caution, social

networks can be a great tool. When used immaturely or carelessly, social networks can be a dangerous medium capable of great damage. Young people are often incapable of identifying when this tool is being used in a damaging manner as opposed to a constructive and useful new technology. Social media is corrupting today's students by promoting bullying, short attention spans, instant gratification, and a society based on popularity rather than accomplishment.

Wintour (2009), reports that users are encouraged to post status updates and, in return, read the other status updates of others. These updates are typically short, and often devoid of any critical thinking. Lady Greenfield, Professor of Synaptic Pharmacology at Lincoln College, Oxford, states "Social network sites risk infantilising the mid-21st century mind, leaving it characterised by short attention spans, sensationalism, inability to empathise and a shaky sense of identity. By sucking Students into a world without other stimuli, they know nothing else, and never develop the attributes to deal with the outside world. Speaking to the British House of Lords, Lady Greenfield continued; Student's experiences on social networking sites are devoid of cohesive narrative and long-term significance. If Students never deal with the greater implications of a subject, they will never develop the critical thinking skills crucial to succeeding in life.

Tong et al (2008), stress that the starkest repercussion of social media is that students grow up thinking that popularity is the most important asset in life. Popularity and being liked are certainly advantages in life, but not nearly as essential as being genuine, skilled, and courteous to others. This demonstrates to students that the most important thing is to have as many "friends" as possible, regardless of the depth of the relationship which could have adverse effect on their Academic development. This is a slippery slope, as there is a tipping point. "After a point, too

many connections may result in *negative* judgments" (Tong et al, 2008). This type of balance can be hard for an adult to manage. To expect Students to balance this while they are still learning about relationships has potentially devastating consequences, while also discouraging traits based on personal achievement. When Students don't learn how to be genuine, skilled, and courteous, they won't be able to truly reap the power of their network and excel in life.

Similarly, Chóliz, (2010) observes that excessive use of and dependency on the mobile phones and the internet may be considered an addictive disorder. Ezoe (2009) found that extraversion, neuroticism, and unhealthy lifestyle were associated with social media dependency among female Japanese students. Bianchi and Phillips (2005) also found that high extraversion was associated with the problematic GSM phone use but they failed to identify neuroticism. Zulkerfly and Baharundin, (2009) found that students low self-esteem were also associated with problematic GSM phone use. Other contributing factors to problematic social media use include a number of social functional features on the media, and the duration of that the students spend using it. Geser (2006), opines that earlier adoption of social media use was correlated with a greater number of interaction between partners and higher emotional attachment rather than higher Academic development.

2.10 Youth and Youth Development

According to the United Nations, Youth is best understood as a period of transition from the dependence of childhood to adulthood's independence. However, the meaning of the term "youth" varies in different societies around the world. For example The African Youth Charter (2006) defines youth as young people from age 15-35. Definition of a youth perhaps changes with circumstances, especially with the changes in demographic, financial, economic and socio-cultural settings; however

"the definition that uses age 15-24 fairly serves statistical purposes for assessing the needs of the young people (U N 2008). The second National Youth Policy Document of the Federal Republic of Nigeria (2009), sees the classification made above by the U.N as being "too narrow for countries like Nigeria because in most societies in Nigeria, the male transition to adulthood, in terms of social and economic status, extends to late twenties and even to mid-thirties" and therefore, classifying youth in Nigeria to mean young people from ages 15-35.Since most of the selected undergraduate students of the two faculties as used in this research work fall under this category, we will term the students as youths.

Youth development in its broadest sense refers to the stages that all young people go through to acquire the attitudes, competencies, values, social skills, cognitive/psychomotor intellect, and social skills they need to become successful adults. As students move through their developmental stages, they acquire a set of personal assets, or supports that help them face the challenges and opportunities ahead (The Virginia Coalition for Students Abuse Prevention, 2012).One can define youth development as "the on-going growth process in which all young people are engaged in attempting to primarily meet their basic personal and social needs to be safe, feel cared for, be valued, be useful, and be spiritually grounded, and secondly, to build intellect, skills and competencies that allow them to function and contribute in their daily lives"(Pittman, 1993:8).

This definition accurately describes youth development as a process that all young people go through on the way to adulthood. As the definition implies, it is a process or journey that automatically involves all members of the family and communities of a youth. A young person will not be able to build essential skills and competence and be able to feel safe; cared for, valued, useful, and spiritually

grounded unless his or her family and community provide them with the necessary supports and opportunities they need along the way.

People, programs and institutions involved in youth development are working towards positive results in the lives of students. Some have clearly defined these desired positive results or outcomes in an attempt to more effectively work towards achieving them. There are many efforts to define the outcomes of youth development. These outcomes however go beyond the academic skills and competencies which are the focus of most schools.

According to the National Research Council and Institute of Medicine (2002), the Academic development of youth includes:

i. Knowledge of essential life skills
ii. Knowledge of essential vocational skills
iii. School success
iv. Rational habits of mind, critical thinking and reasoning skills
v. In-depth knowledge of more than one culture
vi. Good decision making skills
vii. Knowledge of skills needed to navigate through multiple cultural contexts

The Academic development stage also takes the following dimension:

i. Continue to gain cognitive and study skills and can adapt language to different contexts.
ii. Mastering abstract thinking.
iii. Exploring and preparing for future careers and roles.
iv. Set goals based on feelings of personal needs and priorities and likely to reject goals set by others.

It is these levels of thinking and roles that enable the students to engage in activities and interactions that would significantly affect his/her capacity and capability to develop academically. Here, one would say that students' academic development is part of the entire process of youth development and cannot happen outside the stages of the students' growth and development.

2.11 2go Social Media Platform

2go is a mobile messenger developed by Peter Lockhart, a South Africa software developer.*2go* have recorded about 25million user's across the globe and about 60% from African continent (Myedu, 2013). Like *Whatsapp*, the *2go* chat app allows you to add a friend via your phone contact list. So it scans your phonebook to see if your contacts are also on *2go*, and sends a request to the contact. But perhaps the coolest thing about *2go* is that it allows you to meet people within your location, say your state or your school, something that *Whatsapp* and BBM does not offer.

Okezie, (2012a), opines that although your mobile network will charge you a small fee for the data that allows *2go* to work, the fee is far less than what an SMS would cost. Granted, *Whatsapp* is free and offers a unique cross-platform mobile messaging application but after one year, you'd better get your credit card ready to pay the $1.99 per year fee to be able to use *Whatsapp*. It might also interest you to know that *2go* is arguably the biggest mobile messaging platform in Nigeria offering the coolest way to communicate with your friends for free. The messaging platform which recently hit 15 million active users globally, sees 20 million logins per day and sends 200 million messages per day between people.

2.11.1 Features *of 2go*

The following are basically the features according to Myedu (2013) of interactivity on *2go*'s platform:

i. Instant Chat: This is one of the powerful and main features of *2go*, this feature makes it possible for users to chat instantly like blackberry messenger in real time. The only major different between *2go* chat and blackberry messenger is the "PING" feature in blackberry chat app. To make use of this feature, once you login to your apps dashboard, you will see the full list of online friend if at all you already added friends in your account.

ii. **File Sharing:** There is the capability to share file on *2go*. The size of the file to be shared is around 20mb file size. As a student, you can easily share some e-books and soft copies of material with your follow students using *2go* platform, what you have to do is add the person on your account. The possibility of this platform enhancing students' capacity to develop academically cannot be overemphasized where it is aptly used for the purpose of academic and Academic growth and development.

iii. Photo Sharing: Users can easily send pictures to others using this feature on *2go*. You can even take instant camera or upload from phone file system.

iv. Go-Credit: This feature allows users to buy gift and send to friends, something like birthday gift, Christmas, etc. Users can easily recharge their *2go* credit depending on the mobile network provider he or she uses.

v. Chat Room: Users who want to make friends, maybe someone they have never seen or met in person, the *2go* chat room platform of the application will help a lot.

2go is a mobile social network where you can chat and share with friends and meet new people! This feature allows the student to create your own profile and upload profile pictures, share files and photos, share contacts and chat to friends on Facebook, Google Chat and so on.

2go has 10 million users in Nigeria and is one of Africa's largest mobile social networks, enabling users to meet new people and message each other for free (Okezie, 2012b). The application runs on hundreds of mobile phone models giving users a fast chat interface without the cost. In addition to chat rooms that allow users to meet other people with similar interests, it also allows users to talk to their Facebook and Google Chat friends. Users can sign up at m.*2go*.im on their mobile phones. *2go* is a social networking mobile app that gained popularity in Nigeria over the past years. The app is particularly popular among students looking for cheap, non-SMS-based means of chatting with their friends free. *2go* allows users to meet and interact with people within their location. Okezie (2012), stated that:

> 2go it has over 20 million registered users, of which 3-3.5 million use it on a regular basis. Its biggest market is Nigeria 61 percent of total which has 12.5 m users, followed by South Africa 31 percent with 6.5 million users, followed by Kenya 4 percent and others 4 percent (2012:1-2).

According to Herson, (2013), *2go* user adoption is growing rapidly at approximately 50,000 new registrations a day. Its mobile currency, "Go Credits", enables users to buy content, play games and message each other in chat rooms. In 2010, even with no funding and advertisement, the *2go* messenger grew organically and it was the number one most searched term, according to Google search engine.*2go*'s success lies in its simple, elegant user interface, nimble and highly scalable platform, and its support for Blackberry (with BIS integration) and over 800 feature phones (which still dominate handset penetration in Africa).Although *2go* chat is popular, it is important to state that its popularity was more pronounced for Symbian smartphones and Nokia Series 40 feature phones (Herson, 2013).

2.12 *Whatsapp* Social Media Platform

Whatsapp Messenger is a Smartphone messenger available for Android and other Smartphone. *Whatsapp* uses a 3G or WiFi (when available) to message with friends and family. Switch from SMS to *Whatsapp* to send and receive messages, pictures, audio notes, and video messages. *Whatsapp* Messenger is a proprietary, cross-platform instant messaging subscription service for Smartphone and selected feature phones that uses the internet for communication. In addition to text messaging, users can send each other images, videos and audio media messages as well as their location using integrated mapping features.

Whatsapp Inc. was founded in 2009 by US citizens Brian Acton and Jan Koum (also the CEO), both former employees of Yahoo!, and is based in Mountain View, California (Revento, 2012; Jackson, 2014). According to Reed (2014), the company employs 55 people. The company is currently in the process of takeover after Facebook Inc. announced its acquisition of *Whatsapp* Inc. on February 19, 2014, for US$19 billion (Reed, 2014; Facebook, 2014).In a December 2013 blog post, *Whatsapp* claimed that 400 million active users use the service each month (Koum, 2014). As of 22 April 2014, *Whatsapp* had over 500 million monthly active users, 700 million photos and 100 million videos are shared each day, and the messaging system handles more than 10 billion messages each day (Khoum, 2014; Chowdhry, 2014).

Competing with a number of Asian-based messaging services (like LINE, Voniz.com, WeChat, Telegram), *Whatsapp* handled ten billion messages per day in August 2012 (Chowdhry, 2014) growing from two billion in April 2012 (Indian Express, 2014) and one billion the previous October. On June 13, 2013, *Whatsapp* announced that they had reached their new daily record by processing 27 billion messages. According to the Financial Times, *Whatsapp* "has done to SMS on mobile phones what Skype did to international calling on landlines" (Agrawal, 2014). In

April 2014, *Whatsapp* crossed half-a-billion user mark. As of May 2014, *Whatsapp* has crossed 50 million monthly active users in India, which is also its largest country by the number of monthly active users (Agrawal, 2014).

With *Whatsapp*, subscribers are provided with the following services:

i. **No Hidden Cost**: Once it is downloaded, the application enables the users to chat as much as one can. Send a million messages a day to your friends for free! *Whatsapp* uses your Internet connection: 3G/EDGE or Wi-Fi when available.

ii. **Multimedia**: Send Video, Images, and Voice notes to friends and contacts. This aspect of the platform could be used by students to exchange ideas and discussion on lecture notes and assignment as well as enhance their development academically.

iii. **Group Chat**: Enjoy group conversations with your contacts.

iv. **No International Charges**: Just as there is no added cost to send an international email, there is also no cost to send *Whatsapp* messages internationally. Chat with your friends all over the world as long as they have *Whatsapp* Messenger installed and avoid those pesky international SMS costs.

v. **No Pins and Usernames**: Why even bother having to remember yet another PIN or username? *Whatsapp* works with your phone number, just like SMS would, and integrates flawlessly with your existing phone address book.

vi. **No Log In/Out**: With push notifications *Whatsapp* is always on and always connected.

vii. **The address or contact book:** The address book is used to automatically connect with contacts in the mobile phones. Contacts with *Whatsapp* Messenger will be automatically displayed.

viii. **Offline Messages:** Even if you miss your push notifications or turn off your phone, *Whatsapp* will save your messages offline until you retrieve them during the next application use.

ix. **Sharing:** Location, exchange contacts, custom wallpaper, custom notification sounds, landscape mode, precise message time stamps, e-mail chat history, broadcast messages and MMS too many contacts at once and much more!

It is this interactive and integrative dynamics which the social media provides beyond research and academics purpose among the students that concern the research. The reason for this is not farfetched; as a platform with unlimited and limitless capacities and capabilities, the tendencies for it to be deployed and used for nefarious activities instead of being used for productive and healthy activities is presumably high.

2.13 Theoretical Framework

The Uses and Gratification Theory as propounded by Jay Blumler and Elihu Katz was the theory used in this study.

2.13.i Uses and Gratification Theory

It is a theory that emerged in 1974, and was propounded by Jay Blumler and Elihu Katz. This theory examines media technology consumption and what benefits it creates for the consumer or user of such media or technology. This framework, which has come to be known as the Uses and Gratifications model, has been repeatedly tested and contested for more than 30 years. Although the needs of the youths are many and varied, multiple “uses” and associated gratifications of media consumption have been identified. The most frequently cited benefits of uses and gratification include arousal, companionship, escape, habit, learning, passing time and relaxation (Kirsh2010). The audience is assumed to be an active user of the social media platform, each audience member or user of the social media platform also has the power to discern how best to gratify his or her needs for a given integrative and interactive use.

Students have the tendency to use the social media as sources of gratification, and media cannot satisfy all human needs (Blumler and Katz, 1974:102).Typical gratifications for media use can be logically linked to a person's basic needs. Media consumers often seek these basic gratifications like education, entertainment and information on current events from major media sources. Currently, Uses and Gratification is considered to be an important method in analyzing and understanding trends in usage for internet-based media, (Stadford and Schkade, 2004:1). Uses and Gratifications theory is a model of media study that examines why people use media and what they gain from putting forth the effort and energy to do so.

Essentially, Uses and Gratifications' purpose is to identify and explain the appeal of certain media, and why a consumer chooses one medium and disregards the others. For example, a study in Uses and Gratifications may hypothetically seek to establish why television news audiences are growing as newspaper subscriptions are dwindling. Besides being a well-known and debated format for media studies, it has seen renewed interest in the Internet age.

Proponents of this theory claim that people use mass media to gratify human needs. "Instead of asking what the media do to people, uses and gratifications research turned the question around: what do people do with the media" Katz says as cited in Lull, (2000:101). The uses and gratification theory also lends credence to the audience as being active. It states that media audiences are goal-oriented and attempt to achieve their goals through media sources. The audiences know what they want from the media and choose contents, tools and platforms that would address those needs, Baran (2009:203) Anaeto (2008:70) and Okonkwo (1990:301). Okonkwo (1990:301) states that "the individuals/audiences are actively and functionally involved in selecting and/or influencing the means for producing and conveying reality as they affect him in the process of mass communication". This theory according to Konkwo (1990:301), explains that the audiences "make use of the mass media as 'instances of gratification', i.e. as the source for satisfaction of certain personal interests, wishes and needs."

It therefore follows that when the media or technology does not provide user with the contents to satisfy their needs, they go for alternative sources of information, in this regard, another enhanced model of social media through mobile phones and internet that would meet such demands and need. This is in line with one of the assumptions of the theory which says, "The media competes with other sources of

news and entertainment so as to meet the needs and satisfaction of users and audience beyond the speed determinant of interaction." In this era of breath-taking Information and Communication Technologies (ICT), the users not only seek alternative sources of information, but they have now taken up roles as creators and disseminators of information for themselves. Furthermore, the craze and crave for more enhanced interactivity among students which has the likelihood of impacting either positively or negatively on their Academic development as well as academic performance could be linked to the gratifying usage and satisfaction in which they (users) derived from the use of the social media platforms available on the internet and their mobile phones.

According to Katz, et al (1973), "all of the needs why people use the social media can be summed up under the umbrella of 'connecting' even 'disconnecting' at times". For example, in a class or during a reading session a student can feel bored and may want to disconnect from the academic work and then get connected to his friends on the social media to see what his friends are up to. It is very glaring therefore, that people can get drawn to gratifications they have no need for. What is needed here is the ability of the students to "weed out" needs from the non needs! This brings us to the fact that some of the motivations for the use of social media listed above by Katz et al include: habit and when something is a habit, it means one has NO control over it. Therefore, users are not critical about how they use the media and as such there is an interesting juxtaposition on how although uses and gratification is an "empowering" sort of theory, people simply are not empowering themselves.

The place of this theory in this study stems from the fact that the platforms are all internet and information and Communication Technology inclined. Its deployment and usage in varied forms have a place in today's educational sector and invariably its

subsequent usage through the mobile phones by mostly youths in academic institutions. The choice of the social media platforms as new way of sourcing and sharing contents becomes more expedient because of the advantage it has over the convectional academic library in linking and interconnectedness of persons of diverse fields, geographical location and class in the sharing and sourcing of contents, timeliness of retrieval, mobile nature of accessibility and so on which the convectional academic library do not have. This explains again, the premise of founding this research framework on uses and gratification theory.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

Research methodology is the organized inquiry which includes the planned and the systematic data collection, presentation, analysis and interpretation for solving identified problems (Ihemeje, 2006:15). This chapter covers the following areas: Research Design, Population of the Study, sampling Technique and Size, Instrument of Data Collection, Validity and Reliability Test and Method of Data Analysis.

3.1 Research Design

The field survey research method was used in conducting this study. Wimmer et al (2003:167-168), explains that the survey method presents the universe of the study by appropriating or reducing the universe in that it provides the study with the opportunity to check on the incident, distributions and interrelation of variables (demographic, information, attitude, motives, intentions and so on).

The study made use of the survey method. The survey design was aimed at finding out primarily from respondents, the extent of the role of social and cognitive implications of the use of social media on students' Academic development. This design was adopted because the study sought to find out the opinion of respondents. Kerlinger (1973) supported this approach because the survey methods enable the study of a relative population needed to provide primary information or finding on a research. Therefore, this study employed the survey research mix-method which combined both quantitative and qualitative research processes.

3.2 Population

Ahmadu Bello University-ABU, Zaria came into being on October 4th 1962 as the first University in Northern Nigeria by the then northern region government. The University is divided into two (2) campuses that is Samaru and Kongo on the basis of

how it was established (A.B.U, 2014). Presently, the university consist of eighty-two (82) Academic Departments, twelve (12) Faculties, and twelve (12) Research Institutes and Specialized Centres. The population for the study is the students of Ahmadu Bello University, Zaria, numbering over 35,000 representing a total number of undergraduate and post graduate students (ABU, 2016). This is because they are the most socially active segments of the population. Ahmadu Bello University is one of the Federal Universities in Nigeria.The university is located in Zaria, Kaduna State. Zaria is an academic area with many primary, secondary and tertiary institutions.

3.3 Sample Technique and Size

The sample size was drawn from the universe of the study which is the university undergraduate and postgraduate population. In general, for surveys to yield meaningful responses to get a representative sample for the survey, stratified sampling procedure was employed to select the study unit. Using a stratified random sampling technique,

Stratified random sampling was adopted to arrive at the needed sample because the population consists of two distinct sub-groups: undergraduate students and postgraduate students (Muranda, 2004). The research selected number of undergraduate students in two faculties, that is the Faculty of Administration, which has the Department of Accounting (972), Business Administration (877), Public Administration (693) and Local Government and Development Studies (1082) and the Faculty of Social Sciences which has the Department of Economics (811), Political Science and International Studies (1,110), Mass Communication (784) and Sociology (567) (ABU, 2014). The population of undergraduate students for all the departments in the Faculty of Administration is 3,624 while that of all the departments in the

Faculty of Social Sciences is 3,272. (Dean Office, Faculty of Administration, 2014 and Dean Office, Faculty of Social Science, 2014).

In order to get the sample size for 6,896 which is the population of Faculty of Administration and Faculty of Social Sciences within the period of the study, this formula as propounded by Krejcie and Morgan (1970) was used.

S = x^2NP(1− P) ÷ d^2 (N −1) + x2 P(1− P).

S = required sample size.

x^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be .50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Thus s = x^2NP (1− P) ÷ d^2 (N −1) + x^2P (1− P).

= 3.841x6,896x.50 (1-0.50) ÷ 0.05x0.05 (6,896 -1) + 3.841x.50 (1-0.50)

= 6,621.884÷17.2375+0.96025

= 6,621.884÷18.19775

= 363.9

=364

In order not to bore us with too much calculation, Krejcie and Morgan Came up with a table for determining sample size for a given population for easy reference. This table was constructed using the formula above for determining sample size. Using the table for determining sample size; for a population size of 6000, the sample size will be 361. And for a population of 7000, the sample size is 364. Since the population size of the two faculties' amount to 6,896, we can approximate it to 7000 and there by

arriving at a sample size of 364.This implies that only 364 out of the total 6,896 should be used as sample size.

However, the researcher increased the sample size to 1,200 in order to achieve wider coverage of the student populations in order to have more representation of students' opinion on the study. More so, the study made use of group members for the Focus Group Discussion (FGD). This comprised six (6) students from each Faculty (that is, 2 faculties from among the twelve (12) faculties in the University). The sample size for the FGD, as selected members shared among each of the faculty's departments in Samaru and Kongo making a total of twelve (12) people.

3.4 Instruments of Data Collection

The following qualitative and quantitative research instruments were used to gather data and information for this study;

3.4.1 Questionnaire

A questionnaire's design must always reflect the basic purpose of the research (Kothari, 2004). The questionnaire is a device for getting answers to questions by using a form which the respondent fills by him/herself. Questionnaire like interview tries to get the feelings, beliefs, experiences or activities of respondents. The aim of questionnaire here was to complement the discussion generated from the FGD. This is essentially a survey research utilizing a questionnaire based on the Likert-type rating scale. A Likert scale measures people's attitudes by "asking people to respond to a series of statements about a topic, in terms of the extent to which they agree with them and so tapping into the cognitive and affective components of attitudes". (McLeod, 2008). It comprise of a five-response ratings of Strongly Agree, Agree, Disagree, Strongly Disagree and Undecided specifically for research. A theoretical mean of 3.0 according to Davies (2005) was taken as a criterion to judge the means

for the items in a structured questionnaire with each section having five Likert rated format. In other words, we have five items numbered 1, 2,3,4,5. To get the mean, we add up 1+2+3+4+5 which will give us 15, and when we divide 15 by 5 we get 3.0 as the mean. In a simpler form, McLeod (2008) suggests that we just use the median to be on a safe side. The median of 1, 2, 3, 4, and 5 is equal to 3.Therefore any item in each sections of the instrument which had a mean equal to or higher than 3.0 was regarded to be agreeable while items with less than 2.5 was be regarded as disagreeable.

3.4.2 Focus Group Discussion

A focus group could be defined as a group of interacting individuals having some common interest or characteristics, brought together by a moderator, who uses the group and its interactions as a way to gain information about a specific or focused issue. Unlike the one-way flow of information in a one-on-one interview, focus groups generate data through the "give and take" of group discussion. Listening as people share and compare their different points of view provides a wealth of information, not just about what they think, but why they think the way they do (Kothari, 2004).

The focus group is a discussion-based interview that produces verbal data generated via group interaction. Focus groups aim to build conversation among participants rather than conversation between the interviewers (or focus group facilitator) and individual participants, which would be akin to doing a 'round robin' exercise. It is the 'interaction element' that is important to understanding how focus groups can be used to generate a very different type of evidence than is possible from a one-to-one interview. Verbal data is a qualitative form of evidence and has analytic interest in the form of individual participant contributions and/or dialogue occurring

between individuals. The members were drawn from the two faculties used in this study. They were twelve (12) members in all making six (6) members from each Faculty. The demography of the members cut across the departments in each of the faculties. It also takes into cognisance the levels and gender differences in the composition of the group. Thus, each of the two groups was made up of four (4) males and two (2) females respectively. An FGD discussion guide was used to ask questions that set the tone for the discussing (See appendix).

3.5 Validity and Reliability of the Instrument

The degree of appropriateness of measuring instrument is referring to as validity. Research instrument was validated for face validity. Validity is the value judgment or the appropriateness of research instrument. The reliability of this instrument is to enable the researcher to have a face to face conversation with the respondents which stakeholders as well as participant and it also enable the researcher to get a concrete answer to research questions.

3.6 Method and Procedure for Data Analysis

A common requirement of almost all quantitative research is the reporting of descriptive statistics. Descriptive statistics includes; mean, standard deviations; frequencies for categorical variables etc. This study used the quantitative and qualitative methods in analysing the data which was collected through the research instruments.The analysed data was computed using the IBM Statistical Package for Social Science-SPSS version 20 and the results weresubsequently presented using simple descriptive statistical instument tools tables, numbers and percentages and the narratives of recorded information from the focus group discussion which form the qualitative tools of the study.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 Introduction

This Chapter presents the results of data gathered from the field. The respondents were made up of mostly undergraduate students from 100 to 400 levels in Ahmadu Bello University, Zaria. The information and data collected were analysed and interpreted in line with the research objectives alongside inferences or deductions drawn from the results with regards to the subject under investigation. The inferences and deductions were largely drawn from the non-parametric test using the chi-square values on Table 2 and Table 3, while the mean criterion of 3.5 was used to accept or reject the agreements of respondents' views on Table 4-7.

4.1 Data Presentation

The administered instruments were collated from the field and coded. The return rate of approximately 80% was achieved because the instruments were considered significant and responses were considered adequate and significant, hence, they were used for analysis, interpretation, findings, discussions and implication on the study. Subsequently, response from the Focus Group Discussion was used here to support the data and information provided by respondents' responses to the questions on the questionnaire. The narrative approach was used to transcribe the responses from the FGD and their information used to corroborate the result of the quantitative data that were descriptively analysed.

Table 1: Respondents' Socio-Demographic Characteristics

S/n	Variable	Characteristics	Frequency	Percentage%
1.	**Sex distributions**	Male	572	59.96
		Female	382	40.04
		Total	**954**	**100.0**
2.	**Level**	100	191	20.0
		200	191	20.0
		300	381	39.9
		400	191	20.0
		Total	**954**	**100.0**
3.	**Faculty**	Administration	479	50.2
		Social Sciences	475	49.8
		Total	**954**	**100.0**
4.	**Department**	Accounting	138	14.5
		Business Admin	142	14.9
		Local Government	98	10.3
		Public Admin	101	10.6
		Mass Communication	147	15.4
		Political Science	122	12.7
		Economics	139	14.6
		Sociology	67	7.0
		Total	**954**	**100**

Source: Researcher's Field Survey in ABU, 2015.

The table here shows that 59.96% of the respondents were male while the rest 40.04% respondents were female. More so, almost 40% of the respondents were students in 300 levels in their respective departments and faculties while the rest 20% of the respondents were in 100, 200 and 400 levels respectively. The respective faculties of the students polled in this research and who provided answers to the instruments is also shown in this table. The representation of the students from each of the two faculties and departments in the University was considered statistically significant and relevant to this research. The response that they provide have the tendency in providing the study with the information necessary to answer the research question as well as help the study attained its objectives.

Table 2: Features of *2go* and the Degree of its Usage by the Students

S/no	Feature	Degree of Frequency Very high	High	Fair	Low	Very low	Total (%)	Mean	Rmk
1	Instant Text Chat	190 (19.9)	191 (20.0)	191 (20.0)	378 (39.6)	4 (0.5)	954 (100.0)	2.8	Fair
2	File Sharing	191 (20.0)	0 (0.00)	381 (39.9)	191 (20.0)	191 (20.0)	954 (100.0)	2.7	Low
3	Photo Sharing	191 (20.0)	0 (0.0)	191 (20.0)	190 (19.9)	382 (40.0)	954 (100.0)	2.4	Low
4	Video files	191 (20.0)	0 (0.0)	0 (0.0)	382 (40.0)	381 (39.9)	954 (100.0)	2.0	”
5	Voice Chat	0 (0.0)	191 (20.0)	191 (20.0)	0 (0.0)	572 (60.0)	954 (100.0)	2.0	”
6	Group Chat	0 (0.0)	191 (20.0)	191 (20.0)	0 (0.0)	572 (60.0)	954 (100.0)	2.2	”
7	Offline Messages	0 (0.0)	191 (20.0)	190 (19.9)	191 (20.0)	382 (40.0)	954 (100.0)	2.2	”
9	Gateway	0 (0.0)	191 (20.0)	190 (19.9)	191 (20.0)	382 (40.0)	954 (100.0)	2.2	”

Source: Researcher’s Field Survey in ABU, 2015.

The social media platform as under study that is *2go* has features that necessitate interactions and enhance communication. Here in this table, the frequency of its usage viz-a-viz how it influences youth's academic capacity is shown with each distinctive feature. From the table, almost 40% of respondents indicated that their usage of instant chart in aiding their academic development is low; almost 20% students indicated that their usage of instant chart for academic development is very high, and another 20% indicated high. Considering that where combined, the results of students whose usage were very high, high and fairly high outweighed those with low usage, it could be deduced here that instant chat as a feature on *2go* do have the tendency to influence student academic capacity. The results here are also considered significant because the p-value is less than the p-alpha.

File sharing especially in the form of words usage for Academic capacity building by almost 40% is fairly high and 20% high. Photo sharing usage was considered very low by 40% and almost 20% low. 20% respondents considered it fairly high and another 20% very high. Here, it could be said that although file sharing has the tendency to significantly build student's academic capacity especially when a response could be shared among participants or subscribers in same platform the same impact could not be felt using photo sharing format. This is also same for video sharing format and voice chat where almost 40% respondents considered its usage for Academic capacity as very low and another 20% think it is low. In addition, 60% respondents considered it as very low and 20% considered it fair. Thus, it could be deduced here that it is not likely that video mode and voice chat usage of the 2g0 platform could have any significant influence in the development of students' academic capacity. The same is also true for group chat where it usage followed similar pattern with voice chat, offline messages and gateway to other social media platforms.

Table 3: Features of *Whatsapp* and the Degree of its Usage by the Students

S/no	Features	Degree of Frequency					Total (%)	Mean	Rmk
		Very high	High	Fair	Low	Very low			
1	Instant Text Chat	381 (39.9)	191 (20.0)	191 (20.0)	0 (0.0)	191 (20.0)	954 (100.0)	3.6	High
2	File Sharing	0 (0.0)	572 (60.0)	191 (20.0)	0 (0.0)	191 (20.0)	954 (100.0)	3.2	Fair
3	Photo Sharing	382 (40.0)	0 (0.0)	191 (20.0)	190 (19.9)	191 (20.0)	954 (100.0)	3.2	Fair
4	Video files	191 (20.0)	191 (20.0)	190 (19.9)	0 (0.0)	382 (40.0)	954 (100.0)	2.8	Low
5	Voice Chat	191 (20.0)	0 (0.0)	381 (39.9)	191 (20.0)	191 (20.0)	954 (100.0)	2.8	”
6	Group Chat	191 (20.0)	0 (0.0)	381 (39.9)	0 (0.0)	382 (40.0)	954 (100.0)	2.6	”
7	Offline Messages	382 (40.0)	0 (0.0)	190 (19.9)	191 (20.0)	191 (20.0)	954 (100.0)	3.2	Fair
9	Gateway	191 (20.0)	0 (0.0)	190 (19.9)	191 (20.0)	382 (40.0)	954 (100.0)	2.4	Low

Source: Researcher’s Field Survey in ABU, 2015.

A further study on the frequency of usage of *Whatsapp* and how it influences students' academic capacity was also carried out. Here in this table, almost 40% respondents indicated that their usage of instant chat for their academic capacity is very high, high and 20% fairly high. More so, 60% respondents indicated that their usage of the file sharing formats in *Whatsapp* when it comes to academic resource and capacity is high and 20% considered it fairly high. From the foregoing results, it could be said that instant chat and file sharing formats of *Whatsapp* have the tendency to significantly influence Academic capacity of students as further shown from the non-parametric test where all the results show a p-value that is less than p-alpha thereby making the result statistically significant.

The result for photo sharing shows that 40% of the respondents considered their usage of this mode as very high and 20% fairly high. In Addition, 20% respondents rated the usage of video files format in aiding Academic capacity development as very high, another 20% high and 20% fairly high. Voice chat was considered fairly high by almost 40% and very high by 20% respondents. Furthermore, group chat, offline messages as well as gateway to other social media platforms usage were considered very low, low and fairly low as shown in the table. From the results here, it could be said that instant chat, file sharing, video and voice, chat have the tendency for influencing academic capacity build-up of students who use it more.

The twelve Participants in the Focus Group Discussion conducted in ABU campus in 2015 for this study further support the data presented above. Their discussion is hereby transcribed and paraphrased below.

Today, the advent of social media coming after the breakthrough of internet and the speed at which information is being communicated is unprecedented, in the history of men. The social video platforms most especially the Facebook which was first mostly available to people in the internet especially using personal computers and now available on mobile phones has completely transformed our daily interaction and communication abilities. The usage of social media was initially meant to serve communicative purposes, giving also users or subscribers the privilege to link up with friends wherever they may be so long as they also subscribe (sign-up) to the platforms. It has hitherto led to the finding of lost friends and family members, business associates, celebrities and even political leaders. There has not been a platform before the social media that provides users with the opportunity to follows events of themselves and their friend in a participatory manner like the social media. Its usage complete the communicative cycle which ends with feedback. We all agreed that the usage social media today goes beyond the just communication and interactions, it is now being and interactions, it is now being used to championed certain goals or causes that could be academic, political, social or economic. It usage so far, is a welcomed development since it now presents us with a frontier within which we can communicate and interact individually or in group as well as provides as with the chance to participatory to nevertheless the differentiation of our knowledge on the subject.

One thing that has made the social media as acceptable platform for communication and interaction is the integration of a whole lot of other applications, game applications, business applications, books and online resources as well as academic databases. Furthermore, certain social media

like the ones we are discussing now have some features like instant chat, file sharing, picture sharing, video messages and so on which is quite different from what is obtainable with social media platform like Facebook and twitter. These features perform certain functions that are distinctively different from the popular platforms. For someone who has been an ardent user of Facebook and *Whatsapp,* one would say that there is more privacy on the *Whatsapp* than it is obtained in Facebook which is somewhat a public domain. academic properties, discussions and even work need be protected. Since most academicians would not want their assignments, or work plagiarized, they have the chance to give their peer some hints on what to do. More so, researchers have some a gradual increase in the use of social media among teachers and students alike. Just of recent one of our lecturers Liman (2014), who conducted her Doctoral Thesis affirmed to this.

This choice of the social media for both academic capacity development and academic may not be unconnected with its growing use for communication and participatory interactions especially among students in academic environments who are mostly digital native. To use the social media for academic purposes is in furtherance of the transformation which technology has brought to learning in all ramifications. The shift from paper firm of interaction and communication to the present digital stage has even made these platform more plausible not only for social interactions but a move into exchange of academic works that would literally enhance academic capacity development of users most especially students' in this regard.

Table 4: The Benefits of Social Media Usage to students' Academic Development

S/No.	Statement	Degree of Agreement					Total (%)	*Mean value*	Rmk
		Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Undecided (%)			
1.	The use of *2go* and *Whatsapp* among youths has aided the building relationship and trust among users needed for their academic development	573 (60.1)	0 (0.0)	190 (19.9)	191 (20.0)	0 (0.0)	954 (100.0)	4.0	Agreed
2.	The use of social media have the tendency to boost youths communication and interactive capacities and capabilities	382 (40.0)	381 (39.9)	0 (0.0)	191 (20.0)	0 (0.0)	954 (100.0)	4.0	Agreed
3.	Social media makes the youth an active participant thereby encouraging feedbacks needed for effective communication	382 (40.0)	381 (39.9)	0 (0.0)	191 (20.0)	0 (0.0)	954 (100.0)	4.0	Agreed
4.	Social media wideness in reach has reduced the cost implication which limits youth's communication, integration and interaction over time.	191 (19.9)	763 (80.0)	0 (0.0)	0 (0.0)	0 (0.0)	954 (100.0)	4.2	Strongly agreed
5.	The ability to send visual, audio, pictorial and text across the networks at a significantly reduced cost endeared the youth to these social media platforms.	0 (0.0)	763 (80.0)	191 (19.9)	0 (0.0)	0 (0.0)	954 (100.0)	3.8	Agreed

Source: Researcher's Field Survey in ABU, 2015.

The social media performs certain roles that could be beneficial to students' academic capacity's development. Here in this table, over 60% of the respondents strongly agreed that first, it aids the building of trust and relationship which is aptly needed among users leading to their eventual academic capacity building. The main score of 4.0 which was higher than the mean criterion of 3.5 is used to state that the respondents agreed that this could influence Academic development. In this table also, 80% agreed that the communicative and interactive capacitates of these social media could aid student's Academic development. This was supported by 3.5 mean criterion. Thus, it could be deduced that these have the ability to significantly boost youth's intellect. Furthermore, these platforms were strongly agreed and agreed by respondents as having the capacity of making youths actively engaged in participatory activities that could boost the communication and interaction academically. A mean score of 4.0 further shows that there is an agreement with the results of the respondents.

In this table also, 80% respondents agreed and 20% strongly agreed that the social platform's affordability encourages more youths to actively participate and share files in one formats or the other thereby enhancing their Academic capacity. The mean score of 4.2 is higher than 3.5 mean criterion, therefore the agreement is hereby accepted and it could be said that less cost implication of the social media has the tendency to encourage more academic interaction and file sharing. Lastly on this table, 80% respondents agreed that the ability to chat, share files video as well as audio modes significantly endeared youths to this platforms. Similarly from the mean score of 3.8 which is higher than the mean criterion of 3.5, it could be agreed that this is another benefit of the social media in boosting Academic capacity.

Table 5: The Role of Social Media in Academic Development

S/No.	Statement	Degree of Agreement					Total (%)	*Mean value*	Rmk
		Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Undecided (%)			
1.	The integrative and interactive capacities and capabilities of these tools is necessary for the academic and social development of youths	191 (20.0)	381 (39.9)	382 (40.0)	0 (0.0)	0 (0.0)	954 (99.9)	3.8	Agreed
2.	Social media plays a communicative role which supports teachers and students educative interaction	0 (0.0)	763 (80.0)	191 (20.0)	0 (0.0)	0 (0.0)	954 (100.0)	3.8	Agreed
3.	Social media plays the role of entertainment and socialization which are necessary for youth academic development	0 (0.0)	954 (100.0)	0 (0.0)	0 (0.0)	0 (0.0)	954 (100.0)	4.0	Agreed
4.	The interactivity that social media provides has the potential to replicate social gatherings through a virtual where people come together, interact, and communicate	573 (60.1)	381 (39.9)	0 (0.0)	0 (0.0)	0 (0.0)	954 (100.0)	4.6	Strongly agreed
5.	A careful balancing of social media usage with hard material reading and studies would boost youth academic development	382 (40.0)	190 (19.9)	191 (20.0)	191 (20.0)	0 (0.0)	954 (100.0)	3.8	Agreed

Source: Researcher's Field Survey in ABU, 2015.

The growing usage of social media as a tool for interactivity as well as communication could be said to have its own effect on youth's academic development. This table here presents respondents agreements on the above and other related views. From the table, almost 40% agreed and 40% disagreed that the integrative and interactive capacities of the platforms aids Academic and social development while 20% of the respondents strongly agreed that it does. A look further at the mean score shows a value 3.8 higher than 3.5 which is the mean criterion set to accept or reject the agreement. Here it could be said that there is no significant level of agreement and that the social media platforms have the tendency enhance academic and social development of youths.

Here also, 80% of the respondents agreed that social media plays communicative roles which supports teachers' and students educative interactions necessary for academic capacity development. The mean score on this agreement shows a value of 3.8 higher than 3.5 which is the mean criterion. Here also, it could be deduced that through its communicative capacity, there is the tendency for an enhanced teachers and students interaction necessary for a healthy academic boost of youths. All the respondents 100% agreed that the social media presents the youths with the entertainment opportunity that would likely boost their intellect. The mean score of 4.0 was achieved for their agreement. One of the very important features of the social media platform is the chat room or group chat. Here in this table, over 60% respondents strongly agreed and almost 40% agreed that the platforms provide the students real time interactions between two or more persons. This has the tendency of helping them use it as a forum for discussion of academic subjects and addressing problems that could boost their intellect. A score of 4.6 higher than 3.5 was achieved and their agreement considered significant. More so, 40% respondents strongly agreed

and 20% agreed that a careful balancing and usage of the platforms with hard resources as well as studies would greatly enhance youth's academic capacities. A mean score of 3.8 higher than 3.5 as a mean criterion was achieved, hence the agreement was accepted.

The twelve participants of the Focus Group Discussion conducted in ABU (2015) for this study further support the data presented above. Their discussion is hereby transcribed and paraphrased below;

> The growing use of the social media to us within the academic environment is a two sided coin affair. Some would view it as a tool that has helped to socialize to a large extent while others would see it as a tool that has aide their academic development. On the side of socialization, we see a lot of us using it for interaction, sharing of information and files at a lower cost than is obtainable if one must use the mobile phones to call and send short messages (SMS). The desire for the usage of *Whatsapp* and *2go* like we said, stems from it affordability and lower charges on usage. The high level of privacy, the features which allows for exchange of files amongst individual users as well as group of users as the case may be. Furthermore, through this process, information and files have been shared between teachers and students and between students themselves in real time.
>
> The ability to send files and information at a very cheap cost has equally led to the dependence on these platforms for academic work as assignment could be done and contribution made by users on certain subjects. The ability to further get the views of friends on certain academic works as well as their contribution to such a work further enhancing the plausibility of the platform for academic development as well as the benefit accruing to it. To a large extent we do believe that the growing usage of the social media would be of benefit to student's academic development. Let us add also, that unlike most the *2go* which features are not fully developed especially when it comes to spellings, corrections, the *Whatsapp* on the other hand could be said to be fit for students' academic activity since it combines all these function as well as voice call where the needs arises.
>
> The fact here that we use to summarize the benefit of social media usage is that it has broaden the horizon of which students are exposed to diverse viewpoints and experience, which books could not have provided them in real time. This alone have a tremendous effect in stimulating cognition reaction needed for academic engagement and capacity building translating eventually to their academic development **(Focus Group Discussion conducted at the Congo Campus in ABU 2015).**

Table 6: The Implications of Too much Dependency on Social Media Usage

S/No	Statement	Degree of Agreement					Total (%)	*Mean value*	Rmk
		Strongly Agree (%)	**Agree (%)**	**Disagree (%)**	**Strongly Disagree (%)**	**Undecided (%)**			
1.	Extraversion, neuroticism, and unhealthy lifestyle associated with social media dependency affect youth's academic development	572 (60.0)	191 (20.0)	0 (0.0)	191 (20.0)	0 (0.0)	954 (100.0)	4.1	Strongly agreed
2.	The amount of time spent on social media affects youths academic development	763 (80.0)	191 (20.0)	0 (0.0)	0 (0.0)	0 (0.0)	954 (100.0)	4.7	Strongly agreed
3.	The lack of concentration on real activities and learning and the attention on virtual activities affects youths Academic development	572 (60.0)	382 (40.0)	0 (0.0)	0 (0.0)	0 (0.0)	954 (100.0)	4.6	Strongly agreed
4.	The preference for online syndicated materials and publication as against hard materials reading and studies affects youths academic development	382 (40.0)	382 (40.0)	190 (19.9)	0 (0.0)	0 (0.0)	954 (100.0)	4.2	Strongly agreed

Source: Researcher's Field Survey in ABU, 2015.

The possibility of the manifestation of certain negative implications of the growing usage and over dependency of the social media as a single source in boosting youth's Academic capacities was also investigated. This table presents the varying level of agreements of respondents on the possibilities as put across to the respondents in this instrument. Here in the table, 60% of the respondents strongly agreed and 20% agreed that unhealthy life and neurotic attitude are manifested among youths with large dependency rate on the social media. From the mean score of 4.2 higher than 3.5 mean criterion, it could be said that respondents' agreements here shows that neurotic attitude and unhealthy lifestyle through exposure to contents on these platforms have the tendency to affect their Academic development.

There is the need to manage the time spent on social media, so as to make responsible use of it. Here in this table, 80% of respondents strongly agreed that where time is not efficiently put into use, the result is too much time spent on these platforms, and the likelihood of it affecting youth's Academic development. Consequently, this could lead to lack of concentration on real learning activities as well as classroom attentiveness. 60% respondents strongly agreed to this, and 40% also agreed that it is an issue. More so, more worrisome according to 40% respondents who strongly agreed and another 40% who agreed, is the unwholesome practice whereby youths (students in this regard) prefer online syndicated material to do their research and academic work as against hard material leading to the dying culture of reading among youths. The mean score of 4.2 higher than 3.5, set mean criterion further support these agreements. Thus it could be deduced from the foregoing analysis that over dependency on these platforms in one form or the other has the tendency to negatively affect youth's Academic development.

Again, the twelve Participants in the Focus Group Discussion conducted in ABU (2015) for this study further supported the data presented above. Their discussion is hereby transcribed and paraphrased.

> Majority of us believed that over dependency on social media usage has its own implication. More often than not, the implications tend to be negative than positive which is one of the implications of the over dependency on social media associated to*2go* and *Whatsapp*. Several of them commented on the need to balance the usage of social media with book reading culture. This is so because, lately, the over dependence on the internet as well as the social media has led to a sharp decline in reading culture and a habit among the young people (students). The effect so far is a decline in academic performance and increase in failure rate amongst on students. Furthermore, the over dependence on social media is also affecting face-to-face interaction since most of the young internet inclined people (students') now live in a semi-virtual world whenever they are engrossed with the social media their tendency to engage in face-to-face interaction is thereby reduce (Focus Group Discussion conducted in Samaru campus ABU, 2015).
>
> Since reading hard material is reduced due to dependency on social media, students' critical thinking abilities and skills have also been affected. This is so because, students would rather settle for the information they get from these forums hook-line-sinker and fish without necessarily filtering such. Our thought here is that the dependency on social media is largely interfering with attentiveness of students in class as well as in carrying out their home work since they devote a lot of their time in interacting and communicating on the social media **(Focus Group Discussion conducted at Congo Campus in ABU 2015).**

Table 7: The need for cognitive tools in Social Media usage

S/No.	Statement	Degree of Agreement					Total (%)	*Mean value*	Rmk
		Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)	Undecided (%)			
1.	Educational contents and icons that would enhance youths academic development should be the tools that youths should be restricted to on the social media	190 (19.9)	382 (40.0)	191 (20.0)	191 (20.0)	0 (0.0)	954 (100.0)	3.6	Agreed
2.	There should be a de facto censorship of contents shared and retrieved by youths on social media to safeguard their academic development	572 (60.0)	382 (40.0)	0 (0.0)	0 (0.0)	0 (0.0)	954 (100.0)	4.6	Strongly agreed
3.	A third party scrutiny of youths participation and interaction on social media should be encouraged by the social media platforms owners to safeguard youth academic development	382 (40.0)	382 (40.0)	190 (19.9)	0 (0.0)	0 (0.0)	954 (100.0)	4.2	Agreed
4.	There should be age restriction to certain social media platforms so as to act as a check from potential abuse by youths	382 (40.0)	572 (60.0)	0 (0.0)	0 (0.0)	0 (0.0)	954 (100.0)	4.4	Strongly agreed
5.	The development of certain interactive pages and groups by teachers and students in schools and colleges should be encourage to advance and enhance youths to develop academically	764 (80.1)	190 (19.9)	0 (0.0)	0 (0.0)	0 (0.0)	954 (100.0)	4.8	Strongly Agreed

Source: Researcher's Field Survey in ABU, 2015.

In view of the implications of too much dependency of youths on the social media, there is the need also for the development of strategies that could safeguard youths from the negative tendencies of these platforms. Here in this table, 40% of the respondents agreed and 20% strongly agreed that educational tools and contents need to be included on these platforms to enhance students (youths) Academic development while 20% of respondents disagreed and 20% strongly disagreed. A mean score of 3.6 higher than 3.5 set mean criterion however shows the acceptance of the agreements on this view. Here also, 60% of the respondents strongly agreed and 40% agreed that there is the need for censorships of contents shared and retrieved to safeguard them from neurotic and unhealthy lifestyles, while 40% of the respondents strongly agreed and another 40% agreed that a third party scrutiny by a responsible adult is needed to check their participatory and interactive usage of these platforms. The mean scores of 4.6 and 4.2 were obtained for this agreement and were accepted since they were higher than 3.5 mean criterion.

Furthermore, 40% of the respondents strongly agreed and 60% agreed that for a proper safeguard, age restriction should be included to act as a check from potential abuse by youths. Finally, over 80% of the respondents strongly agreed and almost 20% agreed that interactive pages, group discussion forums should be created on these platforms, so that teachers and students could participate and interact as a way of enhancing youths (students) Academic development. The mean scores of 4.4 and 4.8 were obtained from these agreements, since both scores were higher than the set mean criterion of 3.5, their agreements was accepted. Thus, it could be deduced that all these strategies have the tendency to further enhance youth Academic development most especially in an academic environment like this.

Twelve Participants of the Focus Group Discussion conducted for this study in (2015) further supports the data presented above. Their discussion is hereby transcribed and paraphrased.

> We would not deny the dynamism of the features on social media such as photo-sharing, video chat and so on. Lately, we have observed that these features and being abused especially the sexuality aspect of it. Furthermore, the over dependence on social media is also affecting students writing skills as most forms of expression through the social media are done in abbreviated form. We are aware that the social media is one platform that is very difficult to regulate and control. As much of the interaction and communication materials that are published through laded the necessary editorial ethical observation and gate keeping before they get out to the public domain. The instance where the students depend more on the social media than reading their books should be discharged. In this regard, students should made to understand that there is the need to engage in reading of books as this would literally and cognitively stimulate their critical thinking skills. On the aspect of attentiveness in class, teachers should be more proactive in ensuring that all mobile phones be switched off. The dexterity and disciplinary management skill of the teacher is what is needed to carry this out (Focus Group Discussion conducted at Samaru Campus in ABU, 2015).
>
> On the aspect of anti-social behaviour as well as amorous sexuality relationship and content exchange on the social media a form of control should be put in place by the platform developers and managers to check the tendency of abuse. Similarly, parents have a responsibility to play in this regard. They could as a matter of moral responsibility monitor their children's usage of the platforms. Students should also be oriented on the dangers of the abuse of the social media as it could affect their academic and social development **(Focus Group Discussion conducted at Congo Campus in ABU, 2015).**

4.2 Discussion of Findings

The discussion of finding will be done in line with the research objectives based on the results and information provided by the quantitative and qualitative analysis done in this chapter.

One aspect of students' development that could actually transform such students' life and equip them to face or address life challenges that would come in the form of social, psychological, emotional, cultural and academic, is that which concern

their Academic capacity development. At this stage of their development, they are attracted to anything that would impact and influence their knowledge of life essential skills, vocational skills, academic success, rational mind-set as well as critical thinking and reasoning that would enable them to make good decision, solve problems, address issues as well as undertake their class and home assignment. One technological platform which has done a lot in today's world is the social media. "The social media plays a very important role in supporting teachers and students' relationship" (Liman, 2014). Furthermore, the social media platforms also encourage students to students' relationship through interactions and communication in real time and at lower cost.

Their ability to get entertainment, socialize, build relationship and interact at a speed, scope and scale never ever before envisaged endeared them to the social media. The student's see social media as a platform that more often than not aids their psychological, emotional, social, academics, cultural development that culminates into their Academic capacity build up. The mastery of the various features on the platform is thrilling and provides them with gratifying satisfaction that other traditional media could not. From the results of this study, responding students were able to further provide this study with their agreements in table 4 where over 60% strongly agreed its builds relationship, 40% strongly agreed that it enhances students' interactive and communication capacities and capabilities.

Similarly, from same Table 4, 40% students agreed that it encourages participatory interaction and feedback while 80% said what the benefited from these platform is the reduce cost implication when they send their messages, files, pictures and video content. This findings was supported by Archidiville, Page and Wentling (2003), Brogan and Smith (2009), Fraser and Dutta (2008) as well as Ellison,

Steinfeld and Lampe (2007), where they all asserted that using the social media presents students with certain gratification that ordinarily would not be gotten from face-to-face interaction as well as other media of communication.

The transitions of human communication from the use of signs and symbols to writing, from printing to broadcast and now through the internet has its own effect of every stage of human development. One significant effect in each of these transitions is an improvement in the mode, scope and speed of communication. Each of these stages comes with a unique development and innovation. For the writing, it was the invention of ink and papyrus; for printing, it was the printing press and font types. Similarly, for broadcast, it was the invention of transistors, radio and television and for the computer came the internet and multimedia enabled mobile phones. Consequently, with the integration of the Internet function with the mobile phones, came the development of the social media. The development of the social media has seen the influx of the public both old and young embracing it as not only a new form of communication but as a platform both integration and interactive communication.

By integration, it could be used with other application like academic resource applications, entertainment applications, marketing applications and sports applications. And by interactive, it provides the users with online and offline capabilities to send messages and receive feedback on the messages as well as the timeline when these messages are communicated. The combinations of both the integrative and interactive capabilities have made the social media more inclined with the students' who are more digital natives than the adults. The array these capabilities have a great influence on the Academic capacities of the users and in this instance the student's. These platforms have varying features that permits the integrative and interactive capacities and capabilities of the social media.

For instance both platforms have instant chat mode, file sharing mode, picture, video and group chat that could be employed and deployed for students' Academic development most especially in an academic environment. The effect of the social media in this regard has been agreed by almost 40% in Table 5.1. Furthermore, the interactive aspect of the tools has been affirmed to support teachers and students communication by over 80% in Table 5.2. All the respondents in the study strongly agreed that these have the tendency to encourage student's socialization which is necessary for their Academic development. From the analysis presented in the some table 5.5, 40% strongly agreed and 20% agreed that the social media's effect on students' Academic capacity could be felt maximally with the reading and studies of hard academic material than only the soft materials sourced and exchanged through the social media. This finding is supported by the result of the test on the hypothesis which found that there is a relationship between social media and the Academic development of students'. Similarly, Fraser and Dutta (2008), Janssen (2010), Mazer, Murphy and Simonds (2007) and Lenhard (2010) all asserts that the social media contributes to students' academic development in today's world.

The plausibility and advantage of the social media in impacting student's Academic development over the years has given rise to dependency on the platform that is becoming a source of concern. This is because of the over dependency on the social media rather than its usage to augment other factors which aids their development. The tendency for its misuse and abuse among our digital natives is greatly affecting and eroding the benefit of the social media to students' development to a large extent. There is a growing concern among scholars (Lehhard, 2010; McCants, 2008; Kushin and Yamatoto, 2010) on the dangers of over dependency of the students on social media. The analysis from this study shows respondents agreeing

to varying views on the implications on the over dependence of the students on the social media. As shown in Table 6, 60% respondents strongly agreed that the students lifestyles could be affected negatively most especially when they are exposure to certain entertainment items and content that could affect the emotional development and when this is affected it could invariably affect their Academic development.

Similarly, 80% respondents in table 6.2 strongly agreed that too much time spent by students on the social media could make them have less time for face-to-face interaction, to read their books and engage in other productive and critical thinking skills. Furthermore, 40% respondents in Table 6.4 respectively agreed and strongly agreed that over dependence on online or information shared through the social media could affect real time book reading of hard resources or books. This could also affect their cognitive development necessary for a better Academic development necessary for a better Academic development. Scholars like Mazed et al (2007) and Lenhard (2010) completely agree with the findings of the study where they asserted that the social media could affect Academic development either way. Similarly, the test on the second hypothesis also supports this finding where it stated that the social media significantly affects students' Academic development positively and negatively.

The advent of social media and its acceptance into the daily lives of students who make use of it for easy interaction and communication derivable from its integrative, communicative and interactive features made it the more an imperative to evolve ways for its healthy and positive usage. As noted in this study, the social media usage among students has a significant tendency of misuse and abuse which could affect their Academic development. Such misuse and abuse as agreed in this study ranges from over dependence on it's as a source of materials for academic work, which affect the book reading and critical thinking skills, over interactivity on

the platform of which affects face-to-face interaction as well as neurotic and amorous or lewd contents exchange which affects moral, psychological and sexuality. All these implications have a way of affecting their overall socio-cognitive and Academic capacity development.

From the analysis of results presented in Table 7.1 40% strongly agreed and 20% of respondents agreed and strongly agreed that educational content laden social media be created to aid students' Academic development. Here also, respondents opined that where the development of a sole opined that where the development of a sole educational social media is impossible, educational icons be created and included in existing platforms. Similarly, 60% strongly agreed and 40% agreed that there ought to be strict guidelines or censorship of contents delivered by student's on the platform in order to reduce their tendency to communicate amorously lewd in sexually immoral contents, 40% strongly agreed and another 40% agreed that there should be a third party specifically parental scrutiny of students' participation and interaction on the platform. Finally as a strategy, over 80% respondents believed that the creation of interactive platforms and pages where teachers and students alike meet like a forum would encourage and advance their Academic capacity. Munkittrick (2010), Lenhard (2010), Price Water House Cooper (2010) and the Common Sense Media Research Study (2012) all affirmed that these strategies as feasibly important in safeguarding and advancing student's Academic capacity development in view of their usage of the social media.

CHAPTER FIVE

SUMMARY, FINDINGS, AND RECOMMENDATIONS

This chapter presents the summary of the study as well as that of the findings based on the objectives set in this study as well as the theoretical framework in this research. This chapter also provides us with the conclusion to the research and the recommendations that is drawn from the research findings.

5.1 Summary

The research into the influence of social media usage (2go and WhatsApp) on the Academic development of selected undergraduate students of Ahmadu Bello University Zaria, was undertaken through a reflection on two common social media platforms commonly used by student's on the mobile phones namely; "2goand Whatsapp". Concerns about how media may influence young people have been around ever since the advent of the media itself. Sabramanyam, (2011) suggest that

> Media influences user's attitudes and behaviours. Extrapolating to the internet, the expectation is that online use, like the use of television and video games will have effect on the user. One mechanism of influence centres on online time use. The idea is that online activities represents not only time spent on the internet but also time away from other activities.

The social media platforms (2go and whatsapp) were investigated vis-à-vis their features and how they are capable of influencing students' academic capacity development. In order to fully carryout the research, objectives were sets for the study. The objectives set were to assess the roles and benefits of social media to student's overall development. Also, the growing use and the implication of over dependency on the social media's usage were also investigated as well as the strategies that would ensure that the social media is maximally used for student's

academic development. Based on the objectives, the study set its scope on selected undergraduate students of Ahmadu Bello University, Zaria. The research adopted both the quantitative and qualitative approach through the use of questionnaire and focus group discussion as the instrument for information and data gathering.

5.2 Research Findings

In as much as social media can help the general formation of a student as researchers have found out, this research work also found out that;

i. The social platforms can also reduce learning and research capabilities in students. A great percentage of students rely more on the information accessible on the social media and this reduce learning and research capabilities.

ii. Dependence on the social media both has its own positive and negative implications on youth's Academic capacity development. To a large extent students who get involved in social platforms while studying result in reduction in their focus of attention. This causes reduction in their academic performance, and concentration to study well.

iii. The social platforms also reduce the command over language usage and creative writing skills. Students get low grades in school due to lack of the desired information and writing skills.

iv. Reduction in real human contact; students spend less time socializing in person with others. This reduces their communication skills. This also could be one of the reasons employers are getting more and more unsatisfied with the

communication skills of fresh graduates. Communication is the key to success in the real world.

v. In addition, over dependence on the social media does have a significant effect on the general health of the student such as lack of adequate sleep and addiction. This invariably affects their general performance in the academia no matter how gratified they are when they used these platforms

Student's academic development is one aspect of the human development that has clearly impacted the dynamism of the communication technologies. With the invention of more advanced communication technologies like the computer, the Internet, and mobile phones, there arrive with it a new dimension to public interaction and communication. This new dimension also paved the way for the addition of a new platform in enhancing human interaction and communication that is the social media. This has considerably changed the face and process of human communication lately. The change in human communication enabled by the social media has equally seen a lot of students' who are digital native (those who have the ability to use and manipulate digitally enhancive communication facilities) accepting this new form of interactions and communication.

The possibility of social media's usage in affecting student's academic performance has been considered in many developed countries like in the United State of America (Common Sense Media Research Study, 2012). The significance of this study is that it has proven that social media usage among students has the tendency to significantly influence student's academic and socio-cognitive learning capacities where it is employed and used as additional supportive tools in enhancing their

learning process as well as academic capacity through a tool that has multi-dimensional use.

This is significant because it is a source of interest to this study, in the sense that it is found that the social media performs several functions and roles that benefits the students interactively and communicatively. Although, this study has shown that over dependence on the social media could affect student's academic development negatively, the study however concludes that the social media is a very special platform that could influence students' academic capacity as well as their socio-cognitive development considerably.

5.3 Recommendations

A comprehensive approach to addressing students' internet access is necessary. This study therefore recommends that:

i. A clear policy, with a strong focus on educationally valuable use of the internet. The policy must be supported by the curriculum and professional development and a clear expectation for teachers that all students using the internet should be for high quality, well planned instructional activities.

ii. Students should be educated about online safety and responsible use. This can be included in the curriculum of Universities as a General studies (GST) course.

iii. The University authority should provide, within the academic environment, a dedicated social media platform that would encourage the much needed communication between teachers and students geared towards Academic resource and information sharing that would in turn boost their capacity

and capability academically. For example, gaggle.net allows teachers to communicate with students, post assignments on a secure site and can only be accessed by a particular class. It also facilitates class discussions. This is a solution that allow schools to embrace the positive aspect that social media has to offer education and at the same time, help prevent the negative aspect from being an issue.

iv. Where such platforms exist, there should be effective technical monitoring. For example people should be made to use their real names. More so, instruction should be given through this platform on resources or material to be studied before real class activities as a way of balancing its usage alongside book reading activity which is on the decline to boost their Academic development.

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Appendix

DEPARTMENT OF THEATRE AND PERFORMING ARTS
FACULTY OF ARTS
AHMADU BELLO UNIVERSITY, ZARIA-NIGERIA

QUESTIONNAIRE

Dear Respondent,

I am a researcher undertaking this master's research thesis on the topic titled **"influence of Social Media ("2go" and "whattsapp") usage on The Academic Performance of selected undergraduate Students of Ahmadu Bello Zaria** as part of the requirement for the Award of Masters in Development Communication. Please respond objectively as it will be treated as major primary findings for the research. The researcher therefore attaches a high level of confidentiality to you. Your response is solely meant for research purpose only.

Thank you

DANGANA, DIANA DACHU
MA/ARTS/8782/2010-2011

Instruction: Please tick one [√] appropriately.

SECTION A: BIO DATA OF RESPONDENTS

1. Age of respondents: a. 18-24 years [ ] b. 25-31 years [ ] c. 32 years and above [ ]
2. Sex of respondent a. Male [ ] b. Female [ ]
3. Level of Students a. 100 [ ] b. 200 [ ] c. 300 [ ] d. 400[ ] e. 500 [ ] f. 600 [ ]
4. Faculty of Students _____

SECTION B1: Features on *2go* and *Whatsapp* and their level of Studentss Academic Development.

Keys: VH-Very High, H-High FH-Fairly High, L-Low and VL-Very Low

	2go						***WHATSAPP***						
S/n	**Features**	**VH**	**H**	**FH**	**L**	**VL**	**S/n**	**Features**	**VH**	**H**	**FH**	**L**	**VL**
1	Instant chat						1	Instant chat					
2	File sharing						2	File sharing					
3	Photo sharing						3	Photo sharing					
4	Video						4	Video					
5	Voice chat						5	Voice chat					
6	Group chat						6	Group chat					
7	Offline messages						7	Offline messages					
8	Gateways to other social media platforms-facebook/ gtalk						8	Gateways to other social media platforms-facebook/ gtalk					

Section B2: The Roles and Benefits of Social Media to Students Academic Development

Keys: SA-Strongly Agreed, A-Agreed, D-Disagreed, SD-Strongly disagreed and UD-Undecided

Sn	**Statement**	**SA**	**A**	**D**	**SD**	**UD**
1	The use of *2go* and *Whatsapp* among studentss has aided the building relationship and trust among users needed for their Academic development					
2	The use of social media have the tendency to boost studentss communication and interactive capacities and capabilities					
3	Social media makes the students an active participant thereby encouraging feedbacks needed for effective communication					
4	Social media wideness in reach has reduce the cost implication which limits students's communication, integration and interaction over time.					
5	The ability to send visual, audio, pictorial and text across the networks at a significantly reduced cost endeared the students to these social media platforms.					

SECTION C: The Growing Use of the Social Media Affects Students Academic Development

Keys: SA-Strongly Agreed, A-Agreed, D-Disagreed, SD-Strongly disagreed and UD-Undecided

S/n	Statement	SA	A	D	SD	UD
1	The integrative and interactive capacities and capabilities of these tools is necessary for the Academic and social development of studentss					
2	Social media plays a communicative role which supports teachers and students educative interaction					
3	Social media plays the role of entertainment and socialization which are necessary for students Academic development					
4	The interactivity that social media provides has the potential to replicate social gatherings through a virtual where people come together, interact, and communicate					
5	A careful balancing of social media usage with hard material reading and studies would boost students Academic development					

SECTION D: The Implications of Dependency on Social Media Usage on Students Development and their Academic Capacities

Keys: SA-Strongly Agreed, A-Agreed, D-Disagreed, SD-Strongly disagreed and UD-Undecided

S/no	Statement	SA	A	D	SD	UD
1	Extraversion, neuroticism, and unhealthy lifestyle associated with social media dependency affect students's Academic development.					
2	The amount of time spent on social media affects studentss Academic development					
3	The lack of concentration on real activities and learning and the attention on virtual activities affects studentss Academic development					
4	The preference for online syndicated materials and publication as against hard materials reading and studies affects studentss Academic development					
5	The unhealthy usage of social media could make studentss manifest deviant characteristics that could affects their positive Academic development					

SECTION E: Strategies should be put in place to ensure that the social media fully aided students' Academic development

Keys: SA-Strongly Agreed, A-Agreed, D-Disagreed, SD-Strongly disagreed and UD-Undecided

S/no	Statement	SA	A	D	SD	UD
1	Educational contents and icons that would enhance studentss Academic development should be the tools that studentss should be restricted to on the social media					
2	There should be a *de facto* censorship of contents shared and retrieved by studentss on social media to safeguard their Academic development					
3	A third party scrutiny of studentss participation and interaction on social media should be encouraged by the social media platforms owners to safeguard students Academic development					
4	There should be age restriction to certain social media platforms so as to act as a check from potential abuse by students					
5	The development of certain interactive pages and groups by teachers and students in schools and colleges should be encourage to advance and enhance studentss to develop Academicly.					

Appendix II

DEPARTMENT OF THEATRE AND PERFORMING ARTS
FACULTY OF ARTS
AHMADU BELLO UNIVERSITY, ZARIA-NIGERIA

FOCUS GROUP DISCUSSION

Dear Discussants,

You have been asked to participate in a focus group on the topic "THE EFFECT OF NEW MEDIA ON THE ACADEMIC DEVELOPMENT OF THE NIGERIAN STUDENTS: A STUDY OF "*2go*" AND *WHATSAPP* USAGE AMONG AHMADU BELLO UNIVERSITY UNDERGRADUATE STUDENT. The purpose of the group is to try and understand why some students have preferences for social media and how this could affect their Academic capacity. The information learned in the focus groups will be used to report on how best social media would be used to enhance students' academic development. You can choose whether or not to participate in the focus group and stop at any time. Although the focus group will be tape recorded, your responses will remain anonymous and no names will be mentioned in the report. There are no right or wrong answers to the focus group questions. We want to hear many different viewpoints and would like to hear from everyone. We hope you would be honest even when your responses may not be in agreement with the rest of the group. In respect for each other, we ask that only one individual speak at a time in the group and that responses made by all participants be kept confidential. I understand this information and agree to participate fully under the conditions stated above**:**

Signed:_____ Date:_____

Questions to be discussed

1. What do you think about the usage of the social media?
2. What is it like to use the social media for academic and academic purpose?
3. Do you think this growing usage of the social media would be of benefit to students' academic development or otherwise? If you do or don't, let's have your response and the reason(s) for your answer.

4. What is your first thought about the implications of dependency on social media usage on student's development and their Academic capacities?
5. How can these seemingly implications of the dependency on social media from your response(s) be addressed?