

**INFLUENCE OF SOCIAL NETWORKING ON ACADEMIC ACTIVITIES OF
BUSINESS EDUCATION STUDENTS' IN FEDERAL UNIVERSITIES IN NIGERIA**

BY

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ZARIA**

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**A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES,
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**DEPARTMENT OF VOCATION AND TECHNICAL EDUCATION,
FACULTY OF EDUCATION,
AHMADU BELLO UNIVERSITY,
ZARIA**

April, 2017

DECLARATION

I declare that the work in this thesis titled ‘Influence of Social Networking on Academic Activities of Business Education Students in Federal Universities in Nigeria has been carried out by me in the Department of Vocational and Technical Education. The information derived from the literature has been dully acknowledged in the text and a list of references provided. No part of this thesis was previously presented for the award of a higher degree or diploma at this or any other institution.

Zakari Buba MAGAJI

Date

CERTIFICATION

This thesis titled INFLUENCE OF SOCIAL NETWORKING ON ACADEMIC ACTIVITIES OF BUSINESS EDUCATION STUDENTS IN FEDERAL UNIVERSITIES IN NIGERIA by Zakari Buba MAGAJI meets the regulation governing the award of the Degree of Doctor of Philosophy of the Ahmadu Bello University and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my late father, Mal. Buba Magaji, and my late daughter, Gloria.

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LIST OF ABBREVIATIONS

AOL – American online

HTML – Hypertext Markup Language

HTTP – Hypertext Transfer Protocol

SNS – Social Networking Sites

URLS – Uniform Resource Locator Service

WWW – World Wide Web

OPERATIONAL DEFINITION OF TERMS

1. **Internet:** Inter-connectivity of millions of computers thereby forming a network in which any computer can communicate with any other computers as long as they are both connected to the Internet.
2. **Social Networking Sites:** Internet platforms through which people communicate with one another using such media as the computer, iPad, cellphones, and tablets.
3. **Social Networking Site Community:** an online community of internet users who want to communicate with other users about areas of mutual interest.
4. **World Wide Web:** A way of accessing information over the medium of the internet. It is an information-sharing model that is built on top of the internet. The Web uses the HTTP protocol, one of the languages spoken over the internet to transmit data.
5. **Academic Achievement:** Students' overall performance expressed in terms of grades and average.
6. **Academic activities:** activities that students engage in which aid in their learning process. Examples of these activities are attending lecture, personal studies, participation in group work, attending tutorial, presenting seminar papers and undertaking research.

ABSTRACT

The study investigated the influence of social networking on academic activities of business education students in federal universities in Nigeria. The study had six research objectives, six research questions and six null hypotheses. Descriptive survey design was adopted for the study. The population was 989 and the sample was 492, which was obtained using random sampling technique. Questionnaire was used to collect data for the study. The researcher, with the help of nine trained research assistants, administered the instrument in ten federal universities in Nigeria who run the business education programme. The field work took the researcher six weeks. The research questions were answered using, mean and standard deviation, while 2.5 was considered as the baseline for answering the research questions. Simple regression was employed to test the six null hypotheses at 0.05 level of significance. The findings of the study revealed, among others, that social networking had significant influence on students' class attendance, their personal studies and participation in group work. It was concluded that overindulgence of students with social networking on purposeless endeavours had negative influence on their academic activities. Based on the findings of the study, six recommendations were made, some of which were that business education students in federal universities in Nigeria should devote less time to social networking as the study revealed it negatively influenced their class attendance, business education students in federal universities in Nigeria should devote less time to social networking, as the study revealed that it negatively influenced their personal studies, business education students in federal university in Nigeria should devote less time to social networking as the study revealed that it negatively influenced their participation in group project work.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Nigeria is a country in West Africa and one of the largest in the sub-Saharan Africa. It is the largest black population in the world, with an estimated population of over 170 million people. This explains her diversity as a multi-ethnic and multi-cultural entity. The country operates a federal system of government which consists of the federal government and thirty six states including Abuja the federal capital and seat of the federal government of Nigeria. Each of these states has a federal university and in some states two, this is to show the involvement of government in educational resource delivery. Out of these universities, ten of them run the business education programme and this is the concern of the study.

As a knowledge economy, Nigeria is a nation that attaches so much importance to education. Despite the number of federal universities, it is discovered that they cannot admit all the qualified students and to curb this situation, licenses are given to states to establish their own universities. Licenses are also given to groups and individuals by the National Universities Commission (NUC) to establish private universities. The National Universities Commission (NUC) is the body empowered by law to regulate the operations of Nigerian universities both public and private.

The world has in the past decades, experienced an unprecedented advancement in technological development resulting in a revolution especially, in information technology. This revolution invariably, has given birth to the internet and by extension a constellation of social networking sites. Technological changes have always been seen as strong revolutionary force but the advent of the internet is something that has affected almost all spheres of personal, social and professional human life (Ishfaq, and Tehmina, 2003). Ishfaq and Tehmina (2003) further stated that right from the mere ways of interaction to the running

of huge systems; the world is utilizing the conveniences provided by the existence of internet and developments made in the internet applications are beyond imagination.

Social networking sites are part of the development in internet technology and they are forms of electronic communication platforms which facilitate interaction among users. Communication and whatever interaction there is among persons on social networking sites, is achieved through the use of social media, which includes web and mobile technology. Kaplan and Haenlein (2003) defined Social networking sites as a group of internet based applications that allow the creation and exchange of user generated content.

There is a compendium of social networking sites, among which are Facebook, twitter, YouTube, Skype, 2go, MySpace, Whatsapp, Bing, Google, Ask, Aol mobile, callwave, world Warcraft, and Blogtalkradio. A common phenomenon in Nigeria is that Facebook, twitter and Whatsapp seem to become the most popular social networking sites used by young people and adults alike. The general trend is that all over the world, young people perhaps seem to be the major users of social networking sites and can afford to explore these sites at the detriment of other important activities. To most youth, it is fun being on social network because it accords them a variety of usage, ranging from chatting with friends, making new acquaintances, updating their profiles, entertainment, watching video, downloading films, playing games, listening to music, etc. Social networking has both negative and positive sides depending on what purpose the individual uses it for.

In Nigeria, mobile phone is a fashion and one becomes out of fashion when you don't have one and young people must do anything to get a mobile phone. This experience is a phenomenon shared by all countries. A research conducted by TwinePine in 2014 revealed that, there were 139 million social networking sites users in Nigeria, 75 million use SNS for business and 64 million for social activities. The study found out that youth form the majority of people who do social networking for social activities. This over indulgence with social

networking includes in the band wagon, business education students in federal universities in Nigeria. These young people spend a large amount of their precious time surfing the internet for activities mostly ignoble, this to most concerns is a phenomenon that is worrisome. It is also true that some students may use social networking to optimize their academic activities, such as class attendance, personal studies, group project work participation, participation in tutorials and research activities, through communicating with fellow students and lecturers on academic matters. Arguments have been put forward as to whether or not indulgence with social networking affects students' academic activities. While some people believed it negatively affected students' academic activities, others believed it helped optimize these activities, as such it is a good omen.

Social networking is a phenomenon that has attracted a myriad of interest and there are divergent opinions with regards to its importance or the lack of it as far as students' learning is concerned. The internet is an important element of life which cannot be ignored, being that it has brought enormous transformations which affect every facet of man's activities. The Internet is used for educational purposes, unfortunately, there are youths and teenagers who use Internet for only social networking (Boyd, 2006). Trusov, Bucklin and Pauwels (2007) explained that social network is a web-based facility which allows individuals to build a profile identity and generate subjective associations and connections among themselves and communicate them through a central location. According to Kuppuswamy and Shankar (2007), social network sites attract the attention of students and gradually, divert it towards non-educational and inappropriate activities including aimless chatting. It can therefore, be said that social networking may negatively, affect the academic life and learning experiences of students. Liccardi, Ounnas, Massey, Kinnunen, Lewthwaite, Midy, and Sakar, (2008) believe that students are socially connected

with each other for sharing their daily learning experiences and do conversation on several topics through social network.

1.2 Statement of the Problem

The goal of every educational institution is the attainment of educational excellence; this is in terms of instructional inputs and learning outcomes emanating from the process. The concern of school managers, stakeholders and planners in education, is to provide all that it takes to ensure excellent performance on the part of students. Fundamental to school goal attainment, is the fact that there be capacity building in areas of provision of conducive learning environment, presence of instructional and learning materials, good management of school system and resources, good quality teaching/non-teaching staff and potency of instruction. In addition to all these, came the rapid development in Information Technology, resulting in the emergence of the World Wide Web and the internet which further gave birth to a symphony of social networking sites. Supposedly, this ought to provide easy avenue for facilitating learning because of the enormous amount of information students can access from different databases and life interactions using real-time, video conferencing and skype.

However, the reality seem to be different, this is because the overindulgence by students with social networking as revealed by investigation by the researcher, that majority of business education students tend to indulge in the social media to the extent that they do not do without them and they commit more hours of the day surfing and blogging the social networking sites to update their profiles, open new accounts, chat with old friends and make new acquaintances and watch videos. Business education students commit more time to social networking and one wonders, if they ever had time for their academic activities. Cain (2009) stated that although, social networking can be practiced for good determinations but they are usually used for involvement of digital snapshots and information, exposing securities, and conducting online conversations because many other communities inside

social networking websites motivate users for this kind of inappropriate actions. Empirical results on social networking revealed that, the development of social networking sites had both positive and negative influences. Since the advent of social networking sites in the 1990s, it was assumed in some quarters that students' academic activities faced neglect and challenges because of the students over-indulgence with social networking for purposes not educational. Suhail and Bargees (2009) found that excessive social networking causes psychological, physical, interpersonal and educational problems to users.

There are various arguments that students' engagement with unserious networking activities can lead to poor performance in their academic. It is based on this premise that the researcher carried out an investigation on influence of social networking on academic activities of business education students in federal universities in Nigeria.

1.3 Research Objectives

The main objective of the study is to investigate the influence of social networking sites usage on academic activities of business education students in federal universities in Nigeria.

The specific objectives were to:

1. determine the influence of social networking on class attendance of business education students in federal universities in Nigeria.
2. investigate the influence of social networking on personal studies of business education students in federal universities in Nigeria.
3. ascertain the influence of social networking on participation in group project by business education students in federal universities in Nigeria.
4. determine the influence of social networking on participation in tutorial by business education students in federal universities in Nigeria.
5. establish the influence of social networking on research activities of business education students in federal universities in Nigeria.

6. Determine the influence of time spent on social networking on academic activities of business education students in federal universities in Nigeria.

1.4 Research Questions

The study sought answers to the following research questions:

1. What influence does social networking have on class attendance of business education students in Nigerian federal universities?
2. What is the influence of social networking on personal studies of business education students in federal universities in Nigeria?
3. What is the influence of social networking on participation in group project by business education students in federal universities in Nigeria?
4. What is the influence of social networking on participation in tutorials by business education students in federal universities in Nigeria?
5. What is the influence of social networking on research activities of business education students in federal universities in Nigeria?
6. What is the influence of time spent on social networking on academic activities of business education students' in federal universities in Nigeria?

1.5 Null Hypotheses

1. Social networking has no significant influence on class attendance of business education students in federal universities in Nigeria.
2. Social networking has no significant influence on personal studies of business education students in federal universities in Nigeria.
3. Social networking has no significant influence on participation in group project by business education students in federal universities in Nigeria.
4. Social networking has no significant influence on participation in tutorials by business education students in federal universities in Nigeria.

5. Social networking has no significant influence on research activities of business education students in federal universities in Nigeria.
6. Time spent on social networking by business education students in federal universities in Nigeria has no significant influence on their academic activities.

1.6 Significance of the Study

The research finding would be beneficial to the government, educational planners, curriculum developers and planners, academic planning units of universities, students and researchers.

The findings of this research will be of immense importance in assisting government to come up with strategic policy framework on the need to either implement social networking technology in every facet of the nation's educational delivery or to discourage the use of it if found to be hazardous to students learning.

The study would be of benefit to students if results reveal that social networking can be a learning enhancing tool or be discouraged if it is found to hamper students learning.

The findings of this study would be of help to educational planners on the need to include social networking when planning the country's educational delivery. To curriculum developers and planners, the research findings would help them to integrate social networking in the nation's educational content and curriculum at all levels if findings reveal that social networking technology can enhance students learning.

The findings of this study would be of immense importance to academic planning units of Nigerian universities, as it would provide a basis for advising university authorities on whether or not students should use social networking to support their learning.

The research findings would be relevant in assisting students on the importance of using social networking as an avenue for expanding the frontiers of learning. This would be realized when students explore diverse avenues for information pertaining to their learning.

To researchers, findings of this study will serve as baseline from which further studies on students' academic activities would be carried out.

1.7 Basic Assumptions of the study

In this study the following assumptions were made.

1. Social networking may influence class attendance of business education students in federal universities in Nigeria.
2. Social networking may influence personal studies of business education students in federal universities in Nigeria.
3. Social networking may influence business education students' participation in group project assignment.
4. Social networking may influence participation in tutorials by business education students in federal universities in Nigeria.
5. Social networking may influence business education students' research activities.
6. Time spent on social networking by business education students in federal universities in Nigeria may influence their academic activities.

1.8 Delimitation of the Study

The study was delimited to ten federal universities in Nigeria running business education programme. The reason for selecting these universities was that they are public institutions belonging to the federal government and they run the business education programme. The fact that these universities share common similarities would make generalization of findings easier. The study was also delimited to determining the influence of social networking on academic activities of 400 Level business education students' in these universities. The choice of 400 Level students for the study stems from the fact that these students have the same characteristics, in the sense that federal universities are owned and funded by the federal government of Nigeria; this therefore, presents a scenario of equity

among these universities in terms of admission policy, programme delivery, curriculum and instructional materials availability, quality of lecturers and adherence to NUC benchmark minimum academic standard.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviewed literature related to the current study. The review was done under the following sub-headings:

- 2.1 Theoretical Framework
- 2.2 Concept of Social Networking
- 2.3 Concept of Academic Activities
- 2.4 Development of Social Networking in Nigeria
- 2.5 Social Networking and Communication among University Students in Nigeria
- 2.6 Students and the Challenges of Social Networking
- 2.7 Influence of Social Network on Academic Activities
- 2.8 Motivational Problems of Social Networking
- 2.9 Review of Empirical Studies
- 2.10 Summary of Reviewed Literature

2.1 Theoretical Framework

This work was based on the Social Presence Theory by Short, Williams and Christie (1976). According to Short, Williams and Christie (1976), social presence refers to the degree of warm and personal relations among the interacted parties in a mediated interaction environment. Both student-to-student and student-to-instructor communication and networking are effective ways of promoting students' social presence, and hence encourage them to engage in online knowledge sharing and knowledge discovery processes. Although other social technologies, such as online chatting and blogging, may also improve students' social presence, online social networking support intensive two-way instant communication which tend to maximize individual's social presence. As a whole, online social networking among students and between students and instructors becomes the stimuli to further trigger

students to share and discover knowledge outside classrooms if its resources are well appropriated. This becomes a main factor to influence students' learning satisfaction and learning outcomes. This study has a connection with the theory of Social Presence in the sense that it focused on students' social networking and how their interaction with other members of the internet community might influence positively their academic activities if such interaction are purposive. Appropriation of social networking for purposeless uses will not promote social presence and knowledge sharing among students.

2.2 Concept of Social Networking

Social networking has been defined as web based services that enable individuals to construct a semi-profile within a bounded system, articulate a list of other users with whom they share connections and views". Another given definition of SN is it is an online community of Internet users who want to communicate with other users about areas of mutual interest". The term social network is usually used to describe this phenomenon and social networking sites also appear in public discourse, and both are often used interchangeably. While the term "networking" emphasizes relationship initiation, often between strangers which is one of the main activities in the course of Social networking sites usage.

Harnessing properly the opportunities that abound through this networks tend to help the students a lot in a positive manner and can also be channeled into helping others. Examples of SNSs include; Twitter, Friendster, MySpace, Facebook, Orkut and many others.

a. What is a social networking site?

“Social” as the word sounds deals with the way we communicate in our society, in which you meet and spend time with other people. Network is the connection of parts together to allow movement or communication with other parts. Social networking is the connection of friends or family together which allow you to communicate easily. With social

networking sites you can have a long chain of friends you can chat or share information or ideal with. According to Boyd & Ellison (2008), “social networking sites (SNS) can be defined as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system”. At the most basic level social networking sites allow users to set up online profiles or personal homepages, and develop an online social network. The profile page functions as the user’s own webpage and includes profile information ranging from their date of birth, gender, religion, politics and hometown, to their favourite films, books quotes and what they like doing in their spare time. In addition to profile information, users can design the appearance of their page, and add content such as photos, video clips and music files.

When talking of about communication, scholars have always made emphasis, that “communication is the essence of science” (Garvey, 1979), and that “without communication there would no science (Lacy and Bush, 1983) cited in Napoleon (2013). This means that communication is one of the basic tools to human science. The increased use of Social Networking Websites has become a global phenomenon in the past few years. What started out as a hobby for some computer literate people has become a social norm and way of life for people around the globe (Boyd, 2007). Teenagers and youth especially, students’ have embraced these sites as a way to connect with their friend and make new once, share information, photos of their activities such as birthday, photo with friend in class etc., and showcase their social lives.

With the increase of technology used for communicating with the spread of the Internet, “Social Networking” has become an activity that is done primarily on the Internet, with sites like MySpace, Face book, Skype, etc (Coyle et al., 2008). Many people especially student, spend a lot of time on this site creating profile, updating or doing research

concerning their career or academic work, while some just use it to chat with friends, post latest pictures of event they attended, for example. Young et al., (2009), have examined their profiles to determine why and to what extent they are keen on posting their entire identity, sharing pictures and videos, and indicating their religious affiliations, marital status, and political orientations on the internet. These users interact with others, exchange information about their interests, and raise discussions about new topics, follows news about specific topics on different Social Networking Sites.

With the advent of social network, it has become easy to get information on nearly every issue around the globe. Before now it is not easy getting information, you need to buy newspaper, stay close to your TV set or radio to get information. Internet has changed everything and social network has made it more flexible (Lewis. 2008). Social network is a platform for people to share their ideals, to meet new friends and to reconnect with old friends. Social networking sites offer people new and varied ways to communicate via the internet, whether through their PC or their mobile phone. Examples include MySpace, Facebook, Skype (Napoleon, 2013). They allow people to easily and simply create their own online page or profile and to construct and display an online network of contacts, often called 'friends'. Users of these sites can communicate via their profile both with their 'friends' and with people outside their list of contacts. With SNS it is easy to communicate with your classmate, discuss class assignment and even submit project to your lecturer, watch videos, make comment on your friend page etc.

Communication today has been facilitated since the emergence of the internet over the years. This allows people the join other members of the virtual community to communicate as friends, members of a family, make new friends, and communication with classmates to discuss matters of academics. According to Napoleon (2013) who states that since the introduction of social network sites years ago, to communicate with friends and family has

been easy once you have access to internet. The internet has given us the ability to connect with people from around the globe with a few clicks of a button and you can easily send information to a friend or get information. Napoleon (2013) further asserts that Social network sites (SNSs) such as MySpace, Facebook, YouTube, Skype etc, have attracted millions of users, many of whom have integrated these sites into their daily practices. This scenario can be explained by the over indulgence of our young and old in every society in the world. People consume a lot of time on this sites uploading or downloading, getting information concerning their career or academic work. People are always online every second, chatting with friends, watching online movies, doing research. Social site has become a habit for some people; they find it difficult to study for one hour without login to one network site. Some people have become very smart because of the information they get from these sites, while some have become very poor academically, because it is easy to get almost any materials for school assignment.

According to the Oxford Dictionary (2008) the internet is a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols. Awake (1997) in Magaji (2011) the internet has been described as global collection of many different types of computer network linked together. The internet is a virtual world provided by network of computers with multi-users. It is an international network of computers linking different types of users; academic, industry, government, health institutions (hospital) military, individuals, etc. for the purpose of sharing information. The internet is an analogous to the telephone but while the telephone enables you to talk to someone with a phone anywhere in the world, the internet allows you to locate and retrieve information from other computers linked to the internet as well as send messages electronically to and from other people elsewhere on the internet. Some describe it as information super-highway. According to Nwosu (1999) in Magaji (2011) just as road

allows travelling through different areas of the country, so the internet allows information to flow through many different inter-connected computer networks. For example, once your PC is connected to the internet, you can send and or receive e-mail messages, access information on business, science, technology, education, sports, recreation/entertainment, employment, almanacs, dictionaries, and encyclopedias. As you navigate through the internet you will find yourself logged onto different host computers, sometime gaining access to different servers, it can be complicated.

When talking about communication, scholars have always made emphasis, that “communication is the essence of science” (Garvey, 1979), and that “without communication there would no science (Lacy and Bush, 1983). This means that communication is one of the basic tools to human science. The increased use of Social Networking Websites has become a global phenomenon in the past few years. What started out as a hobby for some computer literate people has become a social norm and way of life for people around the globe (Boyd, 2007). Teenagers and youth especially student have embraced these sites as a way to connect with their friend and make new once, share information, photos of their activities such as birthday, photo with friend in class etc. and showcase their social lives.

With the increase of technology used for communicating with the spread of the Internet, “Social Networking” has become an activity that is done primarily on the Internet, with sites like MySpace, Face book, Skype, etc. (Coyle et al., 2008). Many people especially student spend a lot of time on this site creating profile, updating or doing research concerning their career or academic work, while some just use it to chat with friends, post latest pictures of event they attended, e.g., Young et al., 2009, have examined their profiles to determine why and to what extent they are keen on posting their entire identity, sharing pictures and videos, and indicating their religious affiliations, marital status, and political orientations on the internet. These users interact with others, exchange information about their interests, and

raise discussions about new topics, follows news about specific topics on different Social Networking Sites.

With the advent of social network it has become easy to get information on nearly every issue around the globe. Before now it was not easy getting information, you need to buy newspaper, stay close to your TV set or radio to get information. Internet has changed everything and social network has made it more flexible (Lewis. 2008). According to the questionnaire used for this project, everybody who answered the questionnaire has access to the internet, and they are connected to one social network.

b. Evolution and Development of the Social Networking Sites

Social networking began in 1978 with the Bulletin Board System (or BBS.) The BBS was hosted on personal computers, requiring that users dial in through the modem of the host computer, exchanging information over phone lines with other users. This was the first system that allowed users to sign in and interact with each other, although it was quite slow since only one user could be logged in at a time. Later in the year, the very first copies of web browsers were distributed using the bulletin board Usenet. Usenet was created by Jim Ellis and Tom Truscott, and it allowed users to post news articles or posts, which were referred to as “news”. The difference between Usenet and other BBS and forums was that it didn’t have a dedicated administrator or central server. There are modern forums that use the same idea as Usenet today, including Yahoo! Groups and Google Groups. The first version of instant messaging came about in 1988 with Internet Relay Chat (IRC). IRC was Unix-based, limiting access to most people. It was used for link and file sharing, and generally keeping in touch with one another.

The first meaningful social network site is SixDegrees.com, it was launched in 1997. It was the SNS that allowed users to create profiles, list their Friends and, beginning in 1998, surf the Friends lists. Each of these features existed in some form before SixDegrees, of

course. Profiles existed on most major dating sites and many community sites. AIM and ICQ buddy lists supported lists of Friends, although those Friends were not visible to others. Classmates.com allowed people to affiliate with their high school or college and surf the network for others who were also affiliated, but users could not create profiles or list Friends. SixDegrees was the first to combine these features. SixDegrees promoted itself as a tool to help people connect with and send messages to others. While SixDegrees attracted millions of users, it failed to become a sustainable business and, in 2000, the service closed. Looking back, its founder believes that SixDegrees was simply ahead of its time (Weinreich, A. 2007). While people were already flocking to the Internet, most did not have extended networks of friends who were online. Early adopters complained that there was little to do after accepting Friend requests, and most users were not interested in meeting strangers.

From 1997 to 2001, a number of community tools began supporting various combinations of profiles and publicly articulated Friends. AsianAvenue, BlackPlanet, and MiGente allowed users to create personal, professional, and dating profiles—users could identify Friends on their personal profiles without seeking approval for those connections (O. Wasow, personal communication, August 16, 2007). Likewise, shortly after its launch in 1999, LiveJournal listed one-directional connections on user pages. LiveJournal's creator suspects that he fashioned these Friends after instant messaging buddy lists (B. Fitzpatrick, personal communication, June 15, 2007)—on LiveJournal, people mark others as Friends to follow their journals and manage privacy settings. The Korean virtual worlds site Cyworld was started in 1999 and added SNS features in 2001, independent of these other sites (see Kim & Yun, this issue). Likewise, when the Swedish web community LunarStorm refashioned itself as an SNS in 2000, it contained Friends lists, guestbooks, and diary pages (D. Skog, 2007).

The next wave of SNSs began when Ryze.com was launched in 2001 to help people leverage their business networks. Ryze's founder reports that he first introduced the site to his friends primarily members of the San Francisco business and technology community, including the entrepreneurs and investors behind many future SNSs (A. Scott, personal communication, June 14, 2007). In particular, the people behind Ryze, Tribe.net, LinkedIn, and Friendster were tightly entwined personally and professionally. They believed that they could support each other without competing (Festa, 2003). In the end, Ryze never acquired mass popularity, Tribe.net grew to attract a passionate niche user base, LinkedIn became a powerful business service, and Friendster became the most significant, if only as "one of the biggest disappointments in Internet history".

If there is arguably any creation by man that is fundamental to him in the 21st century, it is the creation of the internet and social networking sites. Creation of social networking sites (SNSs) is a huge leap of technological evolution in the world of internet. These sites are widely used throughout the world connecting millions of people simultaneously (Ishfaq, and Tehmina, 2011). Classmates.com was founded in 1995 being the first official SNS. Purpose of its creation was to provide the students a mean of connection during or after their degree completion (Classmates.com). After it, SixDegree.com was created in 1997 leading towards the chain of emergence of Cyworld(2001), Friendster (2002), Skyblog (2002), Orkut (2004), Myspace (2005), Yahoo 360 (2005), Twitter (2006) and Facebook (2006) (Social networking sites and its positive effects). There is an availability of over 100 social networking online connecting millions of users, that is, 500 million members on Facebook; 130 million members on MySpace.com; 75 million members on LinkedIn.com; 90 million members on Friendster.com; over 10 million users on Stumbleupon.com; Orkut.com with membership of 100 million users; 50 million members on Classmates.com; 2 million members on Meetup.com; Xanga.com with 27 million members; Care2.com with

Over 9 million members; Ryze.com with 500, 000 members and so on. Other names to be mentioned are: Bebo, BlackPlanet.com, Flickr.com, Reunion.com, aSmallWorld, Bebo, BlackPlanet.com, Blue Dot, Bolt, Broadcaster.com, Buzznet, CarDomain, Consumating, Couchsurfing, Cyworld, Dandelife, DeadJournal, DontStayIn, Doostang, Ecademy, eSPIN, Faceparty, Flickr, Flirtomatic, Fotki, Friends Reunited, Gaia Online, Geni.com, GoPets, Graduates.com, Grono.net, Hyves, imeem, Infield Parking, IRC-Galleria, iWiW, Joga, Bonito, Last.fm, LibraryThing, LiveJournal, LunarStorm, MEETin, MiGente.com, Mixi, MOG, Multiply, My Opera Community, myYearbook, Netlog, Nexopia, OUTeverywhere, Passado, Piczo, Playahead, ProfileHeaven, Pownce, RateItAll, Reunion.com, Searchles, Sconex, Shelfari, Soundpedia, Sportsvite, Studivz, TagWorld, TakingITGlobal, The Doll Palace, The Student Center, Threadless, TravBuddy.com, Travellerspoint, Tribe.net, Vampire Freaks, Vox, WAYN, WebBiographies, Windows Live Spaces, Woophy, XING, Xuqa, Yelp, Zaadz, Zoomr (www.selfgrowth.com)

In the early 1990's, online communication technologies were introduced to the public in forms such as email and chat rooms (Peter and Valkenburg, 2009). Many authors, such as Dr. Norman Nie of Stanford University, predicted that these forms of technology would negatively impact adolescent social lives, and reduce their sense of well-being (Peter and Valkenburg, 2009). At that time, many child and adolescent researchers thought that on-line relationships would be superficial or meaningless. It was also predicted that these teenagers would use the Internet for purposes of meeting strangers instead of building on established relationships (Peter and Valkenburg, 2009). It was also assumed by some professionals that adolescents would spend too much time on computers, and this would negatively affect their "real- life" friendships and relationships with others (Peter and Valkenburg, 2009). While several authors during the early 2000's hypothesized that children and teenagers would become less social with on-line participation, proving this was difficult, as many homes still

did not have Internet access. In 1995, it was estimated that only 11% of American teenagers were actively participating on social networking websites (Peter and Valkenburg, 2009).

Since the early years of social networking popularity, research has been done in order to find out how this technology was affecting youth (Bryant, Sanders-Jackson, and Smallwood, 2006). Though the early trend was to believe that these sites would negatively affect adolescent communication, other researchers believed that technological communication would benefit many teenagers who had trouble expressing their thoughts and feelings face-to-face (Bryant, Sanders-Jackson, and Smallwood, 2006). Though the argument continues to be studied and analyzed, it is still a question that many researchers want answered. By looking at the most popular social networking devices, several conclusions can be made as to why these social tools are popular with young adults.

c. Introduction of the American On-Line Instant Messenger

The introduction of America On-line (AOL) Instant Messaging (shortened to “AIM”) in 1997 greatly increased the number of adolescent on-line participation (Peter and Valkenburg, 2009). AIM was one of the first on-line communication technologies that encouraged users to communicate with existing friends in “real-time.” In order to have an on-line conversation with another person, a user would have to send an “add invitation” to another user, which would then have to be accepted by that person, acknowledging that he or she was an existing friend (Peter and Valkenburg, 2009). Each user creates personal “screen name” which, for most, was either the user’s first name followed by numbers or a fictional name or word. When using AIM, each user has his or her own “buddy list” which displays the current screen names of the people he or she knows and is able to “chat” with (Peter and Valkenburg, 2009).

In the early stages of AIM’s popularity, users would have to use a phone line in order to use the program, as this was the only means of gaining Internet access. Once the Internet

was able to be accessed through cable and broadband connections, users would be able to keep the Internet running as long as they wanted, which allowed them to send and receive messages throughout the day (Peter and Valkenburg, 2009). This acted as a way to communicate with others even when a friend or family member was not currently sitting at their computer. “Away Messages” were created to inform others of what a user is doing when not currently online. If a user tried to send an instant message to a friend, these away messages would be sent back to that user, alerting him or her that the message was received, but that user is away from the computer at the moment (Peter and Valkenburg, 2009). AIM was one of the first on-line programs that introduced adolescents to the world of cyber-communication. Researchers have found that AIM became a household name by the late 1990’s, and was used by over 50% of American teenagers (Peter and Valkenburg, 2009). By 2007, this number rose to approximately 84%, as more and more families have Internet access in their homes (Peter and Valkenburg, 2009).

In a study completed in 2006, researchers investigated adolescent interest in AIM and the primary reasons for using this system rather than speaking face-to-face with others (Bryant, Sanders-Jackson, and Smallwood, 2006). This study found that 92% of teens reported using AIM to connect with friends and make plans. Other reasons for using this program included playing games with instant messaging software, asking someone out, and breaking up with someone (Bryant, Sanders-Jackson, and Smallwood, 2006). Alongside these responses were also an alarming number of negative explanations such as “playing on a trick on someone” (60%), and “Writing something I wouldn’t say in person” (42%), which gave researchers insight as to the possible social consequences of using this system (Bryant, Sanders-Jackson, and Smallwood, 2006).

America On-Line (AOL) Instant Messaging paved the way for what is now the way that method used by most adolescents in order to communicate with others. Instead of face-

to-face interactions, adolescents use websites and other forms of social technology to “chat” and send messages to people they know, and to network with others to meet new people (Peter and Valkenburg, 2009). Following AIM’s popularity with children, teens, and adults alike, social networking websites were created that offered people more ways to communicate and stay in touch.

d. Types of Social Networking Sites

It is common knowledge that the growth in information and communication technology in the 21st century is unprecedented and this has brought to bear on the exponential growth in social networking sites. We have today a compendium of social networking sites ranging from the facebook, twitter, 2go, classmate, Skype, watsap, palmchat, instagram, Friendster, mySpace and so on.

e. Uses of social networking sites

Social networking sites have the following uses:

- a. Used for chatting with friends
- b. Updating of user’s profile
- c. Making acquaintances
- d. Entertainment
- e. Watching video
- f. Communication with friends
- g. Off-loading and down loading of academic materials
- h. Teleconferencing and video conferencing
- i. Listening to music
- j. Listening to news
- k. Online banking
- l. Online marketing

- m. E-Business
- n. Off-loading and downloaded pictures
- o. Off-loading and downloading music
- p. Photographing
- q. Posting of online information
- r. Communicating with lecturers and fellow students on academic matters

f. Frequently Used Social Networking Sites by Business Education Student in Federal Universities in Nigeria

Business education students in federal universities in Nigeria like others young people all over the world are members of the online community who chat with friends in different location of the globe. The social networking sites usage is like a fashion these days, most especially among young people, everyone wants to be connected. Research findings have revealed that the most popular and frequently used social networking sites among Nigerian students are the Facebook, twitter, 2go and watsap.

g. Academic Activities of Business Education Students that Require Use of Social Networking Sites

Social networking sites have both positive and negative sides but students have the choice to use these sites for academic purposes or for ignoble purposes that will not support academic activities. A student can devote all the precious time available to him/her chatting with friends, making new friends for example on Facebook or twitter at the expense of his academic activities. Other students can devote time searching for academic websites for academic material and information, this is considered wise. This category of students will have their academic activities optimized. The following are some of the academic activities of business education students that require the use of social networking sites:

- i. Students personal studies
- ii. Students research activities

- iii. Seminar writing presentation skills
 - iv. Class assignments
 - v. Group projects and
 - vi. Tutorial
- h. Challenges Faced By Business Education Students in Using Social Networking Sites**

Despite the importance of social networking sites usage by business education students in federal universities in Nigeria, the environment in which students operate presents a number of challenges which must be contended with. These challenges are as follows:

- a. Porous power supply and outages
- b. High tariffs by networks
- c. Poor internet networks
- d. Economic down grade

2.2 Concept of Academic Activities

The school at all levels starting from the kindergarten has a predetermined program unique for each level. This is meant to subject the learner to certain learning experiences at specific level that would bring about lasting change in the person undergoing a study. Each programme contains certain activities outlined in a curriculum which the student must learn and is tested at the end of the academic duration to determine whether or not the student has acquired basic skills in line with what the program stipulate. The curriculum is said to be the sum total of activities a student is expected to learn under the guidance of the school, these include cognitive, affective and psychomotor activities. In other words, these domains of activities include students' academic activities and extra-curricular activities.

Academic activities in the university include; lectures, personal studies, tutorial, group studies, assignment, research project, seminar presentations, class participation, participation in group work, attentiveness, communication in class, and experiments. On the

other hand psychomotor activities include; sporting activities and other extra-curricular events in school.

By mere observation it can be seen that students are paying more attention towards these social networking activities rather than utilizing this time for their studies and this surely affects their academic activities as Thomas et al (1987) stated that activities of students are associated with grade-related differences among them. Karpinski (2009) found that Facebook usage is negatively correlated with collegiate grade point averages (CGPAs) of its users. He observed that CGPAs range 3.5-4.0 for non-users but lesser for users i.e. 3.0- 3.5. But the most interesting finding was that 79% Facebook users denied having any adverse impact of this usage on their CGPAs. It means they are not even aware of the fact that their networking habits are affecting their academic performance.

Grades of student users are adversely affected by Facebook usage as mentioned in report by MyFox Dallas/FortWorth ([www. Myfoxdfw.com](http://www.Myfoxdfw.com)). Similarly, Miami CBS affiliate announced that Facebook usage yields lower grades among its users (CBS4, 2009). An academic research was conducted by Wilson (2009) through which he proposed that university results are harmfully affected by Facebook usage. Likewise, Khan (2009) found that Facebook users had poor performance in exams. Englander et al. (2010) proclaimed that internet usage is negatively associated with academic performance of student users and destructive impact of internet usage is far more momentous than its advantages. Internet addiction has come forth as a result of striking boost in internet usage over the past few decades. Nalwa and Anand (2003) proposed that addicted users prefer using internet setting back their personal and professional responsibilities and this ultimately leads to poor academic performance. Kirschner and Karpinski (2009) stated that Facebook users devoted lesser time to their studies than the non- users did and subsequently had lower GPAs. Karpinski (2009) also said that among various unique distractions of every generation,

Facebook has been proved as the major distraction of current generation. Kubey, Lavin and Barrows (2001) proposed that impairment of academic performance and internet dependency are correlated with the use of synchronous communication applications including social networking sites and chat rooms. American Educational Research Association conducted a research and it was declared on its annual conference in San Diego, California (2009) that SNSs users study less and generated lower grades eventually (21stcenturyscholar.org). Similarly, Banquil and Burce (2009) found a continuing drop of grades among student users of social networking sites. Also, Boogart and Robert (2006) declared that use of SNSs and Facebook detrimental impacts on academic performance of student users. Then, Grabmeier (2009) observed lower GPAs among students who log in any SNS. Internet abuses are increasing at an alarming rate and putting forward a serious need to promote usage

2.3 Development of Social Networking in Nigeria

Adeola, (2010) gave an anecdotal perspective of the historical antecedent of internet in Nigeria, in which the first stride toward introducing Internet in Nigeria was made through the UNESCO sponsored RINAF project, in 1995. At one of the several workshops that were held to propagate the idea of the Internet, the Nigeria Internet Group (NIG) was formed as a non-profit, non-governmental organization with the primary aim and objective of promoting and facilitating access to the Internet in Nigeria. By the end of the 90s, several Internet Service Providers (ISPs) were in existence including amongst others Link serve, Cyberspace, Hyperia, Info web, PINET, Skannet, Steineng, and lots more. In 2001 ISPs in Nigeria started having problems with the PTT; they formed the "Committee of ISPs" to fight down the costs of Internet access. These efforts were successful Internet Service Providers of Nigeria (ISPAN). LanreAjayi of PINET, one of the pioneer ISPs in Nigeria, played an important role in the establishment of both NIG and ISPAN. April 2005 ISPAN started discussion on the setting up of Lagos Internet Exchange (LagosIX), which was expected to be managed by an

independent entity to be setup by ISPAN. An IXP setup committee was constituted to work with the various structures that was in place, as well as adding as appropriate. The committee members were Ndukwe Kalu (ISPAN), Ike Nnamani (Medallion Communications), Tosin Oni (Interconnect Nigeria, ICN), Femi Adelamo (Emperion WA), O.T Abiodun (NITEL), Abubakar Yakubu (NCC) and Chris Agha (NCC), including Sam Adeleke of Digitek Teevee Ltd. The Board of the Nigerian Communications Commission (NCC) approved a proposal to partly fund the setting-up of Internet exchange Points (IXPs) in Nigeria, with a collaboration between NCC and ISPAN. The IXP will operate from NECOM House (Marina, Lagos) as its main location; with sub-locations at Victoria Island, Ikeja, Ibadan, Port Harcourt, Abuja, Enugu, Kano & Maiduguri. As the consultant to NCC on the IXP setup.

The revolution in development of information technology which led to the emergence of the internet has further resulted in the proliferation of social networking sites which has today, become a platform for social interaction among the virtual community worldwide.

2.3.1 Social Network Sites and the Student Users

In recent years, social technologies have been widely used by teenagers on a daily basis. More specifically, online social networks are becoming increasingly more popular in societies in general and university campuses in particular (Raymond 2012). According to Raymond (2012) previous research shows that online social networking may have impact on students' learning. However, it is not clear how online social networking affect student learning and to what extent it affects learning outcomes.

The issue of whether social networking helps or hurts a student's academic performance is often dependent on the larger issues identified with the overall use of SNS for example, its psychological effects; individual self-discipline and self-regulation concerns; human adaptability concerns. The benefit of using SNS includes: It create room for creativity among individuals, encouraging greater social interaction via electronic mediums; it provides

greater access to information and information sources; it give individuals a sense of belonging among users of the same SNS; reduces barriers to group interaction and communications such as distance and social/economic status; and increasing the technological competency levels of frequent users of social media (Zwart, Lindsay, Henderson, and Phillips, 2011).

Internet usage has grown rapidly over the last few years. Users are able to build a network of connections that they can display as a list of friends. These friends may be people they have never met before in their life or people they only know or have met in real life. Most people have more friends on social network than they do in real life. It is important to note that the term ‘friend’, as used on a social networking site, is different from the way we approach it in the real life. In this project we will use the term as it is used on a social networking site.

The use of SNS is very common today. Facebook alone has over 750 million members, Twitter having over 177 million tweet per day, and about 3 billion people view Youtube each passing day. (Chen, and Bryer, 2012). The use of social networking sites has been repeatedly found to be the highest among those between the ages of 18-29 (Rainie, 2011); while the fastest growing segment utilizing SNSs since 2008 has been among those age 35 and older (Hampton, Sessions-Goulet, Rainie, and Purcell, 2011). Approximately 61% of teens age 12-17 utilize SNSs to send messages to their friends on a regular basis (Lenhart, 2009). Overall, it has been found that women use SNS more than men to communicate and exchange information (Hampton, Sessions-Goulet, Rainie, and Purcell, 2011).

While there is little research focusing on the relationship between social media and student engagement in higher education, a number of studies have found relationships between technology use and engagement. For instance, King and Robinson (2009) found that college students who used electronic voting systems reported they were more likely to answer

questions in their math course. Annetta et al. (2009) observed that students who played an educational game designed to teach genetics concepts were more engaged in their work than a control group. In a study using data from the National Survey of Student Engagement (NSSE), Chen et al. (2010) found significant correlations between the use of educational technology and student engagement. While these studies have been important contributions to the research on technology engagement, they have been limited by either their measurement of engagement (single variables) or their scope (cross-sectional). Two recent studies have focused specifically on social media and engagement and have found relationships between time spent on social media and student engagement as described by Astin (1984), and measured through single survey items. Heiberger and Harper (2008) conducted a study of 377 undergraduate students at a Midwestern institution, while the HERI (HERI 2007) used the Your First College Year survey to collect data from over 31 000 students at 114 colleges and universities. Both the Heiberger and Harper (2008) and HERI (2007) studies found a positive correlation between social networking website use and college student engagement. For instance, a higher percentage of high users of social networking websites participated in and spent more time in campus organizations than low users. Additionally, more of the high users reported that they interacted daily (in the real world) with close friends and felt strong connections to them (HERI 2007).

2.3.2 Increasing Popularity of Social Networking among Nigeria Students

Exploring the social networking sites has become a dominant preoccupation of Nigerian youth, who in the past years have joined the league of internet users in other nations of the world. 2014 The extent of their over indulgence with the social networking sites leaves much to be desired. Giving the chance, some of them may not have the time to do any other thing, rather than being preoccupied with surfing the internet for making acquaintances, entertainment, chatting, listening to music or watching videos and some others use these sites

for educational and research purposes. This trend is now a phenomenon shared by all countries of the world, seeing students engrossed with their mobile phones, laptops, iPads, capsules, and other gadgets. Thanks to the advancement in information technology. Many countries gained open access to the Internet due to rapid advances in information technology within last twenty years (Ishfaq and Tehmina, 2011). In fact, the World Wide Web, originally created in 1990 for US military forces, has become not only an effective instrument for the management of US army, but later a convenient tool that is used by civilians for communication, entertainment and learning purposes (ibid). One of the most popular and recognized platforms used on the Internet are social networking sites (SNS hereafter) such as Facebook, twitter, whatsapp, MySpace, whatsapp, etc. SNS can be defined as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system (Boyd and Ellyson, 2007,).

The quick rise in popularity of SNS began in the second half of the last decade partly, because of their extensive usage by school and university students (Kirschner and Karpinski, 2010). For example, a significant number (approximately 73%) of Internet-using teenagers have joined SNS by the end of 2009, with almost half of them (38%) visiting SNS daily (Lekhart et al., 2010 Berglas et al., 2011). Furthermore, Kirschner and Karpinski (2010) claim that students tend to participate in such website activities while doing their homework so that it may have negative effect on their academic achievements by interrupting them from the learning process. Therefore, it is becoming difficult to ignore the fact that there might be a direct correlation between SNS usage and student academic performance shown at schools and universities. Since the problem is relatively new, several attempts have been made for an idea of answering this question.

2.3.3 Undergraduates and the Social Networking Sites Exploration

The over indulgence of people with social media has become common spectacle in the world today, with the highest participation rate recorded by teenager and youth. Surfing the internet has become a major preoccupation of young people and often times they are so engrossed with social media to the extent that they can forget any other thing. The increased use of Social Networking Websites has become an international phenomenon in the past several years. What started out as a hobby for some computer literate people has become a social norm and way of life for people from all over the world (Boyd, 2007). Teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Boyd, 2007). With the increase of technology used for communicating with others and the popularity of the Internet, “Social Networking” has become an activity that is done primarily on the Internet, with sites like MySpace, Face book, Bebo, Friendster, and Xanga (Coyle et al., 2008).

Many people actively participate in content generation and value creation, and several researchers (e.g., Young et al., 2009; Vasalou et al., 2010) have examined their profiles to determine why and to what extent they are keen on posting their entire identity, sharing pictures and videos, and indicating their religious affiliations, marital status, and political orientations on the internet. These users interact with others, exchange information about their interests, and raise discussions about new topics, follows news about specific topics on different Social Networking Sites. Teenagers now use the Internet for the majority their daily activities and information gathering, as opposed to older generations who used resources like the television or newspaper (Lewis, 2008).

A recent survey showed that approximately ninety percent of teens in the United States have Internet access, and about seventy-five percent of these teens use the Internet more than once per day (Kist, 2008). This study also showed that approximately half of all

teens who have Internet access are also members of social networking sites, and use the Internet to make plans and socialize with friends (Kist, 2008). In September, 2005, out of total adult internet users (18-29 years) 16% were those who were using any social networking site and this percentage increased to 86% on May, 2010 (www.marketingcharts.com).

Tuckman (1975) defined performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. Use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely. Shah et al. (2001) proposed that student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of internet while having drastic impact of recreational use of internet on them.

Also, Oskouei (2010) proposed that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination. Several studies have been done regarding social networking and grades. Whittemore School of Business and Economics recently conducted a survey of over 1,000 students. They asked questions regarding which social network sites were used, how much time they spent on a site, what their grade point average (GPA) was, and what they were going to school for. It was concluded that there is no correlation between how much time is spent on a social networking site and grades (Martin, 2009). The University of New Hampshire agrees, and believes that current college students grew up in the technology era and social networking is now just a part of a student's daily routine. Their research show that '63% of heavy users received high grades, compared to 65% of light users' (U of NH, 2009).

The University of New Hampshire said that a majority of students use social networking for social connections and entertainment, but are also using it for education and professional reasons. Kirschner revealed that students who multi-task between social networking sites and homework are likely to have 20% lower grades than a student who does not have a social networking site in visual range. Kirschner believes that even running a social networking site on the background on a student's PC while studying or doing homework could lower a student's grade. He believes that "the problem is that most people have Facebook or other social networking sites, their e-mails and maybe instant messaging constantly running in the background while they are carrying out their tasks" (Enriquez, 2010).

American Educational Research Association conducted a research and it was declared on its annual conference in San Diego, California (2009) that SNSs users study less and generated lower grades eventually (21stcenturyscholar.org). Similarly, Banquil et al. (2009) found a continuing drop of grades among student users of social networking sites. However, many researchers also found a positive association between use of internet and SNS and academic performance of the student users. Students, using internet frequently, scored higher on reading skills test and had higher grades as well (Linda et al., 2006). An ever increasing growth rate of SNS not only calls for the parental and teacher monitoring of student users but also attracting the focus of academicians and researchers towards this phenomenon. Student's use of social networking continues to create challenges and issues for higher education professionals and keeping abreast of these challenges has proved difficult because of the speed at which new technologies are being introduced (Bugeja, 2006; Cariccioso, 2006; Finder, 2006; Quindlen, 2006; Shier, 2005).

There is evidence that higher education institutions have taken initiatives in disclosing information about online social networking involvement to their students(Read et al., 2006).

An example is Cornell University's "Thoughts on Facebook", which creates students awareness about the responsible use of online social networking (Mitrano, 2006). Following Cornell University, many institutions have adopted this approach to informing students by using anecdotal literature to guide their actions (Kord, 2008). The study looks at Social networks in relation to its impact on academic needs. Social networks are studied with an educational context; they are part of a virtual learning environment. The classroom is shifting in time and space with e learning. The rampant use of social networks for learning purposes by students makes this study imperative. SNS are part of this virtual learning environment where the classroom is shifting in time and space.

2.4 Social Networking and Communication among University Students in Nigeria

It is evident today that social media has gained acceptance by the youth as an effective communication tool that supports their studies, these include Nigerian university students. There is no doubt that Social media has gained wider acceptability and usability and is also becoming probably the most important communication tools among students especially at the higher level of educational pursuit.

The social media has become one of the most important communication means in recent times. However, social networking exist so as to provide communication among people regardless of the distance, making it open to people to easily share information, files and pictures and videos, create blogs and send messages, and conduct real-time conversations. These systems are referred to as social, simply because they allow communication with buddies and co- workers so easily and effectively. It also strengthens the ties between people of those systems.

The favorite in the realm of internet sites are Facebook, Twitter and others. These websites and social forums are ways of communication directly with other people socially and in media. As much as social media is viewed as having bridged the gap in

communication that existed. Within the social media Facebook, Twitter and others are now gaining more and more patronage. These websites and social forums are way of communicating directly with other people socially. Social media has the potentials of influencing decision-making in a very short time regardless of the distance. The increased use of Social Networking Websites has become an international phenomenon in the past several years. What started out as a hobby for some computer literate people has become a social norm and way of life for people from all over the world (Boyd, 2007). Teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Boyd, 2007). With the increase of technology used for communicating with others and the popularity of the Internet, “Social Networking” has become an activity that is done primarily on the Internet, with sites like MySpace, Face book, Bebo, Friendster, and Xanga (Coyle et al., 2008).

Many people actively participate in content generation and value creation, and several researchers (e.g., Young et al., 2009; Vasalou et al., 2010) have examined their profiles to determine why and to what extent they are keen on posting their entire identity, sharing pictures and videos, and indicating their religious affiliations, marital status, and political orientations on the internet. These users interact with others, exchange information about their interests, raise discussions about new topics, follow news about specific topics on different Social Networking Sites. Teenagers now use the Internet for the majority their daily activities and information gathering, as opposed to older generations who used resources like the television or newspaper (Lewis, 2008).

A recent survey showed that approximately ninety percent of teens in the United States have Internet access, and about seventy-five percent of these teens use the Internet more than once per day (Kist, 2008). This study also showed that approximately half of all teens who have Internet access are also members of social networking sites, and use the

Internet to make plans and socialize with friends (Kist, 2008). In September, 2005, out of total adult internet users (18-29 years) 16% were those who were using any social networking site and this percentage increased to 86% on May, 2010 (www.marketingcharts.com). Tuckman (1975) defined performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. Use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely. Shah et al. (2001) proposed that student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of internet while having drastic impact of recreational use of internet on them. Also, Oskouei (2010) proposed that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination.

Several studies have been done regarding social networking and grades. Whittemore School of Business and Economics recently conducted a survey of over 1,000 students. They asked questions regarding which social network sites were used, how much time they spent on a site, what their grade point average (GPA) was, and what they were going to school for. It was concluded that there is no correlation between how much time is spent on a social networking site and grades (Martin, 2009). The University of New Hampshire agrees, and believes that current college students grew up in the technology era and social networking is now just a part of a student's daily routine. Their research show that '63% of heavy users received high grades, compared to 65% of light users' (U of NH, 2009). The University of New Hampshire said that a majority of students use social networking for social connections and entertainment, but are also using it for education and professional reasons. Kirschnera

revealed that students who multi-task between social networking sites and homework are likely to have 20% lower grades than a student who does not have a social networking site in visual range. Kirschner believes that even running a social networking site on the background on a student's PC while studying or doing homework could lower a student's grade. He believes that "the problem is that most people have Facebook or other social networking sites, their e-mails and maybe instant messaging constantly running in the background while they are carrying out their tasks" (Enriquez, 2010). American Educational Research Association conducted a research and it was declared on its annual conference in San Diego, California (2009) that SNSs users study less and generated lower grades eventually (21stcenturyscholar.org). Similarly, Banquil et al. (2009) found a continuing drop of grades among student users of social networking sites. However, many researchers also found a positive association between use of internet and SNS and academic performance of the student users. Students, using internet frequently, scored higher on reading skills test and had higher grades as well (Linda et al., 2006). An ever increasing growth rate of SNS not only calls for the parental and teacher monitoring of student users but also attracting the focus of academicians and researchers towards this phenomenon.

Student's use of social networking continues to create challenges and issues for higher education professionals and keeping abreast of these challenges has proved difficult because of the speed at which new technologies are being introduced (Bugeja, 2006; Cariccioso, 2006; Finder, 2006; Quindlen, 2006; Shier, 2005). There is evidence that higher education institutions have taken initiatives in disclosing information about online social networking involvement to their students (Read et al., 2006). An example is Cornell University's "Thoughts on Facebook", which creates students awareness about the responsible use of online social networking (Mitrano, 2006). Following Cornell University, many institutions have adopted this approach to informing students by using anecdotal literature to guide their

actions (Kord, 2008). The study looks at Social networks in relation to its impact on academic needs. Social networks are studied with an educational context; they are part of a virtual learning environment. The classroom is shifting in time and space with e-learning. The rampant use of social networks for learning purposes by students makes this study imperative. SNS are part of this virtual learning environment where the classroom is shifting in time and space.

2.5 Students and the Challenges of Social networking

Though social media can increase student learning through student interactions, challenges arise when social media are incorporated into an academic course. The assumption that students are familiar with and agreeable to using certain types of social media can cause educators to inadvertently fail to provide the resources or encouragement necessary to support student usage and learning (Cole, 2009; Väljataga and Fiedler, 2009). Arnold and Paulus (2010) found that even when social media is used for an educational purpose, students incorporate the technology into their lives in a way that may differ from the intentions of the course instructor. For example, off-topic or non-academic discussions occur on social media because of its primary design as a social networking tool (Lin et al., 2013). Further, as a student's age increases, the frequency of off-topic discussions also increases (Lin et al., 2013). This indicates that while social media may encourage broader discussions of course content, older students may spend more time than younger students engaging in unrelated discussions. Social media can also negatively impact student GPA as well as the amount of time students spend preparing for class (Annetta et al., 2009; Junco, 2012b). One explanation for this impact is that social media provides too much stimulation and therefore can distract students from completing their coursework (Hurt et al., 2012; Patera et al., 2008). Another reason for this may be that students who spend more time on social media may have difficulty balancing their online activities and their academic preparation.

Social media can also be a challenging instructional strategy to incorporate because it attempts to balance the authority of the educator with the active participation of the students. Collaboration through social media supports more of a constructivist approach to learning, where students and educators can work together to co-create understanding of a particular topic, rather than an approach that emphasizes individual contributions (Stevens, 2009). As a result, students and educators become equal participants in the knowledge sharing process. Though this seems beneficial for creating and disseminating knowledge, social media can also become a privacy concern (i.e. cyber-plagiarism) as well as an outlet for abuse and cyber-bullying (Chen and Bryer, 2012; Frye et al., 2010; Jackson, 2011; Smailes and Gannon-Leary, 2011). This suggests that establishing standards for social media use should include behavior and attitude guidelines similar to those enforced in the classroom.

2.6 Influence of Social Network on Academic activities

Sound Quality education produces productive students who lead to the prosperity of their respective educational institution and subsequently are proved as strong contributors to the national well-being. Tuckman (1975) defined performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. Use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely. Shah et al. (2001) proposed that student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of internet while having drastic impact of recreational use of internet on them. Also, Oskouei (2010) proposed that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination. The effect of SNS usage

will depend on the type of SNS the student is using, if a student uses the internet for the purpose of leisure activity that interferes with academic, it will affect the student academic performance negatively.

In a research conducted by The University of New Hampshire it was found out that current college students grew up in the technology era and social networking is now just a part of a student's daily routine. Their research show that '63% of heavy users received high grades, compared to 65% of light users' (U of NH, 2009). The University of New Hampshire said that a majority of students use social networking for social connections and entertainment, but are also using it for education and professional reasons. Kirschner revealed that students who multi-task between social networking sites and homework are likely to have 20% lower grades than a student who does not have a social networking site in visual range. Kirschner believes that even running a social networking site on the background on a student's PC while studying or doing homework could lower a student's grade. The problem is that most people have Facebook or other social networking sites, their e-mails and maybe instant messaging constantly running in the background while they are carrying out their tasks (Enriquez, 2010).

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It is obvious that the concept of social networking sites is today the center of attraction by all and sundry as such there are different perspectives to what social networking

means. The meaning of social network site varies across areas and among individuals (Donath and Boyd, 2004; Lange, 2007). According to Boyd and Ellison (2007), an online social network site (SNS) is a “web-based service that allows individuals to (1) construct a public or semipublic profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. Online social networking provides connections that allow users to make “friends” (Greenhow & Burton, 2011).

Some studies investigated the effectiveness of the use of SNS on college students’ academic lives. One study related to college students’ feelings about having their professors on Facebook (Hewitt & Forte, 2006), and another to how a faculty presence on Facebook impacts student motivation, affective learning, and classroom climate (Mazer, Murphy, & Simonds, 2007). Both studies indicated that college students liked having professors join them on Facebook. A few studies investigated activities on which college students spend the most amount of time when on SNS. The Syracuse University Online Communities Research Team (2006) found that 92% of their students used Facebook on a daily basis to maintain relationships with friends they had met in person or new online friends. Ellison, Steinfeld, and Lampe (2007) investigated undergraduate college students (n=286) using Facebook. They found that Facebook may help some college students reduce social barriers and learning anxiety. The findings of the National School Board Association (2007) indicated that 60% of the college respondents talked about education topics, and 50% of the students talked particularly about school work by using SNS. Salaway, Borreson, and Nelson’s study (2008) of US college students (ages 18–25) indicated 85% of college students spent an average of 19.6 hours per week on online network sites (primarily Facebook) for work, school, or recreational activities. Younger respondents reported spending more time on SNS than older respondents. The study also found 73.9 % of the respondents used blogs, wikis, and photo or

video websites to share academic and nonacademic information. A recent Pew study (Lenhart, Purcell, Smith, and Zickuhr, 2010) indicated that more than 75% of young adults reportedly had a profile on an SNS like Facebook or MySpace and that they devote an average of nine hours a week to maintain their online network accounts.

Social media use has increased in recent years across all age levels. The Pew Internet and American Life Project found that although 73% of teens between the ages of 12 and 17 use social media, the rates of social media use are even higher (83%) for young adults between the ages of 18 and 29 (Lenhart, Purcell, Smith, and Zickuhr, 2010; Madden and Zickuhr, 2011). Due to age restrictions and limited access to social media, pre-adolescent students do not appear to have the same level of social media use as older students (Lenhart et al., 2010). In addition to the number of teens and young adults using social media, two-thirds of adult Internet users are also using social media (Madden and Zickuhr, 2011). Social media has also been implemented in academic settings to motivate students to participate, share, and learn with other collaborators (Kabilan, Ahmad, and Abidin, 2010). Nelson Laird and Kuh (2005) found that students use information technology regularly in both their academic and personal lives. However, students use social media more than other course related technologies because they are already familiar with the features and settings (Appel, 2012; Hurt et al., 2012; Liu, 2010).

2.7 Motivational Problems of Social Networking Sites

As a result of procrastination, there is increasing concern that the extensive usage of SNS may lead to the loss of motivation. Rouis et al. (2011,) describe motivation as the inner wish of a particular student to do well in academic life. Again, this issue has grown in importance due to the recent claims of the mass media that were connecting student unwillingness to study with the inadequate amount of time spent on visiting SNS (Lampe, 2011).

Although Cohen (2007) points out that SNS might be used for educational purposes among the students that are situated in the same learning conditions, they cannot completely replace the study process with which these students are facing in the academic curriculum. For instance, student proposes that practical knowledge that can be gained with the help of meetings and through collaborations is much more appropriate for a particular student than the same information obtained on the Internet. In other words, the likelihood is that the process of knowledge obtaining is directly related with the fact of realizing of being participated in the classroom activities (de Villiers, 2010). The more particular students are involved in the academic tasks, the more chances that they will develop a positive attitude towards their work.

As a result of the problem discussed in the previous paragraph, it is probable that some connections exist between the usage of SNS and the formation of motivation. A recent study that was carried out by Ishfaq and Tehmina (2011) has shown that Internet-addicted people and SNS users particularly, may experience several problems with their motivation that can possibly lead to the low academic performance. Thus, it could conceivably be hypothesized that achievements of these students that were obtained in the real life become less important for them than those in the SNS. For example, if a particular student experience serious emotional problems such as lack of friendly support, he or she will try to get rid of this problem by striking up friendships in the SNS. The same concept would apply for the problems that are related to academic achievements.

This hypothesis is in complete agreement with D'Agostino (2011) findings which showed that students that were involved in the extensive usage of SNS did not pay attention to their academic conditions in most cases. This phenomenon has happened on account of the reason that students “indulge so much to cope with the fast pace of online social networking

that they start finding the real world around them not stimulating’’ (Ishfag and Tehmina, 2011).

2.8 Role of educators in providing instructional support to students using the Social Networking Sites

When using social media, educators must be able to play an active role in the collaborative process. Educators must not only promote creativity and assess student activities but also inform and clarify misunderstandings that occur involving the content area and subsequent knowledge creation in order to maintain the integrity of the learning environment (Frye et al., 2010; Garrett, 2011; Liu, 2010). In order to support these roles, educators must be provided with professional development that demonstrates how to incorporate social media into their classrooms in order for it to be used to effectively promote student learning (An and Reigeluth, 2012; Stevens, 2009). Even though educators are supportive of using social media and may receive professional development, educators report that they do not know how to effectively incorporate it into their classroom (An and Reigeluth, 2012; Fewkes and McCabe, 2012; Heafner and Friedman, 2008). These educators are unfamiliar with the time constraints involved in creating lessons that utilize social media while at the same time creating lessons that do not use social media (Hurand Oh, 2012). However, educators are more likely to incorporate social media activities into their classroom that they have created because they are able to creatively control the content that is included; for example, content that may be assessed on state mandated tests (Annetta et al., 2009; Hurand Oh, 2012).

While some educators have found ways to include social networking sites into their lessons, other educators are not utilizing them for instructional purposes (Fewkes and McCabe, 2012). The use of social media must be purposeful and as a result should be applied in situations that are the most appropriate for learning and student understanding to occur (Liu, 2010, Våljetagaand Fiedler, 2009). For example, social media is best used as an

introductory tool for review and collaboration, not merely as a method of advertising class reminders (Annetta et al., 2009; Fewkes and McCabe, 2012). Therefore, educators who are considering incorporating social media into their academic courses should ensure that the specific type of social media used matches the learning outcomes for the students.

Changes in information technology in the 21st century are seen as very serious revolution in technological developments. The internet has brought about a revolution in the way things are done, it has of course transformed the world into a global entity or village where people are brought together as well informed community of internet users. Again the internet enhances interaction among people who ordinarily cannot see due to distance. Sharing the same opinion Ishfaq and Tehmina (2011) posit that Technological changes have always been seen as strong evolutionary force but the advent of internet is something that has shaken almost all spheres of personal, social and professional human life. Right from the mere ways of interaction to the running of huge systems, we are utilizing the conveniences provided by the existence of internet. Developments made in the internet applications are beyond our imagination and no one would have ever imagined that a networking tool developed solely for military purpose in U.S in 1969 would become a rich source of knowledge, entertainment, communication and many more (Ishfaq and Tehmina, 2011).

It is obvious that significant benefits have been realized from internet being a connection and communication tool. Internet users who visit social networking sites or any blogging site comprise two-third of world's internet users consuming about 10% of the whole time spent on internet (blog.nielsen.com) and accounts for 65% of internet usage (www.socialadblog.com). Millions of people can stay connected together using the web provision called social networking sites. A social network is formed by the connection of many online communities leading towards the sharing of not only information and knowledge but cultural values as well (Nethistory.info). Classmates.com was founded in 1995 being the

first official SNS. Purpose of its creation was to provide the students a mean of connection during or after their degree completion (Classmates.com). After it, SixDegree.com was created in 1997 leading towards the chain of emergence of Cyworld (2001), Friendster (2002), Skyblog (2002), Orkut (2004), Myspace (2005), Yahoo 360 (2005), Twitter (2006) and Facebook (2006) (Social networking sites and its positive effects). The most successful and largest social networking site is the Facebook that is the latest among all other social networking sites. Reviewing the origin and creation of Facebook, this was founded by Mark Zuckerberg in 2003. He was a student at Harvard's School and there he created a site called Facemash. This site was instantaneously shut down after coming into the notice of school administration and M. Zuckerberg was charged for Privacy Breaching by school administration. After being released from this charge, "The Facebook" was recreated in February 2004. In 2005, word "The" was dropped from its URL and it became "Facebook (www.webhostingreport.com).

More than 500 million members had been found as active users of Facebook in July 2010. Considering its popularity among students, Facebook high school version was launched in September, 2005. Its members are multiplying greatly with each day passing i.e. Facebook had 100million users on Aug. 26, 2008 while this number increased to 500million on Jul. 21, 2010 and growth rate was 153% during the last year (blog.Facebook.com). Social networking sites brought many positive implications to humanity as members of the global community. The idea of social globe or global village has been translated into reality through these sites connecting millions of people from all around the world. Simultaneous communication of many people even at distant places promotes the creation of social capital fetching personal, professional and social benefits not only to the users of these sites but to the society as a whole (Ishfaq, and Tehmina, 2011). But every technological revolution brings some dilemmas and darker issues along as well. Likewise, these increasing links and networks

online are setting back the real values of life especially students are accepting some adverse impacts from using these sites as they form the major chunk of SNSs users. An ever increasing growth rate of SNSs not only calls for the parental and teacher monitoring of student users but also attracting the focus of academicians and researchers towards this phenomenon. In September, 2005, out of total adult internet users (18-29 years) 16% were those who were using any social networking site and this percentage increased to 86% on May, 2010 (www.marketingcharts.com). With 17.5 million internet users, Pakistan got a 7th rank among the Asia's top ten internet countries (Internet Users in Pakistan hit 17.5 Million Mark) and student users of SNSs account for 50% of total internet users (www.pewglobal.org). These students are paying more attention towards these social networking activities rather than utilizing this time for their studies and this might affect their academic performance adversely. This area grasps researchers' attention but in Pakistan it is an "unexplored Area" and this study is an effort to fill this research gap. Current study specifically aims at exploring the relationship between SNSs usage and educational performance of the student users so would be a value addition to this research area.

Technological changes have always been seen as strong evolutionary force but the advent of internet is something that has shaken almost all spheres of personal, social and professional human life. Right from the mere ways of interaction to the running of huge systems, we are utilizing the conveniences provided by the existence of internet. But it has always been a topic of discussion if negative impacts of using internet are outweighing these conveniences. Special focus has been given to teenagers who are using this facility and most of them are students. Students are the social asset/capital for the nation on the whole. They are the pillars strengthening the social worth and are the major determinants of type of social capital possessed by a nation (Pasek et al., 2006). Indicators of social capital are positively associated to the informative use of internet whereas are affected negatively by recrea- tional

usage (Shah et al., 2001). Productivity of students is enhanced by technology usage for informational purposes. Also informational usage of technology promotes the efficiency of teachers and this increased productivity ultimately leads to build a strong social capital (Oskouei, 2010). Social capital was defined by Coleman and James (1988) as resource built up of people interaction and development of direct relationships among them. Social media in higher education

Social media are a collection of Internet websites, services, and practices that support collaboration, community building, participation, and sharing. These technologies have attracted the interest of higher education faculty members looking for ways to engage and motivate their students to be more active learners (Hughes 2009). There has been interest in integrating various social media tools (such as blogs, micro blogs, video-sharing sites, and social networking) into the learning process (GrosseckandHolotescu 2009; Rankin 2009; Ebner et al. 2010; Schroeder et al. 2010), especially by faculty members with a disposition towards the use of newer technology in education (Crook 2008). A major category of social media activity is social networking. Social networking websites, such as Face- book, Myspace, and Twitter, have become an integral part of U.S. college students' lives (Junco and Mastrodi- casa 2007; New Media Consortium 2007; Cotten 2008). The Higher Education Research Institute (HERI 2007) reported that 94% of first year college students use social networking websites, and data from a survey by Mastrodicasa and Kepic (2005) showed that 85% of students at a large research university had accounts on Facebook, the most popular social networking site. These data are congruent with more recent statistics on social networking website use and reinforce the fact that social networking is an important part of college students' lives (Jones and Fox 2009; Matney& Borland 2009). While Facebook has been the most popular social networking site for American college students to date, educators have been more willing to try to integrate Twitter as part of the learning process (Grosseck

and Holotescu 2009; Rankin 2009; Ebner et al. 2010; Schroeder et al. 2010). Twitter is more amenable to an ongoing, public dialogue than Facebook because Twitter is primarily a microblogging platform (Ebner, et al. 2010). Indeed, some have described Twitter as a blog that is restricted to 140 characters per post but that also includes the functionality of social networking (McFedries 2007).

2.9 Review of Empirical Studies

This section deals with the review of previous researches that are related to the present study. Anjugu (2009) researched into the Impact of Social Media on Students' Academic Performance: A Case of Students of University of Abuja. The study had for objectives and four research questions. The population of the study comprised 6000 students of University of Abuja spread across all faculties. The sample of the study was 150 students determined by purposive sampling technique. The research findings showed that:

- i. A large number of students in the University of Abuja were aware of the social media and had access to various social networking sites.
- ii. The students of University of Abuja were often online in various social networking activities.
- iii. A huge amount of time is spent on social networking sites than in academic activities by the students of University of Abuja.
- iv. Due to the enormous amount of time spent on social networking activities, the academic performance of students suffered setbacks which could lead to poor performance in the student's academics and therefore, fail to create a balance between the social media and academic activities.

This researcher sees a sample of 150 as being too small and disproportionate for a population of 6000. That the population came from one university lacks the capacity for generalization. The reviewed study would have covered more universities than just one to

come up with more realistic findings. The reviewed research did not test a single hypothesis and the statistical tool for data analysis was the use of simple tables, frequency and percentage, this the researcher considers not good enough for master degree thesis.

This study concurs with the reviewed research, in that both studies share some areas of similarities. Both studies investigated into the influence of social networking sites on students' academic activities. While the past research revealed negative impact of social networking sites on students' studies, the current study intends to establish whether or not social networking sites usage is fundamental to students' academic activities and learning. In the area of coverage the current study focuses on ten federal universities in Nigeria while the study being reviewed is narrower in scope having only students of university of Abuja as its target audience. Another area of dissimilarity is the fact that the reviewed study did not test a single hypothesis while this study will test six null hypotheses using regression.

Ishfaq and Tehmina (2011) carried out a research on lookout for academic impacts of social networking sites (SNSs): A student based perspective. The study was carried out to determine the relationship between Social Networking Sites usage and educational performance of the student users. The study had four research objectives and four research hypotheses tested with Pearson Product Moment Coefficient at 0.05 level of significance. The study adopted a survey design with a population which consisted of 1000 students. The sample of the study consisted of 730 students selected from different universities in Pakistan. Multistage Sampling Technique and simple random sampling technique were used to select 6 universities 2 from private sector and 4 from public sector. To form clusters, these universities were further divided and each cluster consisted of four faculties that is, faculty of social sciences, faculty of engineering, faculty of business/management sciences and faculty of natural sciences. Simple random sampling was done at last stage of multistage sampling. Personally administrated questionnaires were used as data collection tool and 73% students

responded back. Empirical results show that students manage their time efficiently and fulfill their study requirements effectively; hence use of social networking site does not have an adverse impact on their academic performance.

The present study is in consonance with the past one. The two studies are on influence of social networking sites on students learning. While the current study is being carried out to find out the influence of social networking sites on business education students' academic activities the past study is on academic performance of students. Sofela (2012) conducted a study on Effect of Social networking sites on Students, in which the researcher found out that the popularity of social networking has grown expediently. The social networking site such as face book, MySpace, 2go and BB chat allows social interaction among students.

The study examined the positive effect of such site on youths. The researcher commented thus; gone are those days when events happen and it stays a while before people begin to hear about it, but now, through social media, events and news are now known within splits second after they are shared. It offers youths a channel for entertainment, communication, and meeting friends and those you've not seen for a long time.

The study also analyzed the negative consequences of such site. Despite the positive gains, social networking sites usage also has its negative side. It was before now used by students for research but most students abandoned their home work to chat with friends. However, there is a consonance between the current study and the one being reviewed, in that both researches emphasized on the impact of social media on students, stressing on the positive impact on student's academic performance as well as the negative influence. The study emphasized the need for students to create a balance between social networking activities and their academics to prevent setbacks. The reviewed study was brief and failed to throw more light on the negative influence of social media on academic performance of students. The current study focuses on the two sides of the coin giving students the

opportunity to choose what impact they want the social media to play in their academics. The past researcher did not employ the use of any statistical tool and did not test any hypotheses while the current study will adopt the regression analysis to test the six null hypotheses of the study, which will be run by SPSS.

Seyi, (2012) carried out a study on Social Media and Nigeria Youth Burden. This study stressed on the negative effect of giving too much time and undue attention to online socialization to the detriment of academics. According to the researcher, the 21st century brought with it the advent of the new media with its fast tracking means of sending and receiving information via internet in our contemporary society, the news media has gained popularity as its been used for entertainment, networking and academics. The study noted that, the social media was given a boost as a result of ideas from youths.

The study criticized seriously the obsessive attitude of Nigeria youths towards social media. It pointed out that the rate at which youths devote their quality time in chit chatting, calls for urgent attention. Some guys now find social media soothing to propagate harmful schemes. The study however, traced the incessant incidents of murders and gang-rapping of girls by guys whom they interacted with through social media. It gave an instance with the case of a girl; Cynthia was gang-raped when she went visiting a friend she met through social networking site (2go), and whose nude pictures were displayed on the net by the perpetrators.

Another case in question is that of a girl who paid a visit to her face book friend in Lagos and base on their arrangement; she logged and waited for his arrival. On his arrival, he asked her for sex and she refused and out of annoyance, he plugged off one of her eyes and sliced her nipple and he escaped. Every effort made to get him proved abortive because he had a fake identity.

The study also observed that some students are always busy pinging and 2going while lectures are on. Time ought to be channeled towards learning, academic research and

innovations have been wasted by the passion of meeting friends and discussing trivial issues, hence, most students' academic suffer setbacks as a result of distraction.

The reviewed study and present study were both centered on the use of social media by students, they both emphasized on the statement of the problem suggesting the need for more time to be channeled to academics to prevent setback that might be caused by the use of social media. The reviewed study was not based on any theory. It also failed to provide possible solutions for the way forward in solving issues relating to student's academic performance and social networking sites. The present study is based on social presence theory.

Shahzad (2012) researched on the Impact of Social Networking Websites on Students. The study sought to find out the factors of social networking sites that impact on students. The researcher formulated four research objectives and four research questions to aid in realizing these objectives. Variables identified are age, gender, education, social influence and academic performance. Survey design was adopted for the study and 168 respondents' only students were randomly selected. Descriptive statistics was employed to analyze the data collected from the respondents. Four research hypotheses were formulated and tested using chi-square statistics.

The study concluded that students whose age range from 15 to 25 mostly use social networking websites for entertainment. 60% of male students commonly used social networking websites for knowledge. Graduation students generally prefer social networking websites for entertainment. From this research study it was also found that people can use social networking websites due to social influence. This study determines that most of students use social networking websites due to their friends and its total average is 67.3% of total sample. Students having 3.0 to 3.5 GPA (Grade Point Average) mostly use social networking websites for entertainment.

The past study adopted survey research design which was also the design adopted by the current study. The past study focused on the positive aspect of social media on students but did not touch on the negative effect social networking sites can have on students. The area of similarity between the two researches is the good effect social networking sites can have on students' academic achievements if these sites are directed toward learning.

In another related study by Raymond (2012) on *An Empirical Study of Online Social Networking for Enhancing University Students' Learning*. This study was based on social presence and social learning theories. The research was an empirical study carried out to examine how online social networking affect student learning. The research adopted the survey design. The study had a population of study was 130 with a sample of 58 students of the management information system at the city university, Hong Kong. The researcher formulated and tested four research hypotheses at 0.05 level of significance. The test of the null hypotheses revealed that there is significant correlation between online social network and students learning and academic achievement.

The survey results indicate that online social networking activities promote students' perceived social presence, and hence positively influence the intensity of online knowledge sharing and knowledge discovery. As a result, both students' perceived learning satisfaction and learning outcomes have been improved. The survey also indicated that 92 percent of the respondents were interested in participating in course related online social networking in the future.

The current study concurs with the previous study, hence it is a surveys being carried out on university students in order to discover whether or not social networking sites have any effect on students learning. The use of survey was quite appropriate so also was the employment of correlation to test the relationship between the research variables.

Onyeka, Bulus and Sajoh (2013) conducted a research on the effect of social networking sites usage on the studies of Nigerian students. The study had five research objectives and five research questions. The study adopted a descriptive survey design. The population of the study comprised of 1,200 students in three tertiary institutions in Mubi, Adamawa State, Nigeria. The sample of the study was 536 randomly selected from the Adamawa State University, Federal Polytechnic and College of Education, Mubi. The researchers tested one null hypothesis using Chi-square statistic at alpha value 0.05. The null hypothesis stated that frequent use of social networking sites by students has no significant effect on their studies.

Finding of the research showed that social networking sites had no significant effect on students' studies. Therefore, the null hypothesis was retained. This study is related to the current work in the sense that both researches adopted the same research design but differ in the type of statistical tool used to test the null hypothesis. While the current study is to establish the influence of social networking sites on students' academic activities, the past study was on effect of social networking sites on their studies.

Ezekiel, Asemah, Okpanachi, and Edegoh, (2013) conducted a research on Influence of Social Media on the Academic Performance of Undergraduate Students of Kogi State University, Ayingba, Nigeria. The rationale behind the study was to find out whether the exposure of the students to social media has effect on their academic performance. The study is founded on two theories; namely: social information processing theory and media equation theory. The survey research method was adopted for the study. The purposive sampling was used to select mass communication undergraduate students while the simple random sampling was used to select the 282 students that form the sample size for the study. To determine the sample size for the study, the Cochran statistical formula for determining sample size was used. A structured questionnaire was used as the instrument of data

collection. The study had four research objectives and four research questions. Descriptive statistics was employed to analyze data collected from the study participants while inferential statistics was used to test the research hypotheses.

Findings of the study showed that students of mass communication in Kogi State University were exposed to social networking sites to a large extent. The research finding revealed that the most popular social networking sites used by the students were Facebook and 2go. It was also found out that social media sites affect these students negatively since it did not aid improve their academic performance. The study's focus was only drawn to the negative aspect of social media use and remained blind to the positive effect these sites can have in broadening the frontier of learning among students who use them for academic activities.

In a study conducted by Waleed and Mohammed (2013), on *The Impact of Social Media Use on Academic Performance among University Students: A Pilot Study*, the study had four research objectives and four research questions. The researchers adopted a survey research design with the population of the study as 200 undergraduate and postgraduate students of the University of Technology, Malaysia. The sample of the study was 80 students selected through random sampling. Data generated from administration of the instrument were analyzed using mean, standard deviation and percentage. Four research hypotheses were tested at 0.05 significant level using Pearson Product Moment Coefficient (PPMC) run by SPSS application (version 20). Findings in this research revealed that there was significant correlation between social networking sites use and academic performance of students. The reviewed study and current study share common similarities bearing in mind that both researches adopted the same research design. Both studies tested the research hypotheses using the PPMC at 0.05 level of significance.

In a study carried out by Saba and Tarang (2013) on The Effects of Social Networking Sites on the Academic Performance of Students in College of Applied Sciences, Nizwa, Oman. The study had four research objectives and one research hypothesis. The study was Analytical Research and data was collected with the help of a questionnaire in a cross sectional survey. The target population for the study was the college students, of bachelors program, of Nizwa College of Applied Sciences. Sample of the study was comprised of 100 participants and the sample was chosen using Purposive Sampling Techniques. The researcher tested the null hypothesis using the Pearson Product Moment Coefficient at 0.05 level of significance. The research finding revealed that there was positive correlation between social networking usage and academic performance of students. Though, the previous study revealed that there is positive correlation between social networking sites and students' academic performance. The present researcher is of the opinion that mere use of these social platforms does not ensure automatic positive academic performance on the part of the students. The students have to use the social network for academic purposes.

2.10 Summary of Reviewed Literature

This section provides the summary of literature review which the researcher found to be relevant to the study, starting first with the theoretical framework which provides the base upon which the entire work rests. This study is anchored on the theory of 'social presence' by Short, Williams and Chritie (2004) which refers to "the degree of warm and personal relations among the interacted parties in a mediated interaction environment. Both student-to-student and student-to-instructor communications and networking is an effective way of promoting students' social presence, and hence encourages them to engage in online knowledge sharing and knowledge discovery processes.

Literature were reviewed on development of social networking in Nigeria, Social network sites and the student users, increasing popularity of social networking sites among

Nigeria students, undergraduates and the social networking sites exploration , social networking sites as fundamental tool for enhancing communication among university students in Nigeria, social networking sites and student's engagement, students and the challenges of social networking sites usage, influence of social network on academic activities, motivational problems of social networking sites. All the literature that were reviewed were either effect of social networking on students' performance, impact of social networking on students' academic performance, influence of social media on students' performance and none was on the influence of social networking on academic activities of business education students in federal universities in Nigeria. The literature reviewed also did not point out the positive side of social networking sites usage if employed for academic purpose by business education students in federal universities in Nigeria; this is the gap this study is out to fill.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter presented the methodology used for conducting the study. The chapter was discussed under the following sub-headings:-

- 3.1 Research Design
- 3.2 Population of the Study
- 3.3 Sample size and Sampling Procedure
- 3.4 Instrument for Data Collection
 - 3.4.1 Validity of the Instrument
 - 3.4.2 Pilot Study
 - 3.4.3 Reliability of the Instrument
- 3.5 Procedure for Data Collection
- 3.6 Procedure for Data Analyses

3.1 Research Design

The research design adopted for this study was descriptive survey design. The design involves collecting and analyzing data. According to Wimmer and Dominick, in Adeshina (2011), a survey research documents current conditions or attitudes. That is, it describes what exists at the moment. It involves some type of comparison or contrast and attempts to discover relationship between existing non-manipulative variables.

According to Adeshina (2011), the phrase research design is used to describe a number of decisions which need to be taken regarding the collection of data before they are collected. It provides guidelines which direct the researcher towards solving the research problem and may vary depending on the nature of the problem being studied. Adeshina (2011), explained that research design means the structuring of investigation aimed at identifying variables and their relationship and it is used for the purpose of obtaining data to

enable the investigator test hypotheses or answer research questions by providing procedural outline for conducting research. It was therefore, an outline or scheme that served as a useful guide to the researcher in generating data for this study. The choice of this design was also based on the opinion of Douglas (2006) who stated that descriptive survey research design is the most dominant technique for educational research. Also, Kerlinger (2013) advised that this design should be employed when a research work involves the use of questionnaire to seek opinion of respondents.

3.2 Population of the Study

The population of the study was nine hundred and eighty nine (989), 400 level business education students from ten federal universities in Nigeria as indicated in Table 3.1

Table 3.1 Population of the Study

S/NO	Institutions	Male	Female	Total
1	Abubakar Tafawa Balewa University, Bauchi	74	46	120
2	Federal University of Technology, Yola	58	40	98
3	University of Maiduguri, Maiduguri	55	31	86
4	Ahmadu Bello University, Zaria	52	36	88
5	NnamdiAzikiwe University, Awka	58	52	110
6	University of Nigeria, Nssuka	76	54	130
7	Federal University of Technology, Ado-Ekiti	47	35	82
8	University of Benin, Benin City	55	34	89
9	University of Calabar, Calabar	52	34	86
10	University of Lagos	52	48	100
Total		579	410	989

Source: Departmental Records Offices of the Universities, 2015.

3.3 Sample size and Sampling Procedure

The sample of the study was 492, taken from a population of 989, 400 level business education students in ten federal universities in Nigeria. The sample consisted of 290 male and 202 female students who were selected using stratified random sampling technique. According to Glenn (2008) at a precision level of $\pm 5\%$, the sample size of 277 was appropriate for a population of 900 as seen in appendix 1. The researcher however, decided to use 50% of the population for better representation and generalization. Increasing the sample size from 277 to 492 out of a population of 989, was in consonant with Douglass (2012) who explained that sample size has to be large enough to enable a researcher detect the smallest worthwhile effect or relationship between variables. In the same way, Bude (2012) confirmed that the estimate of relationship is less likely to be biased if participants are high enough.

Table 3.2: Sample of the Study

S/NO.	Institution	No. Of Students		
		Male	Female	Total
1	AbubakarTafawaBalewa University, Bauchi	20	16	36
2	Federal University of Technology, Yola	28	20	48
3	University of Maiduguri, Maiduguri	35	21	56
4	Ahmadu Bello University, Zaria	30	18	48
5	NnamdiAzikiwe University, Awka	38	30	68
6	University of Nigeria, Nssuka	36	22	58
7	Federal University of Technology, Ado-Ekiti	37	25	62
8	University of Benin, Benin City	20	14	34
9	University of Calabar, Calabar	28	24	52
10	University of Lagos	18	12	30
	Total	290	202	492

Source: Departmental Records Offices of the Universities 2015.

3.3 Instrument for Data Collection

The instrument for data collection was a four-point rating scale structured questionnaire, tagged Students' Opinion Inventory Questionnaire (SOIQ). The questionnaire was divided into two sections, A and B. Section A, sought information on respondents' academic activities, that is, class attendance, personal studies, participation in group project, participation in tutorials and students research activities. To determine the frequencies for these activities, the instrument had four options for each activity which were grouped into four ranges and were multiplied by the rating scale 1, 2, 3 and 4 respectively. Section B was a 30 item questionnaire, designed to gather data to answer the research questions. Questionnaire items 1-5 sought data to answer research question one while items 6-10 sought data to answer research question two. Questionnaire items 11-15 sought data to answer research question three and items 16-20 sought data to answer research question four, items 21-25 sought data to answer research question five while items 26-30 sought to answer research question six. Items on the questionnaire were rated Strongly Agree (SA) = 4points, Agree (A) = 3 points, Disagree (DA) = 2 points and Strongly Disagree (SD) =1 point.

3.4.1 Validity of the Instrument

In order to ensure the validity of the instrument in terms of both face and content, the instrument was validated by two professors who are experts in research methodology at the Faculty of education, Ahmadu Bello University, Zaria and the researcher's supervisors. However, their suggestions were taken into consideration in the final instrument. Subsequent and final assessment of the instrument confirmed that it met the standard and as such could be used for the purpose of the research.

3.4.2 Pilot Study

A pilot study was carried out at Federal College of Education, Zaria. The reason for the choice of this institution for the exercise, was that it was affiliated to Ahmadu Bello

University, Zaria and it had a Bachelor Degree of Education (B.ED) programme in business education. The researcher administered 40 copies of the questionnaire to twenty 400 level students of business education in the college. The respondents were administered the instrument and after a certain interval it was re-administered in order to test the degree of its consistency.

3.4.3 Reliability of the Instrument

Reliability is concerned with the consistency with which an instrument measures what it is meant to measure. The Guttman split half method was used to collect data which were subjected to statistical analysis using Cronbach's alpha. The result of the analysis gave a reliability coefficient of 0.78. With this result, the instrument was considered appropriate for the study. Tracy (2006) explained that for a scale to be considered reliable, it should have an alpha value of 0.05 to 1.

3.5 Procedure for Data Collection

The researcher obtained a letter of introduction from the Department of Vocational and Technical Education, Ahmadu Bello University, Zaria (appendix 1) which was used to seek permission from the universities whose students were used in the study. The researcher employed the services of nine research assistants from nine universities. These research assistants were trained by the researcher on how to administer and collect completed questionnaire. The training of the assistants took three days. The researcher together with the nine assistants, one from each university, ensured the successful administration and collection of questionnaire. The researcher visited these universities and sought permission to conduct the study by giving the letter of introduction to each university management and this permission was granted. Four days were used for both administration and collection of completed questionnaire in each university. The field work took six weeks to complete. The

process did not encounter any constraints as the respondents were both orderly and cooperative in all respect.

3.6 Procedure for Data Analysis

Data collected from field work were analyzed in three stages. In the first stage, tables, frequencies and mean were employed to analyze the academic activities of the respondents, while weighted mean and standard deviation was employed to answer the research questions. To analyze the data used to answer the research questions, “Strongly agree” and “Agree” were classified as agree, while “Disagree” and “Strongly disagree” were classified as disagree. A baseline of 2.5 was established to determine whether responses were for agree or disagree. A score of 2.5 and above was considered as an index for agree while a score below 2.5 baseline was considered as disagree. The benchmark score of 2.5 was based on an average score of 4 rating scale of $\{(4+3+2+1) \div 4\}$.

In testing the six null hypotheses, data that was generated from respondents were coded and analyzed using the Statistical Package for Social Science (SPSS). The researcher employed the use of simple regression to test the six null hypotheses at 0.05 level of significance. This was supported by Anthony (2006) who explained that simple regression should be employed if there is one independent variable and one dependent variable that are categorical.

Decision Rule for the Research Questions

A baseline weighted mean score of 2.5 and above was considered as Agree while a weighted mean score of less than 2.5 which is below the baseline was considered as Disagree.

Decision Rule for test of null hypotheses.

In the test of the null hypotheses, where p-value was less than 0.05, the null hypothesis was rejected. Inversely, where p-value was greater than 0.05, the null hypothesis was retained.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This chapter presented and analyzed data collected from the study. The chapter was organized under the following sub-headings:

4.1 Result of Academic Activities of Respondents

4.2 Answers to Research Questions

4.3 Test of Null Hypotheses

4.4 Summary of Major Findings

4.5 Discussion of Major Findings

4.1 Results of Academic Activities of Respondents

This section analyzed the academic activities of respondents. The result was presented in Tables 4.1 to 4.5.

Table 4.1: Analysis of Respondents by Class Attendance

Percentage of class attendance	Frequency	Cumulative frequency	X
0-25	270	270	
26-50	120	240	
51-75	72	216	1.72
76-100	30	120	
TOTAL	492	846	

Table 4.2: Analysis of Respondents by hours spent on Personal Studies

Hours Spent on Personal Studies	Frequency	Cumulative frequency	X
0-2hrs	80	80	
2-4hrs	288	576	
4-6hrs	76	228	2.19
6hrs and above	48	192	
TOTAL	492	1076	

Table 4.3: analysis of respondents percentage of Participation in Group Project Work

Range of Group Project Participation (%)	Frequency	Cum. Freq.	X
0-25	102	102	
26-50	244	488	2.22
51-75	80	240	
76-100	66	264	
TOTAL	492	1094	

Table 4.4: analysis of respondents' Participation in Tutorial

Range of Participation in Tutorial	Frequency	Cum. Freq.	X
0-25	151	151	
26-50	186	372	
51-75	80	240	2.16
76-100	75	300	
TOTAL	492	1063	

Table 4.5: hours students spent on research activities

Range	Frequency	Percentage (%)	X
0-2hrs	34	34	
2-4hrs	160	320	
4-6hrs	220	660	2.70
6hrs and above	78	312	
TOTAL	492	1326	

Table 4.1 showed the result on rate of respondents' class attendance. Result revealed a cumulative mean of 1.72, which was below 2.5, the baseline for acceptance.

Table 4.2 showed the analysis of data on number of hours respondents spent on personal studies. The result revealed a weighted mean 2.18, which was less than 2.5 level of acceptance.

Table 4.3 showed result of respondents' participation in group project work. The result revealed a weighted mean 2.22 which was less than 2.5 level of acceptance.

Table 4.4 showed the result of respondents' participation in tutorial. Result revealed a weighted mean of 2.16 which was less than the mean 2.5 level of acceptance.

Table 4.5 showed the result of respondents' research activities. The result showed a cumulative mean of 2.70 which was greater than baseline 2.5 which is the level of acceptance.

4.2 Answers to Research Questions

This section presented the analysis of data used to answer the five research questions.

The results were presented in Tables 4.6 to 4.11.

Research Question One: what is the influence of social networking on class attendance of business education students in federal universities in Nigeria?

Data were generated to answer research question one. The result was presented in Table 4.6.

Table 4.6 Social Networking and Class Attendance of Business Education Students'

S/N	QUESTIONNAIRE ITEMS	X	S.D	Cum x	Remark	Dec
1	My involvement with social networking affects my class attendance	3.3	0.72			
2	Exploring social networking interferes with my class attendance.	3.5	0.85			
3	I attach more importance to class attendance than exploring the social networking sites.	3.0	0.44	3.2	3.2>2.5	Agree
4	My indulgence with social networking assists me on class attendance.	3.0	0.31			
5	Social networking has influence on my class attendance.	3.3	0.70			

Source: Field survey, 2016

From Table 4.6, the cumulative mean score was 3.2, was greater than the index score for agree of 2.5. This means that social networking had influence on class attendance of the respondents. However, the influence was a negative one, because the mean class attendance of the respondents, as contained in Table 4.1, was 1.72.

Research Question Two: What is the influence of social networking on personal studies of business education students in federal universities in Nigeria?

Data was generated to answer research question two. The result was presented in Table 4.7.

Table 4.7: Social Networking and Personal Studies of Business Education Students

S/N	QUESTIONNAIRE ITEMS	X	S.D	Cum X	Remark	Dec
6	Exploring the social networking sites enhances my personal studies.	3.4	0.70			
7	Social networking provides me with academic information to support my personal studies.	3.4	0.64			
8	I spend so much time exploring the social networking sites to the extent that I do not have time for my personal studies.	3.4	0.06	3.3	3.3>2.5	Agree
9	Over-indulgence with social networking sites has positively influence on my personal studies.	3.4	0.73			
10	I use Social networking to communicate with my fellow students and lecturers on academic matters, which helps in my personal studies.	3.2	0.34			

Source: Field survey, 2016

From Table 4.6, the cumulative mean score was 3.3, and was greater than the base line score for agree of 2.5. This means that social networking had influence on personal studies of the respondents. However, the influence was a negative one, because the mean of personal studies of the respondents, as contained in Table 4.2, was 2.19.

Research Question Three: What is the influence of social networking on participation in group project of business education in federal universities in Nigeria?

Data collected to answer research question three. The result was presented in Table 4.8.

Table 4.8: Social Networking and Group Project Participation of Business Education Students

S/N	QUESTIONNAIRE ITEMS	X	S.D	Cum X	Remark	Dec
11	Social networking does not interfere with my group project participation.	3.4	0.05			
12	My engagement with social networking hinders me from participating fully if there is a group project.	3.2	0.06			
13	Social networking disenables me from making reasonable contributions in my group work.	3.4	0.25	3.1	3.1>2.5	Agree
14	Social networking disrupts me from gathering information for my group work.	3.3	0.75			
15	Social networking influences negatively my ability to participate in any group work given.	3.0	0.79			

Source: field survey, 2016

From Table 4.6, the cumulative mean score was 3.1, was greater than the index score for agree 2.5. This means that social networking had influence on participation in group project of the respondents. However, the influence was a negative one, because the mean participation in group project of the respondents, as contained in Table 4.3, was 2.22.

Research Question Four: What is the influence of social networking on participation in tutorial of Business Education students in federal universities in Nigeria?

Data analysis in respect of research question four was summarized in Table 4.11

Table 4.9: Social Networking and Business Education Students Participation inTutorial

S/N	QUESTIONNAIRE ITEMS	X	S.D	Cum X	Remark	Dec
16	My attitude toward tutorial is negatively affected by my over indulgence with social networking exploration.	3.2	0.06			
17	Social networking enables me to contribute more during tutorial.	2.8	0.45			
				3.0	3.0>2.5	Agree
18	Being on social network does not affect the time for my tutorial.	3.0	0.31			
19	Social networking helps improve my attitude toward tutorial because I have information on each course.	3.1	0.67			
20	Social networking influences my attitude toward tutorial positively.	2.8	0.19			

Source: field survey, 2016

From table 4.9, the cumulative mean score of 3.0 was obtained and found to be greater than 2.5, the benchmark for acceptance, meaning the respondents agree that social networking influenced their participation in tutorial. However, the influence was a negative one, because the mean of participation in tutorials of the respondents, as contained in Table 4.4 was 2.16.

Research Question Five: What is the influence of social networking on research activities of Business Education students in federal universities in Nigeria?

Table 4.10 summarised the result of research question five.

Table 4.10: Social Networking and Research Activities of Business Education Students

S/N	QUESTIONNAIRE ITEMS	X	S.D	Cum X	Remark	Dec
21	I explore social networking sites to get information on how to conduct research.	3.1	0.45			
22	Social networking provides me with sources of secondary data for my research activities.	2.3	0.56			
23	Social networking has helped me develop positive attitude toward my research activities.	3.1	0.05	2.72	2.72>2.5	Agree
24	Social networking gives me access to works of other researchers whereby, exposing me to different styles of conducting research.	3.0	0.06			
25	Social networking influences positively my attitude toward research activities.	3.4	0.06			

Source: field survey, 2016.

From table 4.10, the overall mean was 2.72, greater than 2.5 the index for agree. This means that social networking had influenced on the respondents' research activities. However, the influence was a positive one, because the mean of research activities of the respondents, as contained in Table 4.10 was 2.70.

Research Question Six: What is the influence of time spent on social networking on academic activities of business education students' in federal universities in Nigeria?

Table 4.11 summarised the result of research question six.

Table 4.11: Time Spent on Social Networking and Academic Activities of Business Education Students

S/N	QUESTIONNAIRE ITEMS	X	SD	Cum X	Remark	Dec.
26	I devote more time to social networking than my academic activities.	3.3	0.75			
27	The time I spent social networking does not allow me create a balance between social networking activities and my academic activities.	3.4	0.05			
28	The time I spent on Social networking interferes with my academic activities.	3.2	0.06	3.1	3.1>2.5	agree
29	I did not manage time properly because of my engagement with social networking.	3.0	0.79			
30	Social networking influences my academic activities	3.4	0.05			

Source: field survey, 2016.

From table 4.11, the overall mean was 3.1, greater than 2.5 the index for agree. Going by this result, it means the respondents agreed that the time they spent on social networking had influenced on the respondents' academic activities.

4.3 Test of Null Hypotheses

This section analyzed data used in testing the null hypotheses raised in the study. The result was presented in Tables 4.11 to 4.17

Null Hypothesis One: Social networking has no significant influence on class attendance of business education students in federal universities in Nigeria.

Regression analysis was used to test null hypothesis one. The result was contained in Table 4.8.

Table 4.12: Regression Analysis of Influence of Social Networking on Students' Class Attendance of business education students

Model	B	Std. Err	T	r-cal.	r-crit.	R ²	Sig
Class attendance	14.55	.811	17.95	.104	0.088	0.045	0.000
Social Networking	.045	.019	2.32				

Source: Field survey, 2016

The regression analysis presented in Table 4.12, revealed an r-calculated value of 0.104, greater than r-critical value of 0.088. The calculated p-value was 0.000, which was significant at 0.05 level. The null hypothesis was therefore not retained. The R² shows the

contribution (proportionally) of the independent variable (social networking) on the dependent variable (class attendance). This is the percentage of influence of social networking on class attendance of business education students in federal universities in Nigeria. However, from the findings there is negative and significant (-0.045) influence of social networking on class attendance.

HO₂: Social networking has no significant influence on personal studies of business education students in federal universities Nigeria.

Result of regression analysis on null hypothesis two is summarized in table 4.9

Table 4.13: Regression Analysis of the Influence of Social Networking on Students' Personal Studies.

Model	B	Std. Err	T	r-crit	r-cal	R ²	Adj R ²	Sig.
Personal study	10.93	1.12	0.73					
Social Networking	.704	.024	4.33	.088	.192	.037	.035	.000

Source: field survey 2016

In Table 4.13, the result of regression analysis used in testing the null hypothesis revealed a probability value 0.000 with r-cal. value .192 greater than r-crit. value 0.088 at 0.05 level of significance. The observed value (R=0.192) was significant. The value of Beta, the constant is 10.93, meaning that the regression equation needed to be adjusted by 10.93 in order to get a regression equation relating social networking and personal studies. R² value is 0.037, this indicates that 37% of the variance in personal studies is determined by social networking. The result shows that social networking has significant influence on personal studies. The null hypothesis was therefore, rejected.

HO₃: Social networking has no significant influence on participation in group project of business education students in Nigerian federal universities.

Table 4.14 shows the regression analysis of null hypothesis three.

Table 4.14: Regression Analysis of Influence of Social Networking on Students' Group Project Participation.

Model	B	Std. Err	T	R-crit	R-cal	R ²	Adj R ²	Sig.
Group participation	3.327	1.563	21.278					
Social Networking	.477	.092	5.175	.088	.228	.052	.009	.000

Source: Field survey 2016

The regression analysis presented in table 4.14, revealed the p-value of .000 with r-cal .228 greater than r-crit. 0.088 and R² value of .052. The estimated influence of 52% of social networking on students group project participation was significant, hence it was concluded that social networking had influence on group project participation of business education students in federal universities in Nigeria. The null hypothesis was therefore not retained.

HO₄: Social networking has no significant influence on participation in tutorial of business education students in Nigerian federal universities toward tutorial.

Result of regression analysis on null hypothesis four is shown on table 4.15

Table 4.15: Regression Analysis of Influence of Social Networking on Students' Participation in Tutorial.

Model	B	Std. Err	T	r-crit	r-cal	R ²	Adj R ²	Sig.
Students' tutorial	2.215	.828	73.328					
Social Networking	.802	.011	2.676	.088	.957	.054	.040	.000

Source: field survey 2016.

From the computation in table 4.15, it was revealed that r-cal. value 0.957 was greater than r-crit. value .088 at alpha value 0.05 ($\alpha=0.05$), the observed value of (R=0.957) was significant. Summary of the regression analysis showed that Beta, the constant, was 2.215 this indicated that the regression equation needed to be adjusted by 2.215 in order to get a regression equation that relates social networking and students' participation in tutorial. The null hypothesis in this case was not retained.

HO₅: Social networking has no significant influence on research activities of business education students in Nigerian federal universities.

Result of regression analysis on null hypothesis five is shown on table 4.16

Table 4.16: Regression Analysis on Influence of Social Networking on Students' Research Activities.

Model	B	Std. Err	T	r-crit	r-cal	R ²	Adj R ²	Sig.
Research Activities.	3.318	1.016	37.728	.088	.104	.011	.009	.008
Social Networking	.283	.011	25.036					

Source: field survey 2016.

From Table 4.16, the regression analysis revealed that r-cal. value .184 was greater than r-crit. value .088 at p-value of .000, since the alpha value of 0.05 is greater than the p-value of .000. Result of the regression analysis revealed that Beta, the constant had a value 3.318, indicating that the regression equation needs to be adjusted by 3.318 in order to get a regression equation relating social networking and research activities. The R² value is .011, indicating that there is only 11% variability in research activities is determined social networking. The null hypothesis which states that social networking has no significant influence on students' research activities was rejected and alternate hypothesis was retained.

H₀₆: Time spent on social networking does not have any significant influence on academic activities of business education students in federal universities in Nigeria.

Result of regression analysis on null hypothesis six is shown on table 4.17

Table 4.17: Regression Analysis on Time Spent on Social Networking and Students' Academic Activities

Model	B	Std. Err	T	r-crit	r-cal.	R ²	Adj R ²	Sig.
Time spent on Social Networking.	3.553	.811	17.053					
Social Networking	.045	.019	2.321	.088	.149	.057	.056	.000

Source: field survey, 2016.

From Table 4.17, regression result showed that r-cal. was greater than r-crit. (.149>.088) indicating that the null hypothesis which stated that time spent social on networking has no significant influence on academic activities of business education students

in federal universities in Nigeria was rejected. The R^2 shows the contribution (proportionally) of the independent variable (social networking) on the dependent variable (academic activities). This is the percentage of influence of time spent on social networking on academic activities of business education students in federal universities in Nigeria. However, from the findings, there is negative and significant (-0.045) influence of social networking on academic activities.

4.3 Summary of Major Findings

The major findings of the study were:

1. The result of research question one and test of null hypothesis one revealed that social networking had negative influence on class attendance of business education students in federal universities in Nigeria
2. The result of research question two and test of null hypothesis two revealed that social networking had negative influence on personal studies of business education students in federal universities in Nigeria.
3. The result of research question three and test of null hypothesis three revealed that social networking had negative influence on participation in group project work of business education students in federal universities in Nigeria.
4. The result of research question four and test of null hypothesis four revealed that social networking had negative influence on participation in tutorials of business education students in federal universities in Nigeria.
5. The result of research question five and test of null hypothesis five revealed that social networking had positive influence on research activities of business education students in federal universities in Nigeria.

6. The result of research question six and test of null hypothesis six revealed that time spent on social networking by business education students in federal universities in Nigeria had negative influence on their academic activities.

4.4. Discussion of Major Findings

Social networking has significant influence on class attendance of business education students in federal universities in Nigeria. This finding corroborated that of Ogedengbe, Emmanuel and Musa (2012), who reported that over-indulgence of students with social networking, had negative influence on students' class attendance. Kawai (2012) explained that students' academic activities and performance suffer nowadays; this is because they spend more time on social networking engagement than they did spend on their academic activities. According to Zibai (2012) the quality of writing, reading and the abilities of our students in creative thinking has been marred by excessive employment of social networking resources, mostly for social engagements. This assertion to a large degree is true because students no longer dig for information from books and other sources to do their assignments or come up with creative writing but what majority of people do is cut and paste or downloading of materials from the internet.

Finding in research question two revealed that Social networking has significant influence on personal studies of business education students in federal universities in Nigeria. Result of data analysis gave a weighted mean index of 3.2 which is more than 2.5 the index for acceptance. The test of null hypothesis showed that $P < 0.05$ level of significance. Like two sides of a coin, social networking can have both positive and negative effect but students who use them for academic matters are likely to have their academic activities enhanced and vice versa. Oskouei (2010) proposed that internet is advantageous to both students and teachers, if used as a tool of knowledge creation and dissemination. In essence, students who use these social networking sites for ignoble purposes don't benefit from them academically.

Social networking negatively influenced participation in group project of business education students' in federal universities in Nigeria. Result of data analysis, showed that agree had a mean score of 3.1 which greater than 2.5 the benchmark for acceptance. The result of null hypothesis showed that $P < 0.05$ therefore, significant at this level. This implies that students' group work participation was influenced negatively by social networking. While this finding revealed a negative influence, Kabilan et al. (2010) found that students build learning communities by working collaboratively to construct knowledge. Social media serves as a tool to facilitate the development of these learning communities by encouraging collaboration and communication. According to Yu et al., 2010, these interactions reinforce the achievement of desirable learning outcomes. As a result, social media supports collaborative learning, which in turn helps to strengthen the creative learning process (Shoshani & Rose Braun, 2007). Collaborative learning is characterized by student interactions and connections with course content.

Analysis of data with respect to research question four and null hypothesis four revealed that social networking had negative influence on students' participation in tutorial. This implied that time students spent on social networking impeded on their participation in tutorials. This is in dissonance with the findings of Musa (2013) who explained that, social networking equipped students with academic information they can share with class mates, this makes them eager to want to participate in tutorial, which is an important academic activity for enhancing students' comprehension of difficult topics taught. Thus, the active engagement and establishment of virtual relationships through social media offers opportunities for increased learning by encouraging students to build on established connections with other sources beyond the classroom (Fewkes & McCabe, 2012; Yu et al., 2010).

Analysis of data generated for research question five and null hypothesis five showed that social networking had positive influence on students' research activities. Hence, it provided students the avenues to access past and current researches from researchers all over the world. Kawai (2012) observed that, it is widely believed that students' engagement with social networking sites have made them lazy in terms of reading and good writing, in spite of all these, social network is a vital tool for supporting students' research activities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter summarised the whole work. Conclusions were also drawn and recommendations made. The chapter was presented under the following sub-headings:

- 6.1 Summary
- 6.2 Contribution to Knowledge
- 6.3 Conclusion
- 6.4 Recommendation
- 6.5 Suggestion for Further Studies

5.1 Summary

The study investigated the Influence of Social Networking on Academic Activities of Business Education Students in Federal Universities Nigeria. The work had six research objectives, six research questions and six research hypotheses. Descriptive survey was adopted as the research design for the study, where mean and standard deviation were used. The population was 989, made up of 400 Level business education students in ten federal universities in Nigeria.

The instrument used for data collection was a 30 item structured questionnaire tagged Students Opinion Inventory Questionnaire (SOIQ). This instrument was constructed by the researcher, and was validated by six experts in the Faculty of Education, Ahmadu Bello University, Zaria. To test the reliability of the instrument, a pilot study was carried out on 20 students in the Department of Business Education, Federal College of Education, Zaria using Guttman split halve method. To determine the relative consistency of the instrument, a test of reliability was done and it showed a reliability coefficient of 0.78 meaning the instrument was reliable. The researcher obtained a letter of introduction from the department of vocational and technical education, Ahmadu Bello University, Zaria which was used to seek for permission from universities management to administer the questionnaire. The researcher

in collaboration with nine research assistants one from each universities apart from the researcher's university, administered the instrument. The process of questionnaire administration and data collection took the researcher six weeks.

Mean and standard deviation were used to answer the research questions. The five null hypotheses were tested using regression analysis at 0.05 level of significance. All the five null hypotheses were rejected except null hypothesis five. Findings revealed that social networking had significant influence on class attendance, students' personal studies, group project participation, participation in tutorials, and students' research activities.

6.2 Contribution to Knowledge

The study established that:

1. There was no significant relationship between social networking and students' class attendance ($p=0.000$).
2. There was no significant relationship between social networking and students' personal studies ($p=0.000$).
3. There was no significant relationship between social networking and students' participation in group project ($p=0.000$).
4. There was no significant relationship between social networking and students' participation in tutorial ($p=0.000$).
5. There was significant relationship between social networking and students' research activities ($p=0.08$).
6. There was no significant relationship between time spent on social networking and students' academic activities ($p=0.000$).

The investigation, Influence of Social Networking on Academic Activities on Business Education Students in Federal Universities in Nigeria, made a disclosure on the fact that social networking sites supposedly are meant to boost students' academic activities because

they provide virtual information in all areas of learning. Findings revealed that majority of students use them for ignoble purposes and spent a lot of time exploring these social networking sites for social activities. If business education students in federal universities in Nigeria will harness social networking sites for educational endeavours, this will enhance their academic activities and help optimize their learning outcomes.

1.3 Conclusion

Findings in research question one revealed that social networking significantly influenced class attendance of business education students in federal universities in Nigeria. This implies that students are bad in time management to the extent that they allocate more time to social networking at the expense of their class attendance. This may affect their learning and Cumulative Grade Point Average (CGPA).

In Table 4.7, findings revealed that social networking had significant influence on personal studies of business education students in federal universities in Nigeria. Overindulgence of students with social networking for purposeless endeavours such as social activities can affect their personal studies, resulting in poor comprehension and low performance grades.

Finding in research question three revealed that social networking had significant influence on business education students' participation in group projects. However this influence was a negative one. This implies that when student devote greater part of their learning time to social networking they may have no time to participate in group project which enables them to discover learning in groups.

From Table 4.9 answer to research question four revealed that social networking had significant influence on participation in tutorials of business education students in federal universities in Nigeria. This implies that students' engagement with social networking at the expense of participation in tutorials may affect their academic performance.

Data analysis to answer research question five revealed that, social networking had significant influence on research activities of business education students in federal universities in Nigeria. The finding showed that the influence was a positive one this implies that students who use social networking for their research activities will have these activities enhanced.

Findings on research question six, revealed that time spent on social networking had significant influence on academic activities of business education students in federal universities in Nigeria. However, this influence was a negative one. This implies that students who are not able to strike a balance between times spent on social networking and academic activities would have their academic activities suffer, resulting in low performance grades.

5.3 Recommendation

Based on the findings of this research, the following recommendations were drawn:

1. Management of universities should come up with measures that will help curtail excessive social networking among business education students in federal universities in Nigeria, especially when they use it for social activities. They should be encouraged to devote less time to social networking as the study revealed it negatively influenced their class attendance. Lecture attendance should be made compulsory and punitive measures be meted on erring students by course lectures and universities management. Measures such as awarding marks to class attendance and sanctions on students who come to class late and those who absent themselves from class.
2. Lecturers should conduct at regular intervals, unannounced assessment, to keep in check students who devote more of their time to social networking at the expense of their personal studies. This will serve as deterrent to those who don't manage their time properly to apportion more time and attention to personal studies and less time for social networking.

3. Participation in group project by business education students in federal university in Nigeria should be made compulsory and students who do not participate should be sanctioned. These measures will make students devote less time to social networking and more to their academic activities.
4. Tutorial is one way to help students comprehend a content of instruction delivered earlier by the lecture. Students who attend tutorials are more likely to demonstrate better learning outcomes than those who don't attend. Course advisers should advise students to spend less time on social networking to be able to attend their tutorials. Business education students in federal universities in Nigeria should devote less time to social networking as the study revealed that it negatively influenced their participation in tutorial.
5. The federal government should make it compelling on all universities to connect to the internet, as this will help both lecturers and Business education students in federal universities in Nigeria, optimize their research activities. Universities should be encouraged to form partnerships and collaborations with other universities both internally and internationally, this will help boost research activities of students and lecturers in Nigeria.
6. The federal government through a parliamentary process; should enact laws banning the use of social networking sites by students especially, those that are not educational, since it is found out in this study, that overindulgence of business education students in federal universities in Nigeria with social networking influenced their academic activities negatively.

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Appendix I

Letter of Introduction to Federal Universities



DEPARTMENT OF VOCATIONAL & TECHNICAL EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA.
FACULTY OF EDUCATION

VICE CHANCELLOR: Prof. Ibrahim Garba (B.Sc., M.Sc. (A.B.U.); Ph.D. (London) D.I.C.) Telephone: 069-51755, 50692
HEAD OF DEPARTMENT: Professor A. A. Udoh (B.Ed. (Hons) Nsukka; M. Ed. & Ph.D. Bus Edu. [A.B.U.]

2nd February, 2016
Date: _____

Your Ref: _____
Ph.D/Educ/10277/2011-2012

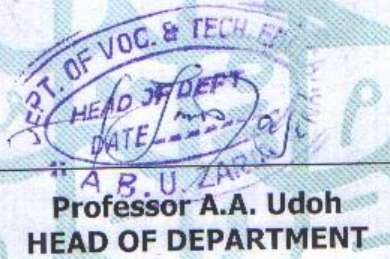
Our Ref: _____

Letter of Identification

ZAKARI BUBA MAGAJI– PH.D/EDUC/10277/2011-2012

This is to certify that the above mentioned name is a Postgraduate student (Ph.D Business Education) in the Department of Vocational and Technical Education, Faculty of Education, Ahmadu Bello University, Zaria, carrying out a research topic: ***Influence of Social Networking Sites on Academic Activities and Academic Achievement of Business education Students in Federal Universities in Nigeria***

Please, kindly give him every assistance he may require .


A. A. UDOH
HEAD OF DEPARTMENT

Appendix II
Questionnaire

Department of Vocational and Technical Education
Faculty of Education
Ahmadu Bello University, Zaria

Date.....

Dear Respondent,

REQUEST TO FILL QUESTIONNAIRE

The researcher is a postgraduate student in the Department of Vocational And Technical Education, presently undergoing a Ph.D. programme in business education. The researcher is investigating the Influence of Social Networking on Academic Activities of Business Education Students in Federal Universities in Nigeria. The study in question, serves as a pre-condition for the award of “Doctor of Philosophy “by the Senate of Ahmadu Bello University, Zaria.

The questionnaire contains an array of items which emanate from the specific objectives and research questions of the study. I however, solicit your assistance and maximum cooperation in filling it to the best of your ability and utmost sincerity. This will to a large degree, help the researcher in arriving at the ultimate goal of this study. However, be rest assured that the confidentiality of the information you provide in the course of filling this questionnaire, shall be highly respected and preserved.

Yours faithfully,

Zakari Buba Magaji

STUDENTS OPINION INVENTORY QUESTIONNAIRE

The instrument has two sections, A and B. Section A relates to your rate of class attendance, personal studies, group project participation, tutorial participation and research activities and time spent on social networking. Section B contains items for answering the research questions. Kindly, respond to the items as appropriately as possible.

SECTION A

Respond appropriately to this questionnaire, itemed from 1-30 by ticking the supposedly right option that is in line with your conviction.

1. Please rate your class attendance from the options below:

0 - 25% []

26 – 50% []

51 – 75% []

76-100% []

2. Personal studies – please indicate the hours you spend on personal studies

0-2hrs []

2-4hrs []

4-6hrs []

6hrs and above []

3. Please indicate your percentage of participation in group project assignment.

0-25% []

26-50% []

51-75% []

76-100% []

4. Participation in tutorial - please indicate your rate of participation in tutorial:

0-25% []

26-50% []

51-75% []

76-100% []

5. Please indicate the number of hours you spend daily in your research activities:

0-2hrs []

2-4hrs []

4-6hrs []

6 and above []

SECTION B

This section contains twenty five items meant to answer the research questions, you are therefore, required to tick the appropriate option in line with your conviction.

S/N	QUESTIONNAIRE ITEMS	SA	A	D	SD
RES. QUES. ONE: what is the influence of social networking on class attendance of Business Education students in federal universities in Nigeria?					
1	Despite my involvement with social networking I attend my classes regularly.				
2	Exploring social networking does not interfere with my class attendance.				
3	I attach more importance to class attendance than exploring the social networking sites.				
4	My over indulgence with social networking affects my class attendance negatively because I am always late to class.				
5	Social networking has no influence on my class attendance.				
RES. QUES. TWO: what is the influence of social networking on personal studies of Business Education students in federal universities in Nigeria?					
6	Exploring the social networking sites enhances my personal studies.				
7	Social networking provides me with academic information to support my personal studies.				
8	I spend so much time exploring the social networking sites to the extent that I don't have time for my personal studies.				
9	Over indulge with social networking sites has positive influence on my personal studies.				
10	I use Social networking to communicate with my fellow students and lecturers on academic matters, which helps in my personal studies.				

RES. QUES. THREE: What is the influence of social networking on group project participation of Business Education in federal universities in Nigeria?				
11	Social networking interferes with my group project participation.			
12	Despite my engagement with social networking sites, I participate fully if there is a group project.			
13	Social networking enables me make reasonable contribution in my group work.			
14	Social networking enables me gather information for my group work.			
15	Social networking influences my ability to participate in any group work given.			
Res. Ques. Four: What is the influence of social networking on tutorial participation of Business Education students in federal universities in Nigeria?				
16	My attitude toward tutorial is negatively affected by my over indulgence with social networking exploration.			
17	Social networking enables me contribute more during tutorial.			
18	Being on social network does not affect the time for my tutorial.			
19	Social networking helps improve my attitude toward tutorial because I have information on each course.			
20	Social networking influences my attitude toward tutorial positively.			
Res. Ques. Five: What is the influence of social networking on research activities of Business Education students in federal universities Nigeria?				
21	I explore social networking sites to get information on how to conduct research.			
22	Social networking provides me with sources of secondary data for my research activities.			
23	Social networking has helped me develop positive attitude toward my research activities.			
24	Social networking gives me access to works of other researchers whereby, exposing me to different styles of conducting research.			
25	Social networking influences positively my attitude toward research activities.			
Research Question Six: 6. What is the influence of time spent on social networking on academic activities of business education students' in federal universities in Nigeria?				
26	The time I spent social networking does interfere with my academic activities			
27	My indulgence with the internet does not allow me create a balance between the time I spent social networking and time on my academic activities			
28	I spent more time social networking than on my academic activities			
29	Spending more time on social network helps optimize my academic activities			
30	The time I spent social networking influences my academic activities.			

Appendix III

Comprehensive analysis of data used to answer the research questions

Research Question One: What is the influence of social networking on class attendance of Business Education students in federal universities Nigeria?												
S/no	SA	A	D	SD	SA*4	A*3	D*2	SD*1	TR	TA	TD	MA
1	100	300	100	92	400	900	200	92	1592	1300	292	3.3
2	200	250	100	42	800	750	200	42	1792	1550	242	3.5
3	150	150	150	42	600	450	300	42	1392	1050	342	3.0
4	192	100	140	60	768	300	280	60	1408	1068	340	3.0
5	201	140	110	41	804	420	220	41	1485	1224	261	3.3
TOTAL									7669	6192	1477	3.2

Research Question Two: What is the influence of social networking on personal studies of Business Education students in federal universities in Nigeria?												
S/no	SA	A	D	SD	SA*4	A*3	D*2	SD*1	TR	TA	TD	MA
6	140	210	41	110	560	630	82	110	1382	1190	192	3.4
7	201	161	86	44	804	483	172	44	1503	1287	216	3.4
8	250	150	88	104	1000	450	176	104	1730	1450	280	3.4
9	140	192	60	100	560	576	120	100	1356	1136	220	3.4
10	182	110	80	120	728	330	160	120	1338	1058	280	3.2
TOTAL									7309	6121	1188	3.3

Research Question Three: What is the influence of social networking on group project participation of Business Education in federal universities Nigeria?												
S/no	SA	A	D	SD	SA*4	A*3	D*2	SD*1	TR	TA	TD	MA
11	140	210	41	110	560	630	82	110	1382	1190	192	3.4
12	182	110	80	120	728	330	160	120	1338	1058	280	3.2
13	122	200	41	129	488	600	82	129	1299	1088	211	3.4
14	167	152	86	87	668	456	172	87	1383	1124	259	3.3
15	145	136	101	110	580	408	202	110	1300	988	312	3.0
TOTAL									6702	5448	1254	3.3

Research Question Four: What is the influence of social networking on participation in tutorial of Business Education students in federal universities in Nigeria?

S/no	SA	A	D	SD	SA*4	A*3	D*2	SD*1	TR	TA	TD	MA
16	132	169	81	110	528	507	162	110	1307	1035	272	3.2
17	56	195	110	131	224	585	220	131	1160	809	351	2.8
18	162	114	94	122	648	342	188	122	1300	990	310	3.0
19	85	206	78	123	340	618	156	123	1237	958	279	3.1
20	156	96	147	93	624	288	294	93	1299	912	387	2.8
TOTAL									6303	4704	1599	3.0

Research Question Five: What is the influence of social networking on research activities of Business Education students in federal universities in Nigeria?

S/no	SA	A	D	SD	SA*4	A*3	D*2	SD*1	TR	TA	TD	MA
21	57	234	77	124	228	702	154	124	1208	930	278	3.1
22	94	96	213	89	376	288	426	89	1179	664	515	2.3
23	157	116	85	134	628	348	170	134	1280	976	304	3.1
24	89	197	101	105	356	591	202	105	1254	947	307	3.0
25	250	150	88	104	1000	450	176	104	1730	1450	280	3.4
TOTAL									6651	4967	1684	3.0

Research Question Six: What is the influence of time spent on social networking on academic activities of business education students' in federal universities in Nigeria?

S/N	SA	A	D	SD	SA*4	A*3	D*2	SD*1	TR	TA	TD	MA
26	79	203	109	83	316	690	218	83	1307	282	192	3.3
27	100	197	150	45	400	591	300	45	1336	297	195	3.4
28	120	171	111	90	480	513	222	90	1305	291	201	3.2
29	105	204	103	80	420	612	206	80	1318	309	183	3.0
30	100	164	110	118	400	492	220	118	1230	264	228	3.4
TOTAL									6496	1443	999	3.3