

**COMPUTER MEDIATED COMMUNICATION AND ISSUES OF TRUST: A STUDY  
OF THE USE OF SOCIAL NETWORKING SITE AMONGST STUDENTS OF  
CANTERBURY HIGH SCHOOL, AJAH-LEKKI LAGOS.**

**BY**

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**BEING A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE  
STUDIES, AHMADU BELLO UNIVERSITY, ZARIA, IN PARTIAL FULFILLMENT  
OF THE AWARD OF MASTER OF ARTS (M.A) DEGREE IN DEVELOPMENT  
COMMUNICATION**

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

**APRIL, 2019**

## DECLARATION

I, Jenkeli, Ada Esther hereby declare that this thesis titled *Computer Mediated Communication and Issues of Trust: A Study of the use of Social Networking Sites amongst Students of Canterbury High School, Ajah-Lekki Lagos* is written by me and that it is a record of my own research work. It has not been submitted in any previous application for a higher degree. All quotations are indicated and all sources of information are duly acknowledged by means of reference.

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## CERTIFICATION

This Thesis entitled “*Computer Mediated Communication and Issues of Trust: A Study of the use of Social Networking Sites amongst Students of Canterbury High School, Ajah-Lekki Lagos*” by JENKELI, ADA ESTHER P13ARTSP8062, meets the regulations governing the award of Master Degree in Development Communication, Theatre and Performing Arts of Ahmadu Bello University, Zaria and it is approved for its contribution to knowledge.

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## **DEDICATION**

This research work is dedicated first, to God Almighty. Also to my husband, Friend  
Rev. Gideon A. Egwu and to our lovely children.

## **ACKNOWLEDGEMENTS**

My profound gratitude goes to God Almighty for giving me the strength and Courage to complete this study. My gratitude goes to my supervisors, Professor Steve O. Abah and Dr. Mrs Rasheedah Liman, whose scholarly contributions led to the completion of this research.

My sincere appreciation goes to all the lecturers and non-teaching staff of the Department of Theatre and Performing Arts, Ahmadu Bello University, Zaria, who contributed in several ways to the completion of this study. I appreciate Professor Oga Steve Abah, Mr. Steve Daniels, Dr. (Mrs.) Rasheedah Liman, Mal. Rabiuh Isah, Oga Sylvanus Dangoji, Dr. Victoria Lagwampa, Dr, Emmanuel Gana for their assistance and encouragements.

My appreciation also goes to my classmates and acquaintances I met during the course of this research. I particularly appreciate the efforts of my true friends Ayuba Ruth, Mr. and Mrs. Punshak Matawal who were my host during my stay in Zaria.

To my husband, Rev. Gideon A. Egwu and children, thank you for your understanding, love and encouragement. I also wish to acknowledge my friends, who stood by me throughout the programme, Dr. Abah Daniel, Agada Mercy Eyimoga and Ekoja Comfort. May God bless you all.

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## ABSTRACT

There are a number of barriers to trust in the online environment. Despite the awareness of online dangers, young adults take risk on posting personal information on sensitive personal and family information. Trust is crucial to computer mediated communication because there are several applications and transactions that people undertake without coming in contact with each other. Without trust, it could be difficult for such transactions to take effect. Thus, this study was designed to assess the issues of trust in Computer Mediated Communication among students of Canterbury High School, Lagos with particular reference to social networking sites in order to ascertain various challenges encountered and how to guide against negative influences. The following objectives were set out: (i) To assess the extent to which students of Canterbury International High School Ajah- Lekki , Lagos use social networking sites., (ii) to ascertain reasons why students of Canterbury International High School use social networking sites, (iii) to examine the issues of trust arising from the use of social networking among students in Canterbury International High School, Ajah-Lekki, Lagos, (iv) to ascertain the possible ways through which secondary school student can be protected from the negative effects of trust on social networking sites. Uses and Gratification Theory was the Theoretical Frameworks deployed in the study. The study used survey research design which included quantitative and qualitative research methods and also deployed simple random sampling technique to draw population sample comprising S.S. 1, S.S 2 and S. S. 3 students and staff of Canterbury High School. Instruments of data collection included questionnaire and in-depth interview. From the data analysis, it was established that Facebook was the main site frequently visited by students of Canterbury secondary school. Access to the site was mainly through the use of mobile phones and chatting was the main activities that student engaged in. It was further discovered that the issue of trust arising from the use of social networking among students in Canterbury International High School, Lagos included third party privacy, distraction, illicit relations and pornography. The study recommended that there is a need for parents and teachers to caution students about the negative implication of over indulgence on Facebook instead of academic activities and also that there should be restriction of the use of mobile phone both in the school premises and at home.

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Introduction

The issue of trust in the case of computer mediated communication is of global concern. Trust is crucial to computer mediated communication because there are several applications and transactions that people undertake without coming in contact with each other. Therefore, without trust, it could be difficult for such transactions to take effect. For instance, making e-payments, money transfer and online shopping. From these examples, the party or individual making payment must have some sense of trust that the other party receiving payment is capable of holding the bargain. It also means that the receiver at the other end must be sure that the paying party is capable of making the lodgment at the specified period of time. To a large extent, trust is imperative. Furthermore, it is difficult to trust the interface in the sense that it eliminates face to face communication, especially when it comes to dealing with a user that one cannot see at the other end. Seeing face to face in any given transaction is important and it means access to certain things like having contact or facial expression to judge if the other partner(s) is trustworthy or not. The role of trust has long been acknowledged among educators, communicators, economists and political scientists. It is often argued that high levels of trust among people help promote learning, democratization, economic activity, well-performing institutions and low levels of violence. Social media has been identified as a significant vehicle in fostering social connections however the depth and significance of these connections to the creation of trust has not been well established.

There are several communications that computer mediates. They include: phones calls, video conferencing, text messaging, email, chats, financial transactions, security, e-commerce, e-banking, connecting people, search engines, research, health interventions, etc. in this areas we require maximum trust with the other users. It is important to note that, we cannot do

without computer mediated communication especially in today's world where there is so much technological advancement. In order to strengthen the issue of trust, some measures have been put in place to give room for evidences. For example, payment slips, authentication codes and vouchers which serve as proves in case of fraud. Some of these measures have improved the issue of trust although they cannot be entirely effective all the time.

Several ugly experiences with users over computer mediated communication have been recorded. In the same vein, other rewarding experiences have also occurred. Some people totally trust in computer mediated communication while others do not as a result of unpalatable encounters. Some are careful as they communicate with a 50 - 50 chance of either being duped or deceived. Issues of trust also include blackmail, bridge of privacy and third party theft of information. These issues happen every day in the course of daily interactions and communication in various spheres of lives.

The emergence of Computer Mediated Communication (CMC) enhances transaction between two or more network computers such as chartroom, emails, Social Networking Sites (SNS), and text messages. This transformation has also in no small measure contributed in the changes that are experienced in socio-cultural and even social interactions. This inadvertently has made CMC to be considered as superior to other forms of communication (Bannan-Ritland, 2002). Computer-Mediated Communication (CMC) is a process in which human data interaction occurs through one or more networked telecommunication systems, including email, Internet Relay Chat (IRC), instant messaging (IM), Usenet and mailing list servers (Rice et all, 1987). Therefore, CMC has been seen as a technology that saves time and money in IT organizations because of its ability to facilitate the use of all communication formats.

Computer Mediated Communication is divided into synchronous and asynchronous modes. In synchronous communication, all participants are online simultaneously while in asynchronous communication there are time constraints on communication messages and responses. An example is the emails, which can be sent without the receiver being present online at the time. Other key features of CMC include conversation record ability, formal communication, and user identity anonymity. The Internet stands out uniquely and according to Flaherty et al (1998:251), it is “the fastest growing new form of Computer Mediated Communication Technology”. This submission can be argued based on the assumption that the nature of the Internet provides a very unique communication medium, allowing interactivity, visuality, and elasticity (Newhagen & Rafaeli, 1996). In the same vein, Boyd & Ellison (2007) assert that:

New developments in the technological world have made the internet an innovative way for individuals and families to communicate. Social media networks have created a phenomenon on the internet that has gained popularity over the last decade. People use social media sites such as Facebook, Twitter, and Myspace to create and sustain relationships with others these social media sites let those who use them create personal profiles, while connecting with other users of the sites. Users can upload photographs, post what they are doing at any given time, and send personal or public messages to whomever they choose.

There are several services that the internet provides users such as chat room, e-banking transactions, text messaging, video, calls, etc. Beyond this simple communication mechanics, the Internet also affords social benefits in such a way that web users find conversation and information regardless of location or time. Online communities provide a forum for people with similar interests, relationship, business, sports, politics, religion and academics. Users can observe other user’s interactions without directly participating themselves and still receive informational and social benefits (Preece et al, 2004).

Base on the linking attributes of the Internet, the world has become a “global village” and within this range, it is difficult to achieve much without the use of Computer Mediated

Communication on a daily basis. CMC applications range from smart mobile phones, ATM, and e-banking. Angeli et al. (2003) opines that without computer mediated communication, effective communication cannot be possible and as such, there are little or no aspects of life today without the influence of the Internet. In line with this argument, Mike Kwanaishe (as cited in Idegu 2002:15) observes that:

The emergence and rapid expansion of the information super highway has brought to the door of people all over the world information which has become a vital factor in daily decision making. Remote areas around the world are today covered by the communication range through technological advances in cyberspace, in the computer and telecommunications field.

This is an indicator that the Internet has become instrumental for the enhancement of social well-being, good standard of living and social relevance. However, despite the fact that the internet is fast, efficient and reliable, one pressing issue that has become challenging to users is that of trust. This is because there have been reports of gross violation of users rights in terms of exposing them to fraudulent third party activities, criminal tendencies, domination and even cultural hegemony (Monaghan & Goodman, 2007).

Based on this assertion, we can understand that more and more changes in communication approaches are bound to take place. New ways of engagement are possible and with efficiency in real-time and speed, sets the stage for users to rise to the challenge. This has created what is known as the “jet age” or “information age,” which we have witnessed a tremendous proliferation in the number of Social Media Sites (SMS) and their growing popularity especially among young adults (Pempek, et al 2008).

It is however, important to observe that secondary school and college students form a large proportion of users on social media networks (Lenhart, et al, 2010). Lenhart, et al, (2010) found that 72% of all students in USA have a social media profile with 45% of them using a social media site at least once a day. With this statistics, it is assumed that, a replication of

such is the case in other places. Many of these young adults use social media networks to communicate with family, friends, and even strangers. Social Media Sites (SMS) have created new and non-personal ways for people to interact with others and young adults have taken advantage of this technological trend.

Furthermore, researchers affirmed that more and more people are getting connected to the Internet making the average Internet user to spend 2.73 hours per day (Johnson and Kaye, 1998). It is therefore imperative to note that the Internet has become a common source of information and as a result, there is heavy reliance on online information as many people rate it more credible than other types of information (Gross, 2004). Also the report from survey results released by the Pew Internet and American Life project estimates that the Internet is being used by a majority of the population with 73% adults going online and 78% adults owning cell phones (Jones, 2009). This report also indicates that 93% of the teen population uses the Internet. With this figure it is clear that teen or young adults are more exposed to online information. With the huge number of young adults who use the Internet, it is pertinent to assess the concomitant impact (Gross, 2004).

From the foregoing, there exists some level of worries bothering on the issue of trust especially being that a large percentage of social networking sites and the Internet are patronized by young adults. These worries tend to emphasize that communication that is beyond Face-to-Face (FtF) might have trust issues since it is impossible to decipher the emotional feeling of the other party at the other end. In Nigeria for example, there has been an explosion in terms of online social networking traffic. The proliferation of mobile phones in Nigeria has been instrumental to this explosion and it is indeed obvious that children and young adolescences constitute a large percentage of mobile online users. According to comparative data from the Nigerian Communication Commission (2012), Nigerians are the

highest users of mobile technology and mobile social networking on the continent compared other countries like South Africa, Egypt, Kenya, Cameroon, Ethiopia, Namibia, Uganda and Zambia. It is also averred that young people in Nigeria are highly versed in Information Technology (ICT) and are leading the way in their daily usage.

The activities of these users range from text messaging, emails, chatrooms, online gaming, and various social interactions in different social media platforms, and these activities have been observed to alter the social environment and behaviour of young people especially secondary school students in Nigeria and the world at large. Canterbury International High School runs from grade 7-12(J.S.S 1- S.S 3) the school is approved to run both British and Nigeria curriculum. Grade 9 students take the National Examination (NECO) and Checkpoint examinations. Mrs. Olaitan founded the Junior school in January 2003 and the High school in September 2006. The schools have grown respectively and have continued to maintain the vision. Canterbury international high schools is both boarding and day located in a quiet environment right inside Thomas Estate Ajah Lekki Eti-osa Local government Lagos.

## **1.2 Statement of the Research Problem**

It is observed that people spend more time on the Internet which has become the fastest growing new communication technology and one of the most used computer mediated communication (Flaherty, 1998). It is also true that the patronage of the Internet is due to the availability of vast information which has been made common for users to access. With this vast information available, it has become worrisome that youths and adolescent who constitute a large population of daily users can be adversely affected, especially that their activities can hardly be monitored or controlled. More so, few researches have been done to examine the potential adverse effects of these sites to the teeming population of adolescence especially in the secondary schools in Nigeria. Based on this situation, the issue of trust has

become an increasing concern to many especially teachers, parents and school administrators. The core assumption therefore is that the use of the internet can affect young adolescence's social behaviour, academic performance and self-esteem. How safe and secure are young adults in the course of daily exposures to this information? Can they be adequately equipped and protected from individuals whose preoccupation might be far from positive? These are the issues that would form the crux of this study.

### **1.3 Aim and Objectives of the Study**

The aim of this study is to assess the issues of trust in Computer Mediated Communication among students of Canterbury High School, Lagos with particular reference to social networking sites in order to ascertain various challenges encountered and how to guide against negative influences.

The following objectives will guide the study:

1. To assess the extent to which students of Canterbury International High School Ajah-Lekki Lagos, use social networking sites.
2. To ascertain reasons why students of Canterbury International High School use the social networking sites.
3. To examine the issues of trust arising from the use of social networking among students in Canterbury International High School, Ajah-Lekki, Lagos.
4. To ascertain the possible ways through which secondary school students can be protected from negative effects of trust on social networking sites.

### **1.4 Research Questions**

1. To what extent do students of Canterbury International High School, Lagos use social networking?
2. What are their reasons for using social networking sites?

3. Are there negative experiences they encounter in their daily use of the social networking sites?
4. In what ways can they handle negative issues and experiences in such a manner that does not affect their academic performance, behaviours and self-esteem?

### **1.5 Significance of the Study**

The significance of this study lies in its efforts at assessing the negative effect of social network sites on secondary students and how these negative experiences can be controlled in such a way that it does not affect their academic performance. Thus, the present study is justifiable as it helps to examine the extent to which students of Canterbury International High School, Lagos use social networking; their reasons for using social networking sites; to find out the negative experiences they encounter and ways through which these issues of trust can be handled.

The findings of this study were useful to many sets of people such as secondary school administrators, parents and teachers. For the school authorities, it helped in bringing out the issues of trust, challenges and negative experiences that students encounter in the course of using social networking sites which the school administrators can use as measures to resolving them. On the side of parents, counselors and teachers, this study suggested ways on how to handle the addiction and the zeal to engage in social network by students and redirect the addiction to academic activities. Finally, this study provided information for government and agencies who are saddled with the responsibilities of regulating social media and GSM service in formulating user centered policies and monitoring of SNS activities in Nigeria.

### **1.6 Scope of the Study**

On the conceptual scope, the study was limited to the extent of the use of social networking by students, reasons for indulgence in social networking, and issues of trust arising from the use of social networking sites.

There are several secondary schools whose students encounter the issue of trust as a result of frequently engaging in social networking activities. Geographically, the scope was limited to Canterbury International High School in Lagos State. The justification for this secondary school was that it is a fairly classic school with students from well to do background from Nigeria and abroad. This is because the issue of computer mediated communication requires access to modern communication facilities and choosing a school for such a study as this must be based on accessibility to such facilities.



## CHAPTER TWO

### LITERATURE REVIEW AND THEORETICAL FRAMEWORK

#### 2.1 Computer Mediated Communication

According to Walther (2010), Computer Mediated Communication refers to communication between two or more individuals through the use of central computers that store and process message content, and are connected to users in a communication network. In the same vein, it is made known that communication that occurs on the Internet is referred to as Computer-Mediated Communication (CMC). Walther (1992:52) defined Computer-Mediated Communication as “synchronous or asynchronous electronic mail and computer conferencing, by which senders encode text messages that are relayed from senders’ computers to receivers’. McQuail (2005) also defines Computer-mediated communication (CMC) as any human communication that occurs through the use of two or more electronic devices.

Before the advent of computer mediated communication, face to face communication was one of the major channels and it had its own benefits and challenges. It was easier for one to decipher the intention of the other party and from here it was possibility to build trust. Evidence was also available in cases of frauds and violations of rights. As time went by, the introduction of computer aided communication became increasingly relevant and highly accepted because of speed, efficiency and accuracy (Bannan-Ritland, 2002). Because of the way human relation is today, people requiring communication over long-distances without necessarily meeting face to face, the need to alter communication model was eminent. Computer Mediated Communication came in to fill that gap effectively resulting in what Schrage (1990) refers to as ‘Collaborative Communication’. This is a process of communication in which participants share in the process of creating meaning and mutual

understanding of meaning, in a shared space for a specific purpose. Through this type of communication, it is possible to reach out to several people all over the world without face to face contact, but having vital information passed across. Trevino and Webster (1992); Murthy, (2013) assert that CMC differs from other types of communication mediums due to feedback capabilities speed and efficiency.

The importance of face to face communication in terms of trust is that parties can know who they are communicating with or transacting business with and by so doing it is possible to build trust. Although, face to face communication does not necessarily guarantee trust, because in several cases, people have taken advantage of others in such manners as fraud, criminal acts, lies, assaults, etc. If face to face communication has significant trust issues, how much more computer mediated communication whereby thousands of users interact and transact business without knowing the other user at the other end. More so, the speed of computer mediated communication which is enormous, reliable and amazing, also provide other unwanted parties which could bring about fraudulent activities. Therefore, trust in computer mediated communication becomes an issue of serious concern (McLuhan 1967; Gross, 2004).

## **2.2 The Concept of Virtual and Real World**

There exists what is known as the virtual world which some scholars have said that it shares the same attributes as the real world. Matusitz (2007:23) categorically states that:

Many features of communities in the real world are also present in the digital realm. For example, a virtual community can be considered a “real” gathering of people where they communicate, like in a physical environment, create webs of personal relationships, and strengthen weak ties over time, even if everything occurs in cyberspace. In fact, a virtual community can be a great opportunity for social interaction that enables both reciprocal and non-reciprocal communication. Such interactive communication is a necessary factor for a series of online messages to make obvious the existence of a virtual community. Internet users join such communities to socialize, in the same way that they would go to a cocktail party in order to meet people, flirt, tell stories, and share interests with one another.

Virtual communities refer to the variety of social groups interacting via the Internet.

According to Rheingold (2000:56)

"When people carry on public discussions long enough, with sufficient human feeling they form webs of personal relationships, even if this does not mean that, there necessarily is a strong bond among the members". So therefore, in case of users to user, there is still some level of caution.

The issue of trust arises basically because most computer mediated communication comes from users who barely know each other. Trust is a characteristic for collaboration where members believe in the character, ability, integrity, familiarity and morality of each other (Ishaya & Macaulay, 1999). Also Mayer and Schoorman (1995:65) conceptually defined trust as "a willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control that party." Specifically, most operational definitions examine trust as a belief about whether a partner is dependable, cares for your interests, is competent or will act with integrity (Robinson, 1996; McAllister, 1995; Cook & Wall, 1980 & Mishra, 1993).

The Internet provides interactive opportunity without the users having to meet themselves. As a result of this, we can say that the virtual world has been created. Substantive number of users participates in conversations and various transactions from Twitter, Facebook, emails, Whatzap and Instagram (Tong & Walther, 2011). More relationships are being formed and maintained online than ever before, including supplier purchaser relationships, student-teacher relationships, and even collaboration between employees of the same company. These distant collaborators have an increasingly varied set of computer-mediated communications (CMC) at their disposal, some more complicated and expensive than others.

Emphatically, trust is an area that is likely to be affected by mediated communications (Tong & Walther, 2011). Individuals exploit the features of these media to make their best

impression and attract attention or to ward off undesired contacts (Tong & Walther, 2011a). This situation leads to the formation or re-formation of impressions and evaluations of other users online such as deciding whose recommendations, friendship, transaction and business proposals to trust. The ability to interact with like-minded individuals instantaneously from anywhere on the globe has considerable benefits, but virtual communities have bred some fear and criticism (Danet, 1997). Virtual communities depend upon social interaction and exchange between users online where the factor of trust takes a highly important role. According to Barbara Misztal (1996), trust does three essential things in people's life. These include the predictability of the social life; that is to say people are able to predict the behaviour of the one person they trust. Secondly, trust creates a sense of community, or in other words, it would be impossible to have a community without trust. Thirdly, trust facilitates the process of people working together (Misztal, 1996). Therefore, the very existence and nature of the virtual community depends on the trust inside of it. Basic actions would not be possible without trust both in real and virtual communities (Good, 1988).

Having this in mind, it is important to note that just like the real communities, virtual communities can serve as dangerous hunting grounds for online criminals, such as identity thieves and stalkers, with children particularly at risk and therefore not suitable for negotiating or persuading others (Rice & Love, 1987). However, Matusitz (2007:23) argues that the creation and existence of a virtual community has positive implications for human society or without it the craze for Internet would have long diminish. This statement is true because despite the harmful side of the internet, more and more people all over the world are using it for various purposes.

### **2.3 Information and Communication Technology (ICT)**

Before the advent of information technology, the regulation communication was the order of the day. The role of communication was never in doubt. Therefore, it is pertinent to review

the conventional communication before delving into technological advancement. According to Brown's definition (2011), "Communication is the process of sharing information, thoughts, and feelings between people through speaking, writing or body language". The goals of communication include, creating a common perception, changing behaviours, and acquiring information. Nguyen (2009) submits that communication is indeed the very lubricant that makes the machinery of human relationship function smoothly. Basic communication mode includes verbal communication which is the use of voice and language to communicate to people or with people. The sole essence of verbal communication is in the coding and decoding of sounds (Dickson, 2004). Emphasis is placed on sound and language. On the other hand, non-verbal communication means communication through sending and receiving wordless clues. Interpersonal communication takes place in face-to-face settings, as well as through media platforms, such as social media. It is important because it is essential to forming and maintaining significant relationships between individuals (Langs, 1993).

Just as speech contains nonverbal elements such as voice quality, rate, pitch, volume, and speaking style, as well as prosodic features such as rhythm, intonation, and stress, so written texts have nonverbal elements such as handwriting style, spatial arrangement of words, or the physical layout of a page. Nonverbal communication involves the conscious and unconscious processes of encoding and decoding. Encoding is the act of generating information such as facial expressions, gestures, and postures. Decoding is the interpretation of information from received sensations from previous experiences (Andersen, 2007). However, as society witnessed more civilization, there was need for mass communication which is the exchange of information to a large number of people. In other words, mass communication refers to the imparting and exchanging of information on a large scale to a wide range of people. It is usually understood to relate newspaper, magazine, and book publishing, as well as radio,

television and film, even via internet as these mediums are used for disseminating information, news and advertising Mackay, and O'Sullivan (1999).

Apart from one way communication, there is a participatory dimension which computer mediated communication offers. It is the opportunities for users to interact and even participate in various discussions and issues which borders on their development. There are several online platforms that create opportunity for several issues which at the end are capable of empowering users. Just like in the actual world where communities have issues and needs to be met and through participatory discussions and contributions, solutions are found; the same is applicable to online communities. Nowadays, the Internet and social networking sites have been used to empower people by using their own intellectual and cultures to make a change and development in several sectors for instance: politic, health and education. Therefore, empowering communities, whether real or virtual does not have a universal blue-print and each community must develop its own development strategy through participation. This is because the Internet and social networking allow freedom and right to communication (Servaes & Malikhao 2005).

Advancements in technology have resulted in people being able to access a wealth of information and participate in virtual opportunities not previously available. Through the tools of computers and cell phones, society has moved from engaging in face-to-face interaction while performing these activities to endeavors that do not require in-person interaction with others. The devices have therefore become the actual mediators between people and knowledge or entertainment. Within recent years, technology has also made available different avenues for communicating. The capabilities of computers and cell phones have allowed users to develop means to participate in the world of social networking, now making the device the mediator of communication between individuals

Digitalization is the most fundamental aspect of information and communication technology (ICT) that makes it unique. Digitalization is the process by which all texts (symbolic meaning in all encoded and recorded forms) can be reduced to a binary code and can share the same process of production, distribution and storage (McQuail 2005:137). Information Technology according to Yarhere (2008:299) is "...the product of the convergence of digital technologies encompassing computer, telecommunication, audio-video, and publishing. It covers mobile phones, personal computers, the Internet, email, imaging technology, digital audio-video and digital broadcast even cable television". This convergence of technologies has led to what today is referred to as the New Media. In the words of McQuail (2005:136-137):

The new media are in fact a disparate set of communication technologies that share certain features apart from being new, made possible by digitalization and being widely available for personal use as communication devices... the most widely noted potential of the new media is the convergence between all existing media forms in terms of distribution and reception.

In an attempt to understand the New Media, it is imperative to note from McQuail's point above that it brings together various forms of personal and interposed communication modes all in one device. The idea of newness is not conceived around the notion of something that has not existed before but on the idea that it brings together various forms of communication platforms into one integrated form. The Internet which is one of the greatest manifestations of the New Media has emerged within the communication arena as the world's largest interconnected environment. It is significantly "the world's most recent communication tool which affords a user the opportunity to transcend borders and have access to the encyclopedias, newspaper, bulletin boards, videos, hyper-mails all at one stop in a global village" (Hashim 2001:72).

A very vital and important aspect of Computer Mediated Communication and new media is the internet. According to Poster (1999:15)

The Internet incorporates radio, film and television and distributes them through push technology: it transgresses the limits of the print and broadcast models by enabling, many to many conversations, enabling the simultaneous reception, alteration and redistribution of cultural objects; dislocating communicative action from the posts of nation, from the territorialized spatial relation of modernity; providing instantaneous global contact and inserting the modern subject onto a machine apparatus that is networked.

The Internet is a combination of textual interactions and virtual worlds that enable global communication among humans (Wellman & Hampton, 1999). In essence, the Internet has removed the distance between people, cultures and societies thereby making the possibility of free flow and access to information an exciting experience. In other words the internet allows for the exchange of cultural artifacts such as fashion, music and various lifestyles through media contents and to a large extent has its merits and demerits especially if we relate it to effect on teens and young adults in the society. The internet has transformed the conventional mode of mass communication like the radio, television and print media which had certain limitations and most outstanding is the inability of interactivity but here the internet allows for real time interactivity and connectivity. It has enabled participation to such an extent that in the very comfort of the user's room, certain contributions and discussion and transaction can be effectively carried out. And in a fast digital age as we have now, the internet is seen as a veritable tool for world class development and transformation.

Even the conventional mass communication still employs the use of the New Media to reposition itself in the new demands for interactivity. Presently, with the inclusion of social platforms such as twitter, Facebook, YouTube amongst others, as feedback mechanism especially in mass media broadcast, people have access to engaging or sharing ideas and opinions. This according to Lievrouw (2004:10) has made the world dynamic and

increasingly in want of new ideas to meet the vast demands. It is also important for us to note that the dynamism of information is vital to bring about sustainable development therefore, the role of information technology in this global village, or globalization in its entirety, has remained focal in the whole process of inter-relatedness of humanity' (Idegu 2002:15).

#### **2.4 Types of Mediated Communication**

There are different types of computer mediated communication and they include: instant messaging, email, chat rooms, online forums, social network services, and social media. For the purpose of this study, emphasis is on social media and social networking services/media. Social media takes many forms and include social networks which as previously stated are a subset of the larger social media universe. According to Lesley (2015) "Social Networking specifically refers to services such as twitter and LinkedIn which provide online tools for making, organizing and managing connections between individuals and groups" Typically, social networks allows people to form groups and allow communication among group members as well as between individuals.

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

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

The mission of Facebook was to “create a Facebook for Harvard University to find cute girls and guys” (Rohrer, 2010: 5). Presently, it is estimated that there are over 200 active sites using a wide variety of social networking models. These include, but not limited to, the following: LinkedIn, Nexopia, Bebo, Hi5, Hyeves, StudiVZ, IwiW, Tuenti, Nasza-Klasa, Decayenne, Tagged, XING, Baboo, SKyrock, Orkut, Friendster, Mixi, Wretch, renren, Cyworld, among others (Boyd and Jenkins 2010).

## **2.5 Social Networking Sites**

Now days the use of the Internet for social networking is a popular method among youngsters. The use of collaborative technologies and Social Networking Site leads to instant online community in which people communicate rapidly and conveniently with each other. Boyd and Ellison (2007) define social network services as web-based services which allow individuals to Construct a public or semi-public profile within a bounded system, Communicate with other users; and View the pages and details provided by other users within the system. It is important to note that the Social Networking Websites have evolved as a combination of personalized media experience, within social context of participation. The practices that differentiate social networking sites from other types of computer-

mediated communication are uses of profiles, friends and comments or testimonials profiles are publicly viewed, friends are publicly articulated, and comments are publicly visible.

Importantly, users who join Social networking websites are required to make a profile of themselves by filling up a form. After filling up the forms, users are supposed to give out information about their personality attributes and personal appearances (Ahmad, 2011). He further stated that some social networking websites require photos but most of them will give details about one's age, preference, likes and dislikes. Other social networking websites like Facebook allow users to customize their profiles by adding multimedia content. (Geroimenko & Chen, 2007)

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

Networking started as a way of linking a few university and defense laboratories in the late 1960s, ever since then, it has grown into a global network connecting over two billion people (Fush 2008). According to Ahmed (2011), the first social networking websites was launched in the year 1997. It was known as Sixdegrees.com. He stated that the company was the first

of its kind and invariably allowed users to list their profiles, provide a list of friends and then contact them. However, the Company did not do very well as it eventually closed three years later. The reason for this was that many people using the internet at that time had not formed many social networks hence there was little room for manoeuvring. He also pointed out that there were other elements that hinted at Social network websites. For instance, dating sites required users to give their profiles but they could not share other people's websites. There were some websites that would link former school mates but the lists could not be shared with others. (Cassidy, 2006). As innovations grew, there was the creation of Live Journal in 1999, which was to facilitate one way exchanges of journals between friends (Ahmed, 2011). He added that a Korea Company called CY World added some social networking features in 2001. This was then followed by Lunar Storm in Sweden during the same year. Features added included: diary pages and friends lists. Additionally, Ryze.com also established itself in the market. It was created with the purpose of linking business men within San Francisco. The brief history of SNS tends to give a perspective of a gradual growth in terms of user friendly features that make interactivity possible and convenient. News innovations are finding their ways into the SNS every now and then and this is the aspect that situates it within the global social space. Social networking websites provide rich information about the person and his network, which can be utilized for various business purposes. Some of the main characteristics of social networking sites are that: they act as a resource for advertisers to promote their brands through word-of-mouth to targeted customers. They provide a base for a new teacher-student relationship with more interactive sessions online. They promote the use of embedded advertisements in online videos. They provide a platform for new artists to show their profile (Ahmed, 2011).

Additionally, Social Networking is a form of new media and social media. However, people use the two interchangeably. There is a remarkable difference between social media and

social networking. It is important that we know what they are in order to have a clearer understanding of the context and usage especially as relates to this study. With Social networking, communication is two-way; people congregate to join others with similar experiences and backgrounds. Communication is at the core of social networking. Groups of people with common interest, or like minds, associated together on social networking sites can build relationships through community. On the other hand, Social media is a communication channel, a format that delivers a message but is not a location that people visit.

Among the social networking websites, Facebook is the dominant social networking site, and according to Zarella (2010:33), it possesses the most valuable features that can be of use for the social media marketer as well as political campaigner. The Social Networking Sites most likely to attract these motivated users are My Space and Facebook; the two SNS with the largest user groups on the Internet (Dong, Day and Deol, 2008:46). These social media empower young adults and encourage them to take the advantages of the new media's interactivity, digital content, wide distribution and universal access. Not surprisingly, politicians have been quick to find these new audiences, with many in the political arena using social media to post their profiles (Kann, Berry, Gant, and Zager, 2007:14), enhance their political campaigns (Dong, Day, and Deol, 2008:46), sharing information and gaining support from the public in an effort to reach these motivated young voters.

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

sites have been chosen for this study and it is important that they are discussed in details to provide the background for later analysis. They include Facebook, Instagram and Twitter.

Facebook according to Phillips (2007:9)

Facebook is an American for-profit corporation and online social media and social networking service based in Menlo Park, California. The Facebook website was launched on February 4, 2004, by Mark Zuckerberg, along with fellow Harvard College students and roommates, Eduardo Saverin, Andrew McCollum, Dustin Moskovitz, and Chris Hughes.

The founders had initially limited the website's membership to Harvard students; however, later they expanded it to higher education institutions in the Boston area, the Ivy League schools, and Stanford University. Facebook gradually added support for students at various other universities, and eventually to high school students as well. Since 2006, anyone age 18 and older has been allowed to become a registered user of Facebook, though variations exist in the minimum age requirement, depending on applicable local laws. But it is important to note that Facebook does not have authentication measure to justify or to verify that the user is 18 and above. Whatever data is provided is acceptable and there is a caveat that users must tick for acceptance that the information provided is nothing but true. In view of the inability of Facebook as a Social Networking Site to actually verify the exact age of the intending user has provided users under 18 the opportunity to falsify their age. This experience, in itself has trust question mark on it (Qnuoha, Unegbu, & Lasisi, 2012). How does a user actually verify that the other user is not underage? This is important because, every Facebook user is seen and interact with on the platform that they are 18 and above. That is to say, they are adult. In such situations, information and materials under the exclusive preserve of adult can be accessed by underage, especially students. This, to a large extent can be harmful to secondary students below 18 years of age (Qnuoha, Unegbu, & Lasisi, 2012).

Furthermore, the Facebook name comes from the face book directories often given to United States university students (Phillips, 2007). Facebook can be accessed by a large range of desktops, laptops, tablet computers, and smartphones over the Internet and mobile networks. After registering to use the site, users can create a user profile indicating their name, occupation, schools attended and so on. Users can add other users as "friends", exchange messages, post status updates and digital photos, share digital videos and links, use various software applications ("apps"), and receive notifications when others update their profiles or make posts. Additionally, users may join common-interest user groups organized by workplace, school, hobbies or other topics, and categorize their friends into lists such as "People from Work" or "Close Friends". In groups, editors can pin posts to top. Additionally, users can complain about or block unpleasant people. Because of the large volume of data that users submit to the service, Facebook has come under scrutiny for its privacy policies. Facebook makes most of its revenue from advertisements which appear onscreen (Carlson, 2010).

In the same vein, Instagram is a mobilephoto-sharing application and service that allows users to share pictures and videos either publicly or privately on the service, as well as through a variety of other social networking platforms, such as Facebook and Twitter. Originally, a distinctive feature was that it confined photos to a square shape, similar to Kodak Instamatic and Polaroid SX-70 images, in contrast to the 4:3 aspect ratio typically used by mobile device cameras. In August 2015, version 7.5 was released for mobile devices, allowing users to upload media captured in any aspect ratio, but not at full size (Instagramdevelopers, 2016). Users can also apply various digital filters to their images. In June 2013, Instagram added support for videos, allowing prerecorded square standard definition resolution clips of up to 15 seconds to be shared; later updates introduced support for widescreen resolutions at 360p and longer recording times for either pre-recorded (up to

one minute per video, or up to 10 minutes with a multi-video post) or disappearing live videos (up to one hour).

Instagram was created by Kevin Systrom and Mike Krieger, and was launched in October 2010 as a free mobile app, exclusively for the iOS mobile platform via the Apple App Store, but was later released for Android devices two years later, on April 3, 2012. The service rapidly gained popularity, with over 100 million active users as of April 2012 and over 300 million as of December 2014 (Instagramdevelopers, 2016).

Similarly, Twitter is an online news and social networking service where users post and interact with messages, "tweets," restricted to 140 characters. Registered users can post tweets, but those who are unregistered can only read them. Users access Twitter through its website interface, SMS or a mobile device app (Dorsey, 2006). Twitter Inc. is based in San Francisco, California, United States, and has more than 25 offices around the world (Dorsey, 2006). Twitter was created in March 2006 by Jack Dorsey, Noah Glass, Biz Stone, and Evan Williams and launched in July, whereby the service rapidly gained worldwide popularity. In 2012, more than 100 million users posted 340 million tweets a day and the service handled an average of 1.6 billion search queries per day (Dorsey, 2006). In 2013, it was one of the ten most-visited websites and has been described as "the SMS of the Internet" (Dorsey, 2006). As of 2016, Twitter had more than 319 million monthly active users (Dorsey, 2006).

These social network services are potent and viable because of the number of active users carrying out various activities as provided by the platforms. Their services also attract millions of adolescent all over the world and to this end, the issue of trust cannot be entirely ruled out. They have their good sides and bad sides, but the thing about these SNS that they have made an indelible mark on the sands of time to such an extent that it would be difficult to control users especially adolescents.

## **2.6 The Concept of Trust**

The notion of trust is defined as “a subjective expectation an entity has about another’s future behaviour” (Mui 2003). This implies that trust is inherently personalized. In computer mediated communication, trust is based on the feedback on past interactions between members (Resnick. 2000; Ruohomaa, 2007]. In this sense, trust is relational. As two members interact with each other frequently, their relationship strengthens, and trust evolves based on their experience. Trust increases between members if the experience is positive and decreases otherwise. There are various types of trust relevant to this study they include Relational, emotional and cognitive trust. According to Rousseau (1998)

The relational aspect of trust defines trust built up over time as a result of repeated interactions between the trustor and trustee. Information available to the trustor from within the relationship itself forms the basis of relational trust. Reliability and dependability in previous interactions with the trustee give rise to positive expectations about the trustee’s intentions. In computer science, this aspect of trust is termed direct trust (trust based on direct interactions between two parties).

Another type of trust is Emotional. This has to do with the security and comfort in relying on a trustee (Kuan and Bock 2005). Psychologically, emotional trust is perceived to be an outcome of direct interpersonal relationships (Holmes, 1991). Emotional trust influences the trustor to form positive perceptions of the relationship continuity. Holmes et al. [1991] likens emotional trust to an emotional security which enables someone to go beyond the available evidence and feel assured and comfortable about relying on a trustee. Furthermore, there is the Cognitive which implies a trust based on reason and rational behavior (Lewis and Weigert 1985; Kuan and Bock 2005).

## **2.7 The Issue of Trust and the Social Networking Media**

There are several issues that are associated with social media. When the issue of trust comes up the connotation is always negative not really positive. The reason why trust issue comes up is because computer mediated communication is often devoid of face to face interactions.

The social networking phenomenon is consuming the lives of millions of users around the world. Since the inception of the first social networking site, SixDegrees.com at 1997 (Ellison, Steinfield & Lampe, 2007). The social networking craze has grown beyond all expectations. Data privacy is a fundamental problem in today's information era. Enormous amounts of data are collected by government agencies, search engines, social networking systems, hospitals, financial institutions, and other organizations, and are stored in databases. Those stored information is very crucial for individuals; people might misuse this information. The problems that exist in the real world such as theft, fraud, vandalism also exists in online Web environments an identity thief.

New laws introduced by the Attorney General of Australia introduced jail terms of up to ten years for individuals using networking sites such as Facebook to steal identities without having to wait for them to obtain money as a part of the fraud (Hildebrand, 2009). Social networking is becoming a necessity day by day. It is a phenomenon that is exploited by SNS, which strive to transform relationships between people and groups of people, which already exist into an online network which can be traversed and exploited. (Wu and Majedi et al. 2010)

With this information people might use it for negative cause and damage one person's life but if people read and understand the privacy and security options they might be less exposed. Asif and Khan in 2012 found that people remain unaware of information sharing policies, although the policies are clearly stated. And if they have read them, they are not confirmed about the effect. This study also shows that people do not know how their personal data can be shared. And they end up sharing their private information with unauthorized people because of their ignorant attitude. In addition, they noticed that complexity of privacy settings

and lack of control provided to the user is equally responsible for unintentional information sharing.

In addition, O'Brien and Torres (2012) wrote an article named *Social Networking and Online Privacy: Facebook Users' Perceptions*. As a result, the researchers found that Facebook users are alert and cautious when using the social networking sites. However, Facebook users are not completely informed or aware of all activities concerning privacy on the social networking sites. Though, low trust levels to date have not hindered activity on Facebook and membership continues to rise. Facebook users seem willing to push aside trust issues to achieve social interaction. The importance of trust in a social networking context is clearly questionable and perhaps different determinants for online activity exist in different online environments. There are a number of barriers to trust in the online environment. These barriers include perceived risk, website design and content, the user themselves and privacy concerns. Privacy concerns are considered the greatest barrier of them all because 'the internet, by design, lacks unified provisions for identifying who communicates with whom; it lacks a well-designed identity infrastructure' (Leenes, 2008).

Privacy concerns include online information collection techniques such as cookie technology involving extreme surveillance. The use and analysis of data are also a concern due to unethical merging and data mining practices to profile customers. The instant recording and permanence of activity, loss of control and ownership of data also creates barriers to online activity (Tavani, 2011). Social networking users claim to be concerned about risks to privacy, yet do little to safeguard their information (Dwyer et al., 2007). Often users openly disclose detailed and personal information on these networks, comfortable living a part of their lives online (Rosenblum, 2007).

However, Facebook has continually introduced new features and services including the Newsfeed, Facebook Beacon, Facebook Advertisements and Facebook Platform, which subsequently lead to changes in the privacy settings and the privacy policy (less privacy) (Fletcher, 2010). With each additional expansion to the website has come a growing level of discontent and concern and a general feeling that ‘the company was eroding privacy and making substantial information public’ (Rothery, 2010).

Despite the awareness of online dangers, young adults take risk by posting personal information and sensitive personal or family information online. Most young adolescence are so addicted to the social media that they yearn for the beeps, updates and pings from other networking peers. It has been observed that even in the middle of lectures or class; they are involved in pinging and chatting which is capable of distracting them from the lecture and thereby putting them to the risk of failure. Networking platforms such as ‘Badoo’, ‘2go’, ‘WhatsApp’, have become of immense concern because of the casual sexual partnering that can be easily initiated through these networks. There are several fraudulent activities that go along with these sites that are capable of affecting young people and it is generally known that young people are easily lured and are capable of addiction. Older users and criminal minded users cease these platforms to perpetuate their acts and in several cases, these young people are caught in the web.

## **2.8 Young Adolescence and the Use of CMC**

In the early nineties the most common forms of interactive communication occurred online via public chat rooms and multiple user domains (MUD). More recently, and for young people in particular, Computer Mediated Communication encompasses communication through socially interactive media such as SMS text messaging, email, Instant Messaging, Chat rooms, Weblogs and Social Networking Sites such as MySpace, Bebo, Friendster and

Facebook as well as file sharing sites such as Flickr and YouTube. Presently, the most popular forms of application used by children and adolescents to communicate are social networking sites. Launched in August 2003 MySpace.com was the largest online social networking portal on the web with 110 million users registered by January 2008. Most popular with users aged 16 to 24 years, subscribers were demographically split almost in half (50.2% male, 49.8% female). MySpace was the second largest destination on the web attracting 220,000 new registrants every day enabling people to communicate, make friends and share information. Despite its rapid rise in popularity MySpace was overtaken by Facebook in April 2008 currently reported as having more than 200million active users.

According to (Arpan, Rajesh, & Rekha, 2016:43):

The rapid increase in social networking sites demonstrates how children and young people are increasingly using technology to communicate rather than adopting the traditional face-to face (FtF) approach. There has been little focus on the social implications for children's behaviour when faced with technology or the material and content it might provide. There is also little effort to address communication channels available over the Internet via Instant Messaging, e-mail, Weblogs or Chat rooms for example, as well as the increasingly popular social networking sites. A thorough examination of the kinds of behaviour that young people engage in through computer mediated communication ought to be developed and would prove beneficial to the research community.

Quite a number of teens reported that after doing homework, use of e-mail and participating in chat rooms were their most frequent activities on the Internet (Turow, 1999). Similarly, teenagers sampled reported that keeping up with both local and distant friends was a very important use of the Internet for them. The popularity of using the Internet for interpersonal communication also sustained interest longer than other types of activities. However, certain research findings on the implications surrounding the rise of mobile telephone for teenage users show that the adoption of mobile telephone by teenagers has resulted in new forms of social interaction (Ling 2010). Ling reveals that young people regard their mobile phones as fashion statements and points out how owning the wrong type of phone can affect the young person's affiliation with their peer group. His conclusion is that the device is frequently used

by adolescents to mark boundaries between different social groups. Whilst his research does encompass young people's social interaction, it does not take into account any behavioural implications of the adoption of communication technologies. Therefore, a study based on Computer Mediated Communication (CMC) and young adolescence such as this will create an opportunity for more important findings that would help in controlling negative impacts of social networking usage especially in Nigeria where young adults have access to, and the skills of online mobile applications (Arpan, et al, 2016).

Since the adoption of the Global System of Mobile Communication (GSM) and viable Internet usage in Nigeria, the issue of protecting children and young adults from Internet abuses has become a recurring issue especially before the regulatory agencies. The Nigerian Communication Commission and other law enforcement agencies are caught in the web of controversies over cases of child delinquency brought about by online activities. However, little attempts have been made to address this crisis or identifying the key risk and vulnerability associated with young people using the Internet (Arpan, et al, 2016). While Internet has the potentials of educating people, it can also be used to set online traps to exploit users for criminal purposes. Among such users are children and young people and the advent of blackberry and other high-tech mobile phones have compounded this challenge (Arpan, et al, 2016)..

## **2.9 Impacts of Social Networking Sites on Youth**

In today's modern technology driven world, people connect with one another and with the world through digital technology. In fact, even adolescents, teenagers and kids do not want to spend their time in playgrounds, malls and games center, rather they like to socialize on these social media networking sites. Social networking can be unsafe or risky too as reputation or

safety of their users is at stake. However, if these sites are properly used, they can provide a reasonably positive effect on today's youth (Arpan, et al, 2016).

### **2.9.1 Positive Impacts**

According to Arpan, et al, (2016). There are many positive impacts of social networking media sites on our adolescent:

#### **2.9.1.1 Friends**

It has been easier to make friends and connect them from anywhere, anytime, mainly thanks to social networking sites. Just a decade ago it was tough to search for a old friends or make a new one and tougher to reach them and costly to communicate with them anytime, anywhere, unless one have to overly going type, able to make conversations with everyone at a party. Social sites connect everyone to anyone and let them stay friends with the easy approach at a very reasonable cost (Arpan, et al, 2016).

### **2.9.1.2 Empathy**

Each of us now spends more time talking about ourselves on social networking sites (Arpan, et al, 2016). We're sharing our lives-the ups and the downs, the twist and turn with people we think are having same mindset. They generally do care, and will converse with us well, even most of times they are having better solutions for our problematic situations or circumstances. The main concern is that by all of us sharing our experiences, both good and bad, on social networking sites, we are able to empathize with each other (Arpan, et al, 2016).

### **2.9.1.3 Speedy Communication**

Social networking sites offer a chance to communicate in a speedy and well organized manner. Even voice media, visual media and word media, any methods can be used to commute with other in seconds. Writing an update on Twitter takes just 20 seconds and with cross-posting over other social networks switched off, that update reaches everyone, other person wants to reach in an instant (Arpan, et al, 2016).

### **2.9.1.4 In touch with the world**

Social networking sites allow everyone to communicate easily and effectively anytime and from anywhere, any place in the world. By using social networking, we are connected with the world. Each new, message, updates can be reached and well versed updated within the seconds. It is like capturing the whole world in a hand. When it comes to social networks, everyone is equal, regardless of any demographic changes (Arpan, et al, 2016).

## **2.9.2 Negative Impacts**

One of the negative effect of social media or networks is that it leads to addiction. Spending immeasurable hours on the social sites can deflect the focus and concentration from a particular task. It lowers the motivational level of the people, especially of the teenagers and students (Arpan, et al, 2016). Social networking mainly relies on technology and the internet instead of learning the practical knowledge and expertise of the everyday life. After all the

advantages, the problem that arises is of information overload and security. Social networks, unlike the common media, do not have a pattern as to how much information has to be conveyed and where to draw the line. Too much of information may confuse users. Security might be another area of concern where people can get illegal access to a user's information. The future of social networking looks very promising but still it has to deal with the problems associated with it (Arpan, et al, 2016).

### **2.10 Social Network Site: Impact on Academic Performance**

Today's college students (which consist of Generation Z or also named Millennial) are exposed to all types of technologies in many aspects of their lives (Browning, Gerlich, & Westermann, 2011). On a daily basis they use desktop computers, laptops, E-readers, tablets, and cell phones to actively engage in social networking, text messaging, blogging, content sharing, online learning, and much more (Cassidy, Griffin, Manolovitz, Shen, & Turney, 2011).

Online social networks (OSNs) have permeated all generations of Internet users, becoming a prominent communications tool, particularly in the student community. Thus, academic institutions and faculty are increasingly using social networking sites, such as Facebook and LinkedIn, to connect with current and potential students and to deliver instructional content. (Paul, Baker, Cochran, 2012). On the contrary, some authors and researches disagree with the previous statement, such as Lenhart, et al., 2010; Tiryakioglu & Erzurum, 2010; Chen & Bryer, 2010 says that despite the popularity of social media for personal use only a low percentage of students and faculty use them for academic practice. Online social networking (OSN) sites, such as Facebook, Twitter and Myspace, are used on a regular basis by many millions of people. The majority of this online networking community is made up of college students. In fact, a recent survey of 3000 students from across the US revealed that 90% of

college students use Facebook and 37% use Twitter (Dahlstrom, de Boor, Grunwald, & Vockley, 2011).

Reynol Junco (2012) in his article named too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. Found that that time spent on Facebook and checking Facebook were negatively related to overall GPA, and time spent on Facebook is slightly negatively related to time spent studying. In addition, the ability of time spent on Facebook to significantly predict overall GPA shows that there may be negative academic effects for students who use Facebook in certain ways.

In addition, Paul, Baker, Cochran, in 2012 wrote an article named effect of online social networking on student academic performance. The researcher's results revealed a statistically significant negative relationship between time spent by students on OSN and their academic performance. Time spent on OSN is shown to negatively impact academic performance. As time spent on social networking sites increases, the academic performance of the students is seen to deteriorate. This ties in well with the findings presented in Kirschner and Karpinski (2010), which reveal that over-involvement or obsession with social networking by students can have negative impacts on academic performance (Kirschner & Karpinski, 2010).

Moreover, Rosen, Carrier, and Cheever 2013 wrote an article named Facebook and texting made me do it: Media-induced task-switching while studying. They believe that this area is a technologically rich world, where multitasking is the norm and is more prominent among youth and college students. In their research they found out that students manage to do their work and also interact with the virtual environment effectively. Facebook has nearly one billion users worldwide (Smith, 2012) with more than 90% of teens (Common Sense Media, 2012) and college students (Junco, 2011) actively engaged.

However, as results the authors found that corroborating the work on the impact of social media on academic performance, participants who accessed Facebook one or more times during the study period had lower grade point averages. Furthermore, Junco (2011) discovered that sharing links and checking up with friends on Facebook more often predicted higher college grades; making status updates more often predicted lower grades; and that overall GPA dropped 12 points for every 93 min above the average of 106 min per day spent on Facebook.

### **2.10.1 Bullying in Social Networking Sites**

It is also noteworthy to add that Bullying on special network sites has be predominantly reported lately and it is important that we made some level of analysis on the issue since it affects students' performance. There seem to be different terms used to refer to the phenomenon of what we designate here as 'cyber bullying', electronic bullying, internet bullying, internet harassment, online harassment, etc. they all signify the aspect that taking an undue advantage of certain people on the internet, social media as well as Social Networking Sites (Ikpa, & Olisa, 2010). According to Caroline, & Ângela (2013), Cyber bullying, as a form of bullying is a form of aggression (humiliation, harassment, social exclusion, mockery, unpleasant comment, etc.) involving intentional or even harmful behaviour. The perpetrator usually repeats this behaviour over time. It involves an asymmetric or unbalanced power relationship between the perpetrator and victim (i.e. the target of cyber bullying), most of the time within the context of ongoing social interaction. In the specific case of cyber bullying, it takes place through the use of at least one technological medium (including e-mail, instant messaging, chat room, on a website, through digital messages or images sent to a cell phone).

In view of the above, several young adults have fallen victims to this issue of cyber bullying and this goes further to challenge the issue of trust in computer mediated communication.

However, in recent times, efforts have been made to address cyber bullying. The primary effort has been essential to establish those features of technology that need to be attuned with current ethics. For example, the German government's decision to forbid the Facebook 'Like' button is a notable example of how technology can be tailored to help with intentionality. However, it must be fully recognised that technology cannot fix social Failures. According to (Ikpa & Olisa, 2010), another way to address cyber bullying is raising awareness and giving strong support to the process. Furthermore, Caroline, & Ângela (2013) stated that another successful approach is organising targeted actions with teenagers discussing these issues in what they consider as safe spaces. The very process of awareness raising should be led by the children themselves. The need to be vigilant to the effects of emerging technologies in children's lives is also very crucial and important and in the case of secondary schools, awareness can be created more often and that to a large extent can mitigate cyber bullying.

### **2.11 Empirical Reviews on Social Networking**

A study of the effects of Social Networking Sites on the Academic Performance of Students in College of Applied Sciences, Nizwa, Oman was conducted and the research investigates pedagogical impacts of social networking sites on undergraduate students at the College of Applied Sciences (CAS), Nizwa, Oman. The study tabulates the usage of these web 2.0 applications and their impact on linguistic and social behaviors of young learners. The demographic segmentation constructs a framework to evaluate social tools and e-learning technologies popular amongst learners. The results of empirical evidence explore classroom and social software as paradigms that build young knowledgeable societies. It studies variables that examine the effectiveness of these social tools in knowledge sharing and general awareness of student communities.

The observations drawn from empirical data shows that students have started using social networks for academic purposes. While some students perceived SNS as a distraction and were hesitant to share their feelings, a high percentage of respondents found it an avenue to search for information, join educational networks and look for career opportunities. The use of SNS gave them a sense of belonging to an academic community, as their online friends were mostly those who they met in college. While the application of social networks in classroom teaching has been implemented yet CAS Nizwa has applied this technique only once during the YES WE CARE campaign. The beneficial results of this campaign and the uses and gratifications highlighted in this study, shows social networks as a significant influence in the academic performance of students.

The study concluded that although the use of these networks has to be disciplined as it can lead to distraction from education. The research also concludes that a large section of students capitalizes on the importance of human classroom face to face instruction, the social networks used for educational / tutoring should be able to apply these principles in a virtual classroom.

Furthermore, a Study on the Negative Effects of Social Networking Sites Such as Facebook was conducted among Asia Pacific University Scholars in Malaysia by Aida Abdulahi, Behrang Samadi and Behrooz Gharleghi in 2014. The purpose of this study was to identify the negative effects of social network sites such as Facebook among Asia Pacific University scholars. The researcher distributed 152 surveys to students of the chosen university to examine and study the negative effects. Electronic communication is emotionally gratifying but how do such technological distraction impact on academic performance? Because of social media platform's widespread adoption by university students, there is an interest in how Facebook is related to academic performance. This study measure frequency of use, participation in activities and time spent preparing for class, in order to know if Facebook

affects the performance of students. Moreover, the impact of social network site on academic performance also raised another major concern which is health. Today social network sites are running the future and carrier of students. Social network sites were only an electronic connection between users, but unfortunately it has become an addiction for students. This study examines the relationship between social network sites and its negative impact on adolescents.

Lastly, the study provides a comprehensive analysis of the law and privacy of Facebook. It shows how Facebook users socialize on the site, while they are not aware or misunderstand the risk involved and how their privacy suffers as a result.

Arpan Sinha, Rajesh Kumar and Rekha Kanodia conducted a study on Social Media: Positive Vs Negative Effect on Young Generation in 2016. The concern was that the rapid growth, speed and connectivity with technology have made the greatest invention of social media or social networking to be available everywhere. Youth has transformed their needs of recognitions, knowledge sharing, friendships, all in one compact pack of this social sites/social media. Social networking sites has become one part of youth's life in variety of forms, by considering that today's culture is oriented by technology. The purpose of the study was to survey the impact of these networking sites on our youth and to make the comparison of its negative vs. positive effect on our young generation. the study concluded by stating that Social media websites like Facebook, Messenger, Myspace, Twitter, Hike, Viber, Whatsapp, LinkedIn, You tube etc. are becoming more and more popular and has become part of daily life for an increasing number of persons specially youth or young generation. Because of effective, speedy, low cost features, young generation are attracted to social networking sites day by day.

Also, Liman (2014), conducted a study on “New Media Higher Education: A Study of Social Media use among Students of Ahmadu Bello University, Zaria”. The aim of the study was to

provide an understanding of the usefulness and efficacy of Social Media in the educational enterprise in Nigeria. The objective included (i) to map the social media in common usage by undergraduate students of Ahmadu Bello University (ii) to assess the influence of the new Media on knowledge, attitude and practices of Ahmadu Bello students and (iii) to examine the prospects of synthesizing classroom teaching with social media in order to create effective learning among students of Ahmadu Bello University, Zaria. The study concluded by stating that Social Media is one important dimension among the various paths New Media has taken and can impact education in the foreseeable future. It also asserted that the New Media should be tailored towards encouraging students to be more informed academically. Finally, the study made it clear that educators should necessarily aim to develop young people's understanding and positive attitude in the area of utilization and participation in the media culture that surrounds them.

Furthermore, Gana (2016), carried out a study in 2015/2016 on "Internet use and the Enhancement of Citizenship among Students of Northern Nigerian Universities". The scope of the study was on ABU and BUK, Kano. A total population of 583 copies of the questionnaire was administered in ABU and 280 in BUK. The theoretical framework was technological determinism and social shaping technology. Also, Survey design was adopted with emphasis on qualitative and quantitative research methods. The key findings of the study stated that there is an increasing reliance on the internet by student/youth in Nigeria in terms of its usage to meet their needs.

The study also found out that the Internet is a very useful tool in actualizing freedom as citizens, and that access to information on the Net is a critical factor in developing active citizen amongst youth. He also found out that student's views about political events and trends in the world are formed based on the discussion and information they gather from

social media platforms and online newspapers. Further findings revealed that while the Internet assists students in their studies, it also created a lazy generation of students who have become less interested in being critically minded.

The above studies despite addressing the influence of social network, did not take into consideration secondary school students. As such the scope, conceptual issues and theoretical underpinning differs significantly with the present study. The present study is further strengthened by the need of parents, teachers and secondary school authorities to control the negative impact of social networking on students. This issue is current and on the front burner of issues generated by computer mediated communication. In essence, this study is worth undertaking with the view that its findings are valid and capable of adding to the body of knowledge in the area of computer mediated communication.

In another attempt, Emmanuel U. Anyanwu, Victor Oyemike Ossai-Onah and Pauline Iroeze did a study on “Use of Social Media Tools among Nigerian Undergraduates in Three Selected Tertiary Institutions in Imo State, Nigeria. The study was conducted in 2013 and the purpose of the study was to evaluate the use of social media tools amongst Nigerian undergraduates in three tertiary educational institutions in Imo State. The survey design was adopted for the study. The questionnaire was used as instrument for data collection. The findings of the research reveals that Nigerian undergraduates have knowledge of social media tools and are using the tools majorly for communication with friends and information sharing among fellow students. Facebook was discovered to be the mostly utilized social media tool among the undergraduates in the institutions studied. The position of the study was that though undergraduates make use of the social media, they are not directing it towards their academic

pursuits. In the light of this proper orientation, introduction of ICT literacy courses and subsidized internet access rate were recommended as possible solutions. The implication of the study is that our various institutions of tertiary education have to play a significant role in re-directing the mind-set of the students to the fact that the various social media can be optimally utilized to actualize the academic goals which is the primary reasons why they are in higher institution.

In the same vein, Tokunbo A. Adaja and Felix A. Ayodele carried out a study on Nigerian Youths and Social Media: Harnessing the Potentials for Academic Excellence in 2013. The study acknowledged that one of the breakthroughs in information and communication technology in the 21st century was the discovery and emergence of the new media which have facilitated the creation of the different platforms for social interaction. It also observed that the potentials of the new media are seamless and boundless in terms of interactions, interrelationships, and information sharing and exchanges. It further stated that the only limitation to the utilization of the potentials of the platforms is illiteracy in terms of the hardware, software and usage.

The question raised was, to what extent has the Nigerian youths converted the potentials and possibilities of the social media to platforms for networking academic materials for scholarship and academic excellence? The study examined the extent of usage of one of the most popular social media platforms, Facebook, by the Nigerian youths in their academic pursuit. It found that about two-thirds of the Nigerian youths that use Facebook platform use it for other reasons than exchange of academic materials. And, recommends that the youths should be encouraged to harness the potentials of the platform for scholarship.

Furthermore, Chiemela Queen Adaugo, Ovute A.O., Obochi Charles carried out a study in 2015. This study examined the Influence of the social media on the Nigeria Youths: Aba

Residents Experience. In carrying out this study, the researcher employed survey method in which she used questionnaire to gather her data. The population of the study was Aba metropolis from which a sample of 400 was drawn. The researcher asked research questions and formulated research hypotheses to guide the study. Relevant literatures were reviewed for the study.

The data collected were presented and analysed and hypotheses tested and the following findings were made that: the increase in unwanted female youths' pregnancies is as a result of exposure to social media pornography among youths resident in Aba. Youths resident in Aba spend more time on social media network than other sites. Social media is not the primary method of communication to youths resident in Aba. Negative social media content can increase violence behaviour of youths resident in Aba. The researcher made a number of recommendations for further study.

In addition, Olasinde, Emmanuel Akanni undertook a study on An Analysis of the Influence of Social Media Sites on Nigerian Undergraduates. This study examined the influence which the use of these sites has had on students. It also examined the relevant literature and theoretical approach employing uses and gratification as well as media dependency theories. It adopted both quantitative and qualitative methods using questionnaire and FGD as major instruments. It focused on institutions – Bowen University, and The Polytechnic Ibadan, Ibadan. Results of 620 respondents to questionnaire and 16 participants in two focus group discussion sessions revealed different uses of SNS. These range from socialization, enhanced learning opportunities, communication usage, entertainment, political participation, sexting, bullying to poor academic performance. The findings also suggested that Nigerian youths visited popular sites that youths in other regions of the world visit as those sites served as vehicles of news information, opinion sharing, business development and cultural production.

The study concluded that those sites visited by Nigerian youths were not significantly different from those visited in other climes and these sites served as avenues for information, opinion sharing, entertainment business development as well as cultural productions.

Charles O. Omekwu, Helen N. Eke, Nneka Jennifer Odoh carried out a study to investigate the use of social networking sites among the undergraduate students of university of Nigeria Nsukka. In the context of today's electronic media, social networking sites have come to mean individuals, using the Internet and web application to communicate in previously impossible ways. This is largely the result of a culture-wide paradigm shift in the uses and possibilities of the internet itself. The objectives of the study was to ascertain the various categories of social networking sites used by UNN Undergraduates, to examine the extent of usage of social networking sites by UNN Undergraduates, to examine their (UNN Undergraduates) purposes of using social networking sites, to determine the benefits of using social networking sites and to identify the dangers associated with social networking and to proffer strategies to ameliorate such dangers.

The study adopted the descriptive survey research design which was employed to derive responses from a sample size of 150 undergraduate students of university of Nigeria Nsukka who were selected via random sampling techniques. Data were collected from this population using questionnaire. The 150 respondents completed and returned the questionnaire correctly representing 100% response rate. Means ( $\bar{x}$ ) were used to analyse the six research questions that guided the study. The result of the study reveals that mostly all the students were using the social networking sites in interaction with friends, connecting to their class mates for online study and for discussing serious national issues and watching movies etc. There are also laudable benefits of using social networking sites and dangers associated with social networking and such dangers can be ameliorated using the strategies available in the work.

Drawn from the findings, it was recommended that university Authorities should organize seminars to enlighten students on the not-so good aspects of social networking sites etc. In addition useful suggestions for further research were equally made.

## **2.12 Theoretical Framework**

The theoretical foundation of this study is the uses and gratification theory. Uses and gratifications theory is an approach to understanding why and how people actively seek out specific media to satisfy specific needs. This theory is an audience-centred approach to understanding mass communication (Severin, et al., 2000 &). Practitioners of this theory study the ways the public consumes media. This theory states that consumers use media to satisfy specific needs or desires. In relation to this study we can assume that students use the Internet to seek entertainment, to find information, to communicate with like-minded individuals, or pursue self-expression. This uses gratify a particular need and the need determine the way in which media are used. The use of this theory in underpinning of this research will give the researcher the opportunity to examine the motive behind the popularity of the Social Networking Sites and the role that this medium plays among Canterbury International High School students. This will explain why secondary students use these media and what satisfaction they get in return.

According to McQuail (1994), “what mass communication scholars today refer to as the *uses and gratifications* (U&G) *approach* is generally recognized to be a sub tradition of media effects research” Early in the history of communications research, an approach was developed to study the gratifications that attract and hold audiences to the kinds of media and

the types of content that satisfy their social and psychological needs (Cantril, 1942). Wimmer and Dominick (1994) proposed that U&G began in the 1940s when researchers became interested in why audiences engaged in various forms of media behavior, such as listening to the radio or reading the newspaper. According to Ruggiero (2000), “emergence of computer-mediated communication has revived the significance of uses and gratifications. In fact, uses and gratifications have always provided a cutting-edge theoretical approach in the initial stages of each new mass communications medium: newspapers, radio and television, and now the Internet.

Most of the theories on media explains the effects media had on people. It is the theory which explains how people use media for their need and gratification (Ikpa & Olisa, 2010). In other words, we can say this theory states what people do with media rather than what media does to people. According to uses and gratification theory, people make use of the media for their specific needs. The core assumption here is that audiences actively seek out media to satisfy individual needs. With this assumption, the Uses and Gratifications Theory seeks to answer three questions: what do people do with the media? What are their underlying motives for using said media? And what are the pros and cons of this individual media use? In view of this, there are several needs and gratification as far as media users are concern. They can be categorized into five categories.

1. Cognitive needs
2. Affective needs
3. Personal Integrative needs
4. Social Integrative needs
5. Tension free needs

*Cognitive needs:* People use media for acquiring knowledge, information etc., Among the audience some of them have intellectual needs to acquire knowledge this is not common to all only certain people have their need, each person have a different need for e.g. quiz programs on TV, in order to acquire knowledge and information you will watch news to satisfy the need, search engines in the internet, they make use of these to gain more knowledge.

*Affective needs:* It includes all kinds of emotions, pleasure and other moods of the people. People use media like television to satisfy their emotional needs. The best example is people watch serials and if there is any emotional or sad scene means people used to cry.

*Personal Integrative needs:* This is the self-esteem need. People use media to reassure their status, gain credibility and stabilize. So people watch TV and assure themselves that they have a status in society for example, people get to improve their status by watching media advertisements like jewelry and, furniture's ad and buy products, so the people change their life style and media helps them to do so.

*Social Integrative needs:* It encompasses the need to socialize with family, friends and relations in the society. For social interaction people do not seems to have social gathering in weekend, instead they do such social interaction using media like the social networking sites like my space, Facebook, 2go, WhatsApp, etc to satisfy their need.

Another example is you may not watch the particular serial regularly but because your friend watching, you also start watching so that you have common topics for discussion.

*Tension free needs:* People sometimes use the media as a means of escapism and to relieve from tension. For e.g. People tend to relax watching TV, listening to radio and for satisfying

their need for entertainment there by relaxing from all the tension, people watch films, and films on TV, etc.

Uses and gratification theory can be linked to the issue of in the sense that media users who frequent subscribe to for instance Social Networking Sites (SNS) such as Facebook, Twitter and Myspace. Let take for instance Facebook of which many users are not ignorant of the impending consequences of posting their profile, but still, they go ahead to do that. These same users would feel repulsive if they were to post their profiles on the notice board or other forms of media that allows such. The users are aware that not many people would have access to their profile if it is on the notice board and which also means that they might not be so exposed to insecurity. Be that as it may, they still prefer to upload their personal profile on Facebook. This signifies that, there is some element of trust that they have on the form of media because they have a choice to change if it does not gratify them. It also means that there are certain reasons why they choose to continue with that medium.

This however goes contrary to the assertion that media is everything and has impact on the audience. Indeed, User Gratification Theory will generate the required arguments to enable this study address the issue of computer mediated communication and issues of trust which might arise as a result of young adults in secondary school using social network sites. It will be useful in analyzing the primary data and key findings which in turn will lead to recommendations.

In other to address the trust and effect aspect of social network site on adolescence in secondary school, the deployment of Cultivation Theory would serve as a complimentary theory. Cultivation Theory examines the long term effect of exposure to media. At the outset, this theory as developed by George Gerbner and Larry Gross of the University of Pennsylvania was more pronounced in relation to television but later graduated to include

other forms of media. According to Cohen (2000:34), "The primary proposition of cultivation theory states that the more time people spend on a particular media, the more likely they are to believe social reality as portrayed by it on television." According to the theory, cultivation leaves people with a misperception of what is true in our world.

In other words we can say that social network site can shape users' reality. In this case, it can shape adolescent. It further states that the shaping is because many people acquire information through mediated sources rather than direct experience; therefore, their world view becomes influenced by these sources. Invariable, this theory would assist in examining the effect of continuous engagement of secondary school students on Social Networking Sites (SNS).

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

For a research project to be significant and valuable to solve identified problems, it must follow set down procedures (Wimmer & Dominick, 2011). This statement is in agreement with the assertion of Ihemeje (2006:72) that "research methodology is a process through which researchers attempt to systematically provide answers to questions in order to resolve problems, or have a greater understanding of a phenomenon, with the support of data". Thus, research methodology equips the researcher with a guideline or structure to carry out a research. Hence, this chapter provided a detailed methodology adopted for the purpose of

obtaining vital information in order to achieve the set aim and objectives as stated in chapter one of this study.

### **3.2 Research Method**

The study adopted a survey research to quantitatively and qualitatively carry out the research. Wimmer and Dominick (2011) explain that, survey method presents the universe of the study by appropriating or reducing the universe and provide the research with the opportunity to check on the incident, distributions and interrelation of variables (demographic, information, attitude, motives, intentions and so on).

### **3.3 Population**

In a research, population refers to a group of people or object that the researcher is interested in obtaining information from for the purpose of finding out identified problems (Osuala, 2006:225). In view of the above, the population of the study was restricted to S.S. 1, S.S 2 and S. S. 3 students of Canterbury International High School Ajah-Lekki Lagos. These classes are chosen because they are more likely to have access to Internet and networking sites via mobile phones unlike the junior classes who might not have had similar experiences (Smart, 2011). Also teachers, counselors and parents were included in the population of the study. The following is the breakdown of student population senior classes: S.S. 1 = 88, S.S. 2 = 96, and S.S. 3 = 103

### **3.4 Sample Size and Sampling Techniques**

Sample is a part of a population and it is a proportion chosen to stand in for the entirety of all the subjects or observations under consideration (Osuala, 2006). To be effectively used to draw inferences about a phenomenon from a population, a sample, according to Babbie, and Mouton (2001) must be representative of that population. A representative sample is one that has all the characteristics of the population from where it has been chosen. Based on the

population of Senior Student of Canterbury Secondary School Lagos which was 277 (S.S. 1 = 88, S.S. 2 = 96, and S.S. 3 = 103) Krejcie and Morgan (2001) formula was applied. Thus for S.S 1 class which is made up of 88 students, the formula is applied below

**Sample size calculation for S.S 1**

$$S = \frac{\chi^2 NP(1-P)}{d^2 (N-1) + \chi^2 P(1-P)}$$

S = required sample size.

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

N = the population size.

P = the population proportion (assumed to be 0.50 since this would provide the maximum sample size).

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

$$\begin{aligned} \text{Thus } s &= \frac{\chi^2 NP(1-P)}{d^2 (N-1) + \chi^2 P(1-P)} \\ &= \frac{3.841 \times 88 \times 0.50(1-0.50)}{0.05 \times 0.05(88-1) + 3.841 \times 0.50(1-0.50)} \\ &= 72 \end{aligned}$$

**Sample size calculation for SS 2 is shown below**

$$\begin{aligned} \text{Thus } s &= \frac{\chi^2 NP(1-P)}{d^2 (N-1) + \chi^2 P(1-P)} \\ &= \frac{3.841 \times 96 \times 0.50(1-0.50)}{0.05 \times 0.05(96-1) + 3.841 \times 0.50(1-0.50)} \\ &= 77 \end{aligned}$$

**Sample size calculation for SS 3 is shown below**

Thus  $s = x^2NP (1- P) \div d^2 (N -1) + x^2 P (1- P)$ .

$$= 3.841 \times 103 \times 0.50 (1-0.50) / 0.05 \times 0.05 (103-1) + 3.841 \times 0.50 (1-0.50)$$

$$= 82$$

In view of the above sample for the three senior classes, Stratified Ransom Sampling (SRS) was deployed in this study. The justification for using SRS is because there are three classes with different population and characteristics and as such there was need to isolate them during administration of questionnaire in order to have a property representation.

### **3.5 Instruments of Data Collection**

The following instruments of data collection in this research were: Questionnaire, and In-depth Interview (IDI).

### **3.5.1 Questionnaire**

According to Kothari (2004), the questionnaire is a device for getting answers to questions from the respondents and must always reflect the basic purpose of the research. In view of this, 164 copies of the questionnaire would be administered to S.S. 1, S.S 2 and S. S. 3 students of Canterbury High School, Lagos. The design of the questionnaire will be in line with the research questions and objectives of the study such that the variables are capable of getting response adequate for analysis and interpretations. Furthermore, the questionnaire took the close ended format. The aim was to construct a questionnaire that would measure trust and for the scenarios as presented, to be as generic as possible in order to investigate peer to peer habits with regard to trust as well as examine differences between face to face and mediated communication.

Out of the 72 copies of questionnaires that was administered to SS 1 students, 67 copies were returned in the same vein, 77 copies were distributed to SS 2 and 70 were returned and 82 copies were administered and 75 were returned. The total number of 231 questionnaires was administered and a total of 213 were returned. Copies of the questionnaire were administered within a three day period. The first day was for SS 1. As copies of the questionnaire were administered, the students were guided on how to fill it without errors. The second day was for SS 2. However, in view of the preliminary explanation on how to properly fill the questionnaire, a minimal number of questionnaire were not returned and the researcher did not enforce the strict rule of getting all the copies returned since there is a provision for error margin as far as it is not beyond 0.5%

### **3.5.2 In-Depth Interview**

In-depth interview can be seen as the conversation between two or more people where the interviewer (researcher) asks the interviewee questions in order to obtain information (Bryman and Belt, 2007). It enables a dialogue with the specific aim of procuring specific

information. Interview will be conducted on three key staff of Canterbury High School, Lagos. They include: the principal, form teachers of S.S. 1, S.S. 2, and S.S. 3 and computer teacher/instructor. The essence of the interviews was to acquire information on the choices of networking sites and challenges and negative experiences young adults encounter from such sites.

### **3.6 Method of Data Analysis**

The qualitative and quantitative data were analyzed with descriptive statistics of frequency and percentages in accordance with the objectives of the study. The data gathered from In-depth Interview (IDI) was transcribed and interpreted and presented along with the tables. This method was in agreement with Uses and Gratification Theory, which served as a theoretical framework and a tool of analysis.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.1 Data Presentation

This chapter presents data gathered from respondents through questionnaire and in-depth interview (IDI). The respondents comprise students of Canterbury International High School, Ajah-Lekki Lagos. The study used the mixed method of quantitative and qualitative to generate data for the research. Quantitative method made use of the questionnaire while the qualitative method deployed In-depth Interview (IDI). Data from IDI was used to support or refute the findings from the questionnaire. Data generated was interpreted and analyzed in line with the objectives of the study.

The total number of 231 copies of the questionnaires was administered and a total of 212 were returned. Data generated from the questionnaire was analyzed with the use of SPSS software programme. Furthermore, descriptive analysis was used to provide a summary of the responses and the information presented numerically. The results were presented using tables and the corresponding interpretation was done on each table generated. The findings were discussed according to the six section of the questionnaire with reference to the objective of the study. The five sections of the questionnaire provide information about the following:

- i. Section A: Characteristics of Respondents
- ii. Section B: Extent of the use of Social Networking by students of Canterbury High School, Ajah-Lekki Lagos.
- iii. Section C: Reasons why Students of Canterbury Secondary School engage in Social Networking activities.
- iv. Section D: Negative experiences that Canterbury student encounter in their engagements in social networking activities

- v. Section E: Ways to handle negative issues and experiences arising from student engagements in social network activities.

**Table 1: Characteristics of Respondents**

S/N	Variable	Characteristics	Frequency	Percentage (%)
1.	Age	11-13	37	15.4
		14-17	166	69.2
		18 and above	9	3.8
		<b>Total</b>	212	88.3
2.	Sex	Male	82	34.2
		Female	130	54.2
		<b>Total</b>	212	88.3
2.	Class	SS1	67	27.9
		SS 2	70	29.2
		SS3	75	31.2
		<b>Total</b>	212	88.3

**Source: Researcher's Field Survey, 2016**

Table 1 above shows that 37 respondents (15.4%) were of the age range of 11-13, 166 of the respondents (69.2%) were from ages 14-17 and 9 respondents (3.8%) were from ages 18 and above. Also, 130 of the respondents (54.2%) were female while 82 respondents (34.2%) were males. Furthermore, 67 of the respondents (27.9%) were from SS1, 70 (29.2%) from SS2 and 75 (31.2%) from SS3.

**Table 2: Social Network Sites often visited**

S/n	Characteristics	Frequency	Percentage %
1.	Facebook	129	53.8
2.	Twitter	31	12.9
3.	Instagram	43	17.9
	<b>Total</b>	<b>203</b>	<b>84.6</b>

**Source: Researcher's Field Survey, 2016**

Table 2 above shows that 129 (538%) of the respondents visited Facebook, while 43 of the respondents (17.9%) and 31 (12.9%) visited Twitter and Instagram respectively. It can be deduced that more than half of the respondents (53.8%) preferred Facebook more than twitter and Instagram.

**Table 3: Activities that are of Interest on the Social Networking**

S/n	Characteristics	Frequency	Percentage %
1.	Chatting	150	62.5
2.	Uploading Videos/Photos	31	12.9
3.	Sending Text Messages	31	12.9
	<b>Total</b>	<b>212</b>	<b>88.3</b>

**Source: Researcher's Field Survey, 2016**

From table 3 above, 150 of the respondents (62.5%) accepted that chatting was one of the activities that interest them to use social network site. 31 of the respondents (12.9%) agreed to uploading videos/messages while 31 of the respondents (12.9%) also agreed to sending text messages.

**Table 4: Proficiency in the use of Social Networking**

S/n	Characteristics	Frequency	Percentage %
1.	Expert	48	20.0
2.	Above Average	44	18.3
3.	Average	111	46.2
4.	Below Average	9	3.8
	<b>Total</b>	<b>212</b>	<b>88.3</b>

**Source: Researcher's Field Survey, 2016**

From table 4 above, 48 respondents (20.0%) stated that they were experts in the use of social networking sites, 44 of the respondents (18.3%) stated that they were above average in the use of social networking sites. Also, 111 of the respondents (46.2%) accepted that they were on the average in the use of social networking sites. Finally, only 9 respondents (3.8%) agreed that they were below average in the use of Social Networking Site.

**Table 5: Access to Social Networking Site**

S/n	Characteristics	Frequency	Percentage %
1.	Mobile Phones	152	63.3
2.	Laptop	48	20.0
3.	IPAD	12	5.0
	<b>Total</b>	<b>212</b>	<b>88.3</b>

**Source: Researcher's Field Survey, 2016**

From table 5 above, 152 of the respondents (63.3%) stated that the access networking sites through mobile phones. 48 of the respondents (20.0%) agreed to accessing social networking sites through Laptops, and 12 of the respondents (5.0%) accepted that they access networking sites with IPAD

**Table 6: Issues of Trust on Social Networking Site**

S/n	Characteristics	Frequency	Percentage %
1.	Fraud	27	11.2
2.	Suspicion	41	17.1
3.	Third Party	37	15.4
4.	Relationship	32	13.3
5.	Blackmail	22	9.2
6.	Insecurity	33	13.8
7.	Threat	20	8.3
8.	<b>Total</b>	240	100.0

**Source: Researcher's Field Survey, 2016**

From table 6 above, 27 respondents agreed that fraud is the issue of trust that they encounter on social networking sites. Also, 41 of the respondents allude to suspicion as the issue of trust in social networking sites. Furthermore, 37 of the respondents said it was third party issues and 32 of the respondents agreed to relationship. In addition, 22 of the respondents stated that blackmail was an issue of trust with social networking sites, while 33 and 20 of the respondents agreed to insecurity and threat respectively.

In an interview with the ICT Instructor, the following information was noteworthy:

As far as social networking is concern, the issue of trust will always come up. Since interactions on these platforms are not based on face to face, where one can easily know if the other person is trust worthy or not, it is difficult to judge or ascertain what can happen next. In this case, there are trust issues such as fraud, threat to live, blackmail and identity theft. I can say that some students of this school have complained about a few of these issues, especially since they are naïve and lack the skills of blocking suspicious users, they fall prey easily. However, it is difficult to entirely stop students from engaging in social networking activities, but we as parents, teachers can always caution them about over exposure to these sites (*In-depth Interview with Mr. Olugboyo Ade ICT Teacher, Canterbury International High School, Lagos.*)

**Table 7: Extent of the Use of Social Networking Sites by Students of Canterbury Secondary School, Lagos**

S/no	Features	Degree of Agreement				Total (%)	Remarks
		Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)		
1	Engagement in social network activities happens only when students are at home	128 (53.3)	44 (18.3)	40 (16.7)	00 (00.0)	212	<b>Agreed</b>
2	Engaging in social network activities is both at home and in school	35 (14.6)	112 (46.7)	22 (9.2)	43 (17.9)	212	<b>Agreed</b>
3.	Students hideously engage in social network activities during classes	00 (00.00)	26 (10.8)	69 (28.8)	117 (48.8)	212	<b>Disagreed</b>
4.	Students engage in social network activities during break time	21 (8.8)	9 (3.8)	122 (50.8)	60 (25.0)	212	<b>Disagreed</b>
5.	Students spend more time in social network activities than they do on their studies.	18 (7.5)	133 (55.4)	26 (10.8)	35 (14.6)	212	<b>Agreed</b>
6.	Students engage in social network activities as many times as they have the opportunity during school and after school	21 (8.8)	147 (61.2)	9 (3.8)	35 (14.6)	212	<b>Agreed</b>
7.	Students spend more time on social network activities instead of studying	00 (00.0)	80 (33.3)	75 (31.2)	57 (23.8)	212	<b>Disagreed</b>

**Source: Researcher's Field Survey, 2016**

From the table above, 128 (53.3%) of the respondents and 44 (18.3%) agreed and strongly agreed that students engagement in social network activities at home to show the extent of use. 35 of the respondents (14.6%) strongly agreed and 112 respondents (46.7%) agreed that students use social network site both at home and in school. also, 117 of the respondents (48.8%) strongly disagreed and 69 of the respondents (28.8%) disagreed that students hideously get involved in social network activities during classes. Furthermore, 60

Of the respondents (25.0%) strongly disagreed and 122 of the respondents (50.8%) strongly disagreed that students engage in social network activities during break time. also, 18 of the respondents (7.5%) strongly agreed and 133 (55.4%) agreed that students spend more time in social network activities than they do on their studies. In addition, 21 of the respondents (8.8%) strongly agreed and 147 (61.2%) agreed that students engage in social network activities as many times as they have the opportunity during school and after school. however, 75 of the respondents (31.2%) disagreed and 57 (23.8%) strongly disagreed that students spend more time on social network activities instead of studying. Also deploying in-depth on the extent of use of social networking, Mr. Ikechukwu Awamin an interview declared that;

Students sneak in mobile phones into the class and during class periods so many of them have been caught fiddling with their phones and when checked it was discovered that there were on Facebook or Instagram. In this regard, it is difficult for them to concentrate on what is taught. Most times when you ask them why they brought in phones into the class, they will tell you that they wanted to check dictionary or use calculator (*In-depth Interview with Mr. Ikechukwu Awam Year 12 (S.S.3 Form Teacher, Canterbury International High School, Lagos)*)

In the same vein, Mrs Adebisi Akindoju, stated that:

Any slightest opportunity that students have either during break or sports they bring out smuggled phones and starts chatting. The school authorities does not allow phones into the school but students still find a way of sneaking in phones. It is a disturbing situation because when they get home, since they did not have enough time in school to chat and comments on their friend's pictures, they leave everything undone and

concentrate on social network. Most of them browse and chat late into the night and when they come the next day they are tired and worn out as a result of lack of sleep. *(In-depth Interview with Mrs Adebisi Akindoju, the Principal of Canterbury International High School, Lagos)*

**Table 8: Reasons why Students of Canterbury International High School Engage in Social Networking Activities.**

S/no	Features	Degree of Agreement				Total (%)	Remarks
		Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)		
	For academic purposes	22 9.2	103 42.9	40 16.7	47 19.6	212	<b>Agreed</b>
2	For leisure	134 55.8	69 28.8	9 3.8		212	<b>Agreed</b>
3.	To keep up with family and friends	112 46.7	87 36.2		13 5.4	212	<b>Agreed</b>
4.	In order to keep up with current events and happenings around them.	70 29.2	68 28.3	61 25.4	13 5.4	212	<b>Agreed</b>
5.	To secure and sustain relationships	48 20.0	117 48.8	25 10.4	22 9.2	212	<b>Agreed</b>
6.	To have a sense of belonging and secure acceptance amongst their peers	22 9.2	62 25.8	72 30.0	56 23.3	212	<b>Disagreed</b>

**Source: Researcher's Field Survey, 2016**

Table 8 above shows that 22 of the respondents (9.2%) strongly agreed and 103 (42.9%) agreed that the reason why students of Canterbury High school engage in social networking activities is for academic purposes. Also, 134 of the respondents (55.8%) strongly agreed and 69 (28.8%) agreed that students engage in social networking activities for the sake of leisure. 112 of the respondents (46.7%) strongly and 87 (36.2%) agreed respectively that students engage in social network activities as to keep up with family and friends. Furthermore, 70 (29.2%) of the respondents strongly agreed and 68 (28.3%) agreed that in order to keep up with current events and happenings around the world. Also, 48 of the respondents (20.0%)

strongly agreed and 117 (48.8%) agreed that students engage in social network activities to secure and sustain relationships. 72 of the respondents (30.0%) disagreed and 56 (23.3%) strongly disagreed that get involved in social networking activities to have a sense of belonging and secure acceptance amongst their peers.

Furthermore, on the reasons why students engage in social networking activities Mrs. Adebisi Akindoju commented thus;

Peer pressure is one of the reasons why students engage in social networking. The popularity of these platforms is very high and it seems to them that anyone who does not have either a Facebook account is local and not current. To avoid being label as local, they go to any extent to acquire account and add their friends and from that they belong to the group of happening boys or girls in school (*In-depth Interview with Mrs Adebisi Akindoju, the Principal of Canterbury International School, Ajah-Lekki,Lagos*)

In addition, Mr Lawan Ogunde observed that:

The issue of saying that they engage in social networking for academic purposes is a lie they tell just to cover up. If you check there is nothing academic in what they do on Facebook. it is all for leisure and catching up with friends and sometime illicit relationships. This is not to say that a few students might not use it to check up materials for their assignments and home work, but majority does not visit SNS for the purpose carrying out any academic activities (*In-depth Interview with Mr. Lawan Ogunde, S.S.I form Teacher, Canterbury International School, Ajah-Lekki,Lagos*)

**Table 9: Negative experiences that Canterbury student Encounter in their Engagements in Social NetworkingActivities**

S/no	Features	Degree of Agreement				Total (%)	Remarks
		Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)		
1	Exposure to erotic messages and pornographic images	85 (35.4)	57 (23.8)	9 (3.8)	61 (25.4)	212	Agreed
2	Hacking into privacy and retrieving personal information without authorization	63 (26.2)	93 (38.8)	34 (14.2)	22 (9.2)	212	Agreed
3.	Luring into illicit relationships	59 (24.6)	57 (23.8)	39 (16.2)	57 (23.8)	212	Agreed
4.	Receiving fraudulent and threat messages	63 (26.2)	9 (3.8)	66 (27.5)	74 (30.8)	212	disagreed
5.	Distractions from involvements in academic activities.	59 (24.6)	87 (36.2)	53 (22.1)	13 (5.4)	212	Agreed
6.	Addiction and anxiety as to beeps and chat notices	67 (27.9)	62 (25.8)	39 (16.2)	44 (18.3)	212	Agreed

**Source: Researcher’s Field Survey, 2016**

Table 9 above shows that 85 of the respondents (35.4%) strongly agreed and 57 (23.8%) agreed that they get exposed to erotic messages and pornographic images which is negative experience on social network site. Furthermore, 63 of the respondents (26.2%) strongly agreed and 93 (38.8%) agreed that they experience hacking into their privacy and retrieving personal information without authorization. In addition, 59 (24.6%) of the respondents strongly agreed and 57 (23.8%) of the respondents agreed they have experienced luring into illicit relationships as a result of their engagement in social networking activities. Also, 66 (27.5%) disagreed and 74 (30.8%) strongly disagreed that they have received fraudulent and threat messages on social networking sites. 59 (24.6%) of the respondents strongly agreed and 87 (36.2%) agreed that they experience distractions from involvements in academic

activities as a result of regular involvements in social networking activities. In addition, 67 (27.9%) strongly agreed and 62 (25.8%) agreed that there is addiction and anxiety when the phone beeps and there is notification of a chat.

On the issue of spending more time on social networking than academic activities In the researcher's interview with Mr. Lawan Ogunde commented that:

Students spend more time on social media more than they do on their academics. This has been noticed in their academic performances. We observe that students who were dedicate to their studies, performing in flying colours suddenly have begun to deplete in their academic performances. And from observations, interactions with students, there is a pointer to distraction as a result of indulgence in Facebook and Instagram. The craze is very high today and it calls for serious caution (*In-depth Interview with Mr. Lawan Ogunde, S. S.1 Form Teacher, Canterbury International School, Ajah-Lekki,Lagos*)

Furthermore, the researcher found out in an interview with Mr. Olugboyo Ade that:

Hacking into privacy and retrieving personal information without authorization is one of the negative experiences that students in Canterbury International School have gone through. Because a lot of them are naïve and ready to befriend any unsuspecting user, they provide their pictures, addresses, phone numbers and other personal information that can get into the wrong hands such as hackers, serial killers and rapist. We have had reports of strange callers who call and not speak when the call is answered. Even to the extent of stalking the students. This is as a result of making available personal information on social network platforms (*In-depth Interview with Mr. Olugboyo Ade ICT Teacher, Canterbury International School, Ajah-Lekki,Lagos*)

**Table 10: Ways to Handle Negative Issues and Experiences Arising from Student Engagements in Social Network Activities.**

S/no	Features	Degree of Agreement				Total (%)	Remarks
		Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)		
1	Avoiding negative conversations when it arises	177 (73.8)	35 (14.6)	00 (00.0)	00 (00.0)	212	<b>Agreed</b>
2	Avoiding harmful sites that are not profiting to young adults.	116 (48.3)	83 (34.6)	00 (00.0)	13 5.4	212	<b>Agreed</b>
3.	Schools authorities should restrict the use of mobile phones in school	31 (12.9)	00 (00.0)	65 (27.1)	116 (48.3)	212	<b>Disagreed</b>
4.	School Authorities should allow the use of mobile phones but should regulate student's involvements in social networking activities through phones.	62 (25.8)	38 (15.8)	53 (22.1)	59 (24.6)	212	<b>Disagreed</b>
5.	Regulating the frequency of student's involvements in social network activities by teachers and parents.	22 (9.2)	49 (20.40)	60 (25.0)	81 (33.8)	212	<b>Disagreed</b>

**Source: Researcher's Field Survey, 2016**

From table 10 above 177 (73.8%) of the respondents strongly agreed and 35 (14.6%) of the respondents agreed that one of the ways to avoid the negative experience of student on social networking site is avoiding negative conversations when it arises. Furthermore, 116 (48.3%) of the respondents strongly agreed and 83 (34.6%) agreed that avoiding harmful sites that are not profiting to young adults is one of the ways of handling negative experiences that student might have as a result of engaging in social networking sites. 65 (27.1%) disagreed and 116 (48.3%) strongly disagreed that school authorities should restrict the use of mobile phones in

school as measures to stop students from negative experiences on social network sites. 53 (22.1%) disagreed and 59 (24.6%) strongly disagreed that the school Authority should allow the use of mobile phones but should regulate student's involvements in social networking activities. Furthermore, 60 (25.0%) disagreed and 81 (33.8%) strongly disagreed that teachers and parents should regulate the frequency of student's involvements in social network activities.

As part of measures to control the rate of students' involvements in social network activities, Mrs. Adebisi Akindoju noted that:

There is room for parents to monitor their children and know what they do and what they are not doing. Parents should stop buying sophisticate phones with browsing facilities for their children or wards. They can give them simple phones for calls and text messaging. The school has tried to keep them of social network as much as possible during the day but at home they have all the freedom to explore SNS without monitoring. If parents can adhere to these instructions, then they will be some level of control over students' habit of spending so much time on the social network sites (*In-depth Interview with Mrs Adebisi Akindoju, the Principal of Canterbury International School, Ajah-Lekki, Lagos*)

#### **4.2 Discussion of Findings**

In the course of data presentation, interpretation and analysis, findings were made. These findings were discussed in line with the objective of the study as stated below:

1. To assess the extent which students of Canterbury International High School Ajah-Lekki Lagos, use social networking sites
2. To ascertain reasons why students of Canterbury International High School use social networking platforms
3. To examine the issues of trust arising from the use of social networking among students in Canterbury International High School, Ajah-Lekki, Lagos.

4. To ascertain possible ways through which secondary school students can be protected from the negative effects of trust on social networking platforms.

The reasons why students engage in social networking activities are numerous. Social network activities include chatting, downloading pictures and videos, sending text messages and this take place on Facebook, twitter, Instagram from data gathered on table 2, 53.8% of the respondents used Facebook, while respondents 17.9% and 12.9% used Twitter and Instagram respectively. Facebook is used to find friends and contacts. It has an excellent combination of pictures, video and graphics more that Instagram and twitter. It is more interactive and millions of users visit Facebook. It is not strange that students of Canterbury High school are addicted to Facebook.

In the same vein, 62.5% of the respondents accepted that chatting was one of the activities that interest them to use social network site. A lot of users spent enormous time chatting with friends, responding to post and commenting on pictures and videos. These activities can be so engaging that nothing else matters to some of the users including students of secondary schools. For students, it could be a source of distraction from their academics. Amongst the activities that interest people in networking sites is uploading videos and pictures. In this regard, 12.9% agreed to uploading videos and sending pictures. Instagram and Facebook lead in terms of photo management. While Instagram is dedicated to mainly photo posting, Facebook combines both pictures and text. Making it possible for comments and deep thoughts and reflections which is not provided for on the Instagram. In order to buttress this point, 12.9% of the respondents agreed that they send text messages using social network platforms.

Using network platforms such as Facebook twitter and Instagram requires that the user must be competent or able to maneuver the tools. Different users have different capacities in terms

of using these platforms. But with more time spent on the platform guarantees the user flexibility and skills in performing at optimal level. 20.0% of respondents said that they were experts in the use of social networking platform, 18.3% stated that they were above average 46.2% accepted that they were on the average in the use of social networking sites and 93.8% agreed that they were below average. This indicates that a large majority of students are below average in terms of their ability to use these platforms effectively. It is expected that they should not be so conversant with these platform because they are not opportune to spend so much time on them. As secondary students there are certain things they are restricted from doing regularly and having sophisticated gadgets that enables them to have full access to social network platform is restricted to a large extent.

For one to have access to social network platforms, he or she must have some gadgets such as phones, Laptops and perhaps IPAD. From data gathered, 63.3% of the respondents agreed that they access social networking platforms through mobile phones; 20.0% agreed to accessing social networking platforms through Laptops and 5.0% accepted that they access networking platform through IPAD. From these findings, it can be deduced that students use mobile phones to access network platforms. Mobile phones of today are built in such a way that can access the Internet, Facebook, twitter, Instagram and other online platforms once there is data available. Data is made available by mobile network providers in Nigeria today. There is subscription for Facebook, twitter and Instagram use for as low as N150 per week. There are monthly subscriptions for N1000 which gives uninterrupted browsing access for one month. Therefore, it is not difficult for students to have access to the internet because of the data is affordable. Also, mobiles phones that have internet facilities have become affordable and young adults have phones given by their parents in order that they can be monitored. Other young adults who do not have mobile phones given to them by their parents have other sources of acquiring one for themselves. Some have had to save their pocket

monies to buy them or acquire them through other means. But the point is that mobile phones are the easiest means of students having access to the Internet.

Laptop is expensive and at the secondary school level, it is not necessary for students at that level. It is only a few students who can afford laptops. Some can have access to laptops at home where they can have access to the internet and through there have access to social networking sites easily. But most families do not have such luxuries. Many well to do families can procure Laptops for their wards. That justifies why accessing social network platforms by secondary school students had 20.0% as against mobile phones with 63.3%. The issue of accessing SNS through IPAD had 5.0%. IPADs are more expensive and far from the reach of secondary school students. Although very few students from well-to- do family have IPADs at their disposal and can access the Internet through it.

Exposure to SNS is comes with some negative experiences especially to secondary school students who are often times naïve and unsuspecting. Such negative encounters include; erotic messages and pornographic images, hacking into privacy, threats and fraudulent messages, anxiety and distraction from academic activities. Data gather shows that 35.4% of respondents strongly agreed and 23.8% agreed that get exposed to erotic messages and pornographic images. The way the Internet operates makes it possible for users to have pop up messages, advertorials, pictures and videos while users are online. Often times, these pop ups are pictures of nude ladies with the intention of creating erotic feelings in the minds of the users and when such happens to a secondary school student, it is capable of creating a distraction and also habits that can be detrimental to the student. Such habit could be regular masturbation to quench the erotic feelings resulting from exposure to nude pictures. Often times, the students visit pornographic sites by themselves to see nude pictures. Most of the

pop ups have address with them that suggest locations of the sites and students follow up to see more and end up being addicted. This finding is in synch with Bassey (2002).

Hacking into user's privacy is a common issue as far as SNS is concern. 26.2% of the respondents strongly agreed and 38.8% agreed that they experience hacking into their privacy and retrieving personal information without authorization. This is otherwise known as third party access. This means that, another user can get into your system and retrieve vital information about the user without any permission. Information that hackers can retrieve include: addresses, picture, location, account numbers and PINs which are used to defraud the user. In many cases, they have used the information to locate the user and cause physical harm to the user such as rape and even murder. Hackers are serial killers who are often interested in young adults because they are naïve and are therefore prone to dangers. That is why young adults should be carefully about the information they upload on the Internet to avoid being victims of rape.

Furthermore, secondary school students can get lured and bullied into illicit relationships through their exposure to SNS. 24.6% of the respondents strongly agreed and 23.8% agreed that they have experienced advances into illicit relationships as a result of their engagement in social networking activities. Facebook is a typical example where people can lure into relationship. The essence of chatting is often relationship intended. And through chatting a lot of vital information are given away which can lead to dangerous events. For instance, most young people are invited to night parties through Facebook. Parties are posted and details provided. This finding is in tandem with Caroline, & Ângela (2013).

Distraction is another negative experience that secondary students get from SNS. For adult, it is easy to control but for young people, it is difficult and it affects academic performances. 24.6% of the respondents strongly agreed and 36.2% agreed that they experience distractions

as a result of regular involvements in social networking activities. The excitement of chatting, seeing pictures and watching videos create anxiety. In this regard, 27.9% of the respondents strongly agreed and 25.8% agreed that there is addiction and anxiety when the phone beeps and there is notification of a chat. As far as these excitements and anxieties are there, it is difficult for students to concentrate on their studies. The slightest opportunity they have is to return to Facebook or Instagram to see friends and view pictures of celebrities. The issue of celebrities is becoming more and more worry some because of the negative effects on young people. What they see the celebrities do, they tend to do likewise. It is most obvious in fashion and dressing. For the boys, they wear saggy trousers and for the girls, they wear miniskirts and body hugs that reveal their bodies and is capable of attracting negative friend.

However, in response to the negative influence of regular exposure of students to SNS, there are suggestions on how it can be handled. 73.8% of the respondents strongly agreed and 14.6% agreed that one of the ways to avoid negative experience by student on SNS is avoiding negative conversations when it arises. That is to say, the student should be smart enough to know when a conversation or chat is beginning to take a different dimension. And students should not befriend strangers. They should concentrate on people they know such as school mates, family friends and family members. That way they are sure of privacy and protection from untrusted users. Again, many students do not like these ideas because the kind of conversation they have with family members and friends are not as interesting as that from people outside the circle. They do not have anything to fear about when they are dealing with total strangers in terms of reporting them to the family or close friends. This is one of the reasons why they fall prey to strangers.

Also, 48.3% of the respondents strongly agreed 34.6% agreed that students should avoid harmful sites that are not profiting as a way of handling negative experiences arising from

engaging in SNS. There are sites that are harmful to students such as pornographic sites, dating and relation, married couples, adults, gay and lesbians. These sites are not hidden. For a user to belong, there are conditions to fulfill such as age, inclination and profession. But it was gathered from interviews with the form teachers that students provided fake information to assist them gain access to these sites out of curiosity to find out the kind of discussion and activities that go on in those sites and at the end they get hurt in one way or the other.

As a matter of fact, many students lie about their age just to register with Facebook. Facebook as a SNS platform does not admit users less than 18 years, but many students provide 18 as minimum age and since there is no possible ways of verification, the platform accepts them based on information provided as far as they accept the legal condition for opening a profile with the platform. This is one of the shortcomings of the SNS. And because of this, many users are not trust worthy because going by their profiles alone is dangerous in the sense that many of such user profiles are doctored and not correct. Some can claim to be resident in Nigeria while they are in another country. Some might claim USA but they are within the location of a user that they want to befriend. Because a user feels the other user seeking friendship is far away in the USA, he or she is kind of careless with information that can lead the user to carry out an attack on the unsuspecting user. This has happened many times and there is caution to the level of information that should be provided on SNS platforms.

Another measure that was suggested as a way of handling negative experiences by students of CanterburyHigh International School is restriction, students will sneak in mobile phones into the school and still engage in SNS activities. The justification for this is that it is easier to tract students' activities on SNS when there are no restrictions than when there is restriction. In the same vein, 22.1% disagreed and 24.6% strongly disagreed that the school Authority

should allow the use of mobile phones but should regulate student's involvements in social networking activities.

Furthermore, 60 (25.0%) disagreed and 81 (33.8%) strongly disagreed that teachers and parents should regulate the frequency of student's involvements in social network activities. The reason for these disagreements is simply because it would be difficult to monitor students' activities on SNS and putting so much effort into this can become a distraction for the authorities, teachers and parents. Instead, they should be an awareness programmes to teach students how to use SNS to broaden their knowledge on more rewarding issues or academically relevant issues.

This agrees with the findings of Liman (2014) which asserted that the New Media should be tailored towards encouraging students to be more informed academically. Thus, educators should necessarily aim to develop young people's understanding and positive attitude in the area of utilization and participation in the media culture that surrounds them, instead of focusing on the negativity alone. It also tally with the submission of Gana (2016) that the Internet is a very useful tool in actualizing freedom as citizens, and that access to information on the Net is a critical factor in developing active citizen amongst youth. His study also added that the Internet assists students in their studies.

### **Implication of Theoretical Framework on Findings**

According to uses and gratification theory, people make use of the media for their specific needs. The core assumption here is that audiences actively seek out media to satisfy individual needs. With this assumption, the Uses and Gratifications Theory seeks to answer three questions: what do people do with the media? What are their underlying motives for using said media? And what are the pros and cons of this individual media use? In view of this, there are several needs and gratification as far as media users are concern. They can be categorized into five categories.

The implication of these findings on the theoretical framework is that students are gratified by the choices of SNS platforms they visit. It does not matter the negative experiences, they can still find a site intriguing and rewarding. Different sites provide various activities that are more interesting to users than the others. This informs the reason why many students visit Facebook more than twitter and Instagram (see Table 4). Students and other users can trust the kind of information and activities they get from a SNS. Even when there are issues of trust such as fraud, illicit relationship, privacy issues, blackmail and threats, if they find the site fulfilling, they can devise a means of coping with the trust issues just to continue using the services of such platforms. Even when there is restriction, they can still find a way around it to make sure they have access. This is important because users recognize their desires and ways of satisfying them.

The Cognitive needs can be applied to students who might want to acquire knowledge, information and as such prefer to use SNS rather than other means. The preference is dependent on which platform or media provides just the right satisfaction for the user. Secondly, students can have Affective needs. This need includes all kinds of emotions, pleasure and other moods. Students use media like Facebook, twitter and Instagram to satisfy their emotional needs. On the Personal Integrative needs students use media to reassure their status and gain confidence of themselves for example students use Facebook to improve their status by knowing what is trendy and events that happen around them on the aspect of Social Integrative needs, students use SNS to socialize with family, friends and relations in the society for social interaction people do not seem to have social gathering at weekends, instead they do such social interaction using media like the social networking sites like my space, Facebook, 2go, WhatsApp etc. to satisfy their need. These issues justify the use of uses and gratification theory as deployed in this study.



## **CHAPTER FIVE**

### **SUMMARY, RECOMMENDATIONS AND CONCLUSION**

#### **5.1 Introduction**

This chapter presents the summary of the research, findings and conclusion of the research. In the same vein, the research made some recommendations drawn from the findings base on the data generated from the instruments deployed.

#### **5.2 Summary of the Study**

Computer mediated communication is the order of the day in the present age. Hardly can one transact any business or engage in normal day to day activities without dealing with someone at the other end who might not be known to the person at this end. In other words, majority of communication today takes place without face – to - face contact and that poses a challenge to the amount of trust that we can have on the other person whom we cannot see. It therefore means that virtually every aspect of human endeavor is mediated by computer and it is observed that people spend more time on the Internet which has become the fastest growing new communication technology and one of the most used computer mediated communication (Flaherty, 1998).

The concern about computer mediated communication is that it brings along with it issues of trust such as fraud, privacy issues, threat, third party and many more that are detrimental to relations building and even to legitimate daily transaction. Despite the issue of trust that stare us in the face, computer mediated communication has its advantages such as bridging the gap between people at extreme ends, high end speed, accuracy and reliability that face to face communication cannot guarantee. Also with the vast information available to users of mediated communication such as the Internet it has become worrisome that youths and

adolescent who constitute a large population of daily users can be adversely affected, especially that their activities can hardly be monitored or controlled.

The core assumption therefore is that the use of the Internet can affect young adolescence's social behaviours, academic performance and self-esteem. As a result of this, the researcher set out to examine the issues of trust in Computer Mediated Communication among students of Canterbury High School Ajah-Lekki Lagos with particular reference to the use of social networking sites. In order to achieve the above aim, three objectives were outlined: (i) to assess the extent of the use of social networking sites by students (ii) to ascertain reasons why students of Canterbury International High School use the social networking, (iii) to examine the issues of trust arising from the use of social networking sites, and (iv) to suggest ways on how secondary school students can handle negative issues and experiences arising from the use of the social networking.

The study also reviewed literature in the areas of Computer Mediated Communication, The Concept of Virtual and Real World, Information and Communication Technology (ICT), Types of Mediated Communication, Social Networking Sites, The Concept of Trust, The Issue of Trust and the Social Networking Media, Young Adolescence and the Use of CMC, Impacts of Social Networking Sites on Youth, and Social Network Site: Impact on Academic Performance

The study deployed mixed-method survey research design that quantitatively and qualitatively assembled data from 235 respondents from Canterbury high school, Lagos using a structured questionnaire in Likert format. In-depth Interview (IDE) was conducted among key staff of the school. Uses and gratification theory was used as the underpinning theory for the study.

### 5.3 Key Findings of the Study

The following key findings were made:

- i. It was discovered that Facebook was the most frequently site that students of Canterbury secondary school visited. Access to the site was mainly through the use of mobile phones and chatting was the main activities that student engaged in
- ii. It was discovered that students of Canterbury International High School use the social networking site for leisure and for academic purposes
- iii. It was further discovered that the issue of trust arising from the use of social networking among students in Canterbury International High School, *Ajah-Lekki,Lagos*. Included third party privacy, distraction, illicit relations and pornography.
- iv. It was discovered that secondary school students can handle negative issues and experiences arising from the use of the social networking by avoiding negative conversations, un-friend users that are suspicious and avoiding site that have inimical contents.

Based on the findings of this study, the following recommendations were made:

- i. There is the need for parents and teachers to caution student about the negative implication of over indulgence on Facebook instead of academic activities. And also that there should be restriction of the use of mobile phone both in the school premises and at home.
- ii. If at all students are given the opportunity to use social networking sites, parents, teachers and school authorities should ensure that it is for academic purposes such as browsing to get materials for assignment for the acquiring knowledge for personal development

- iii. The school authority should organize a workshop programme regularly to inform students about the negatives issues that they can experience if they engage secretly in social networking activities without permission.
- iv. More teachings should be carried out by the ICT teacher on how students can manage issues of trust when they arise such third party privacy, distraction, illicit relations and pornography. They should be made to know when and how to avoid negative conversations, how to un-friend users that are suspicious and avoid sites that have inimical contents such as sex and pornography.

## **5.5 Conclusion**

Computer mediated communication is a phenomenon that has come to stay and is fast growing in lips and bounds. Presently there are a plethora of human activities that has been reduced to computer mediated communication. Despite the impending benefits of computer mediate communication, there are however, issues arising from trust. How trusted can computer mediated communication be and how to avoid negative experiences as a result of dealing with other users who often times are not known to us but we are bound to interact or transact business with them has dominated several debates.

It was based on this that the study examined the issues of trust among students of Canterbury International High School in Ajah-Lekki Lagos state. It was clearly seen that social networking sites have negative impacts on students in terms of distracting them from academic exercises. Apart from that, other issues of no privacy, addiction and threats showed that there were negative tendencies to SNS. It is important to also note that more and more young people are engaging the services of SNS with the availability of mobiles phones and data. The world is fast becoming a global village and through the instrumentality of the Internet, cross cultural influence has affected young people in Nigeria especially on the

aspect of fashion and mannerism. Therefore, the influence of SNS is such that an average secondary school student should be careful even as they claim that it enhances their academic excellence.

## **5.6 Contribution to Knowledge**

This study has contributed to the body of knowledge especially in the area of understanding the impact of social networking sites among secondary school students. The statistical data presented, interpreted and analyzed in this study shows Facebook is the most frequent site that students of Canterbury high school visited because the level of activities and its contents, which is highly interactive in nature. It was also discovered that access to SNS was mainly through the use of mobile phones and chatting was the main activities that students were engaged in and not for academic activities. It was discovered further that the issue of trust arising from the use of social networking among students in Canterbury International High School, Ajah-Lekki Lagos included third party encroachment into users' Privacy, distraction, illicit relations and pornography. And in order to effectively handle these issues of trust, secondary school students need to avoid negative conversations, un-friend users that are suspicious and avoiding site that have inimical contents. These contributions are valid in terms of adding more materials which is necessary for further achievements in the ongoing concern about finding solutions to address exposure of young adult to negative attributes of the Social Networking platforms.

## **5.7 Suggestions for Further Research**

Further studies can be carried out as a result of issues raised which the research was unable to address adequately because they were not covered within the scope of the study. In view of this, further studies can seek to assess the negative impacts of SNS on secondary school students. Also, since there are laws and effort by the government, NGOs and mobile service

providers to reduce the level of access of young people to social networking activities, a study can be carried out to ascertain the level of work done in this area. It would be of immense benefit if further studies can investigate the attributes of SNS that endears adolescents to social networking sites.

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**Appendix I**

**Centre of Development Communication (CEDC)**

**Department of Theatre and Performing Arts**

**Faculty of Arts**

**Ahmadu Bello University, Zaria**

**Postgraduate Thesis Questionnaire**

**Dear Respondent,**

I am a postgraduate student undertaking this research investigating “*Computer Mediated Communication and Issues of Trust among Young Adolescence: a case study the use of Social Networking in Canterbury International High School, Lagos*” as part of the requirements for the award of Master of Arts (M.A.) degree in Development Communication from the above department.

Your response to the questions forms the bases for primary findings of the research. Please respond. The researcher therefore attaches a high level of confidentiality to your response and it will be used for research purpose only.

**Thank you.**

**Yours Sincerely,**

**Esther.....**

**MA/ARTS/.....**

## SECTION A: PERSONAL DATA

### Instruction

Please supply the required information where necessary by ticking (√) the appropriate columns.

1. Sex: Male ( ) Female ( )
2. Age: (a) 11-13 ( ) (b) 14-17 ( ) (c) 18 and above ( )
3. Class : (a) SS I ( ) (b) SS II ( ) (c) SS III
4. What social networking site do you visit often (Facebook) ( ) (b) ( Twitter) ( ) (c) (Badoo) ( ) (d) Instagram ( ) (e) MySpace ( )
5. What activities interest you on social network? (a) Chatting ( ) (b) Uploading videos/photos ( ) (c) sending Text Messages ( )
6. How proficient are you in using social network? (a) (Expert) ( ) (b) (Above Average) ( ) (c) (Average) ( ) (d) (Below Average) ( ) (e) (Novice) ( )
7. How do you assess social network (a) Mobile Phones ( ) (b) Laptop ( ) (c) Ipad

## SECTION B

### Instruction

Please tick (√) the appropriate columns that best represent your opinion on the response to the statement given below.

Key to respondents:

**SA: Strongly Agree**

**A: Agree**

**D: Disagree**

**SD: Strongly Disagree**

**Section B**

S/No.	Statement	SA	A	D	SD
	<b>Extent of the use of Social Networking by students of Canterbury Secondary School, Lagos.</b>				
1.	Engagement in social network activities happens only when students are at home				
2.	Engaging in social network activities is both at home and in school				
	Students hideously engage in social network activities during classes				
3.	Students engage in social network activities during break time				
4.	Students spend more time in social network activities than they do on their studies.				
5.	Students engage in social network activities as many times as they have the opportunity during school and after school				
6.	Students spend more time on social network activities instead of studying				

**Section C**

S/No.	Statement	SA	A	D	SD
	<b>Reasons why Students of Canterbury Secondary School engage in Social Networking activities.</b>				
	For academic purposes				
2.	For leisure				

3.	To keep up with family and friends				
4.	To secure and sustain relationships				
5.	In order to keep up with current events and happenings around them.				
6.	To have a sense of belonging and secure acceptance amongst their peers				

### Section D

S/No.	Statement	SA	A	D	SD
	<b>Negative experiences that Canterbury student encounter in their engagements in social networking activities</b>				
1.	Exposure to erotic messages and pornographic images				
2.	Hacking into privacy and retrieving personal information without authorization.				
3.	Luring into illicit relationships				
4.	Receiving fraudulent and threat messages				
5.	Distractions from involvements in academic activities.				
6.	Addiction and anxiety as to beeps and chat notices				

### Section E

S/No.	Statement	SA	A	D	SD
	<b>Ways to handle negative issues and experiences arising from student engagements in social network activities.</b>				
	Avoiding negative conversations when it arises				
3.	Avoiding harmful sites that are not profiting to young adults.				
3.	Schools authorities should restrict the use of mobile phones in school				

4	School Authorities should allow the use of mobile phones but should regulate student's involvements in social networking activities through phones.				
5.	Regulating the frequency of student's involvements in social network activities by teachers and parents.				

**APPENDIX II**  
**IN-DEPTH INTERVIEW**

Please **ANSWER** these questions objectively.

**Objective One:Extent of use of Social Networking by Students of Canterbury**

**International High School, Lagos.**

- Are you aware of student's involvements in social networking activities in the school?
- Have there been reports of student's involvements in social network activities in the class room during lessons?
- Do you think that students spend more time on social network activities than their academic work?

**Objective two: Reasons why Students of Canterbury Secondary School engage in Social Networking activities.**

- Are you in any way aware of the reasons why students engage in social networking activities?
- Do you think academic reasons might top others in terms of importance to students?

**Objective Three: Negative experiences that Canterbury Students encounter in their engagements in Social Networkingactivities**

- What would you say about the negative impacts of social networking on student's academic performances?
- Do you believe that involvements in social networking activities can negatively affect student's academic performances?
- Have you had any contact with students who have complained about negative experience on the social network?

**Objective Four: Ways to handle negative issues and experiences arising from student's engagements in Social Network activities.**

- Do you think there are ways in which students can handle or avoid negatives experiences arising from involvements in social networking activities?
- Are there measures in the school to restrict student's regular involvements in social networking activities?
- Are there instances where these measures implemented have such measures have yielded positive results before now?

**APPENDIX III**



**Interview with Mr. LawanOgunde**



**Interview with Mr. IkechukwuAwam**



**Interview with Mr. Adebisi**

