

**INFLUENCE OF SOCIAL NETWORKING ON ACADEMIC PERFORMANCE OF
SECONDARY SCHOOL STUDENTS IN KADUNA METROPOLIS, NIGERIA**

BY

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DECLARATION

I declare that the work in this Dissertation titled “Influence of Social Networking on Academic Performance of Secondary School Students in Kaduna Metropolis, Nigeria” has been carried out by me in the Department of Educational Psychology and Counselling. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this dissertation was previously presented for another degree at any University.

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Date

CERTIFICATION

This dissertation entitled: “influence of social networking on academic performance of secondary school students in Kaduna Metropolis, Nigeria” meets the regulations governing the award of master degree Guidance and Counselling, Ahmadu Bello University Zaria, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This research work is dedicated to the researcher's late parents Mr. Samaila Tamba and Mrs. Hajaratu Samaila and in memory of researchers late wife Mrs. Cynthia Sunday may your souls rest in perfect peace with God Almighty the creator of the whole universe who gave the researcher power and ability to carry out this research work. May God's name be praise for ever. Amen.

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OPERATIONAL DEFINITION OF TERMS

The following are the operational definitions of some terms used in this study

Social Networking: The use of Face book and WhatsApp by Secondary school students in Kaduna Metropolis.

Academic Performance: Is the results of Senior Secondary two Students (SSII) in Mathematics and English test items Kaduna Metropolis.

ABSTRACT

This study examined the influence of social networking on academic performance of secondary school students in Kaduna Metropolis, Nigeria. The study was guided by four research questions and four null hypotheses that were tested at 0.05 level of significance. Expost-facto research design was used in this study. The population of the study consisted of 1904 SS II Students in Kaduna Metropolis. The study has a sample of 190, a purposive sampling technique was used in selecting the sample of the study. Two instruments were used for data collection Extent of Social Networking Questionnaire (ESNQ) and Academic Performance Test (APT) in English Language and Mathematics. Null hypotheses 1 & 2 were tested using the Pearson Product moment Correlation (r) to determine the influence while null hypotheses 3 and 4 were tested using Independent t- test. Results of the findings showed significant influenced of Facebook usages on academic performance of secondary school students. The study also found significant influence of WhatsApp usages on academic performance of secondary school students. This implies that WhatsApp usage had negative influence on academic performance, the higher the level of WhatsApp usage, the lower the academic performance. The results showed that there is significant differential influence of Facebook usage on academic performance of male and female secondary school students. This shows that the female Facebook student's users were more negatively influenced than their male counterparts. The study also revealed that there is no significant differential Influence of WhatsApp usage on academic performance of male and female secondary school students. It was recommended among others that Secondary School Students should make appropriate use of Facebook and WhatsApp to enhance their academic performance instead of chatting with friends.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The issue of poor academic performance in Nigeria has been of much concern to all and sundry. The problem is much that it has led to the widely acclaimed fallen standard of education in Kaduna state and Nigeria at large. Student's academic performance is an objective score of attainment after specified instructional program. Academic performance refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teacher. Tuckman (as cited in Saba & Tarang, 2012), defined performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their academic performance. The performance of students in any academic task has always been of special interest to educators, parents and the society at large. The primary concern of any educator who is entrusted with the responsibility of selecting students for any advance training programme in a given field is the ability to estimate as accurately and as early as possible the probability that such candidates will succeed or fail. The major obstacle to the development of education in Kaduna State is persistent poor academic performance of students in Senior School Certificate Examination, National Examinations Council and Joint Admission and Matriculation Board. Use of technology such as internet is one of the most important factors that can influence academic performance of students positively or adversely. Shah (2001) proposed that student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of internet while having drastic impact of

recreational use of internet on them. Social networking is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination.

The increased use of Social Networking has become an international phenomenon in the past several years. What started out as a hobby for some computer literate people has become a social norm and way of life for people from all over the world (Boyd, 2007) Social networking among secondary school students has become more and more popular over the years because it is away to make connections between friends within and outside the school. Due to this popularity, people begin to ask questions whether the performance of students are being influenced by how much time students spent on various sites of social networking (Stollak, Vandenberg, Burklund, & Weiss,2011). Social networking has a history of decades for communicating within societies to develop relationships with others (Coyle & Vaughn 2008). With advancement in technology and evolution of the internet, communication modes became easy and it is now limited to fingertips to communicate throughout the globe using various social networking sites (SNSs) like Facebook, WhatsApp, MySpace, Twitter, Linked In, Google+. Social networking sites are actually web based services that allow people to present themselves to the world by creating an online profile. Creating an online profile allows a student to present him/herself through images, text, music, videos, business profile, religious thoughts and the likes.

Developments made in the internet software applications are beyond ones imagination. No one would have ever imagined that a networking tool developed solely for military purpose in United States in 1969 would become a rich source of knowledge, entertainment, and communication. Cain, (2008) Social network websites provide ease of connecting people to one another; free of cost and after connecting, one can post news, informative material and other things including videos and pictures. This free of cost factor fascinate students for

communication and data; sharing. Students now find it very easy to express their thoughts, ideas and beliefs through social networks like Facebook, WhatsApp, twitter, MySpace, and messengers with the aid of internet connectivity. The mention of an online community in academia brings to mind an image of students chatting aimlessly away. New technologies have probably already changed the way most students share knowledge as well as their academic work environment and will very likely do so even more in the future into the direction of a more virtualized world (Olasina, 2013).

Social networking sites are web-based services that allow individuals to either construct a public or semi-public profile within a bounded system, or articulate a list of other users with whom they share a connection, view, and traverse their list of connections and those made by others within the system. Olasina (2013) indicated that the first recognizable social network site was launched in 1997. Facebook began in early 2004 as a Harvard-only social networking site (Cassidy, 2006). The nature and the selection of these connections may vary from site to site. Inasmuch as the most populous of social network sites like Facebook and WhatsApp encouraged interconnectivity among individuals in remote locations, these veritable tools are mainly used to share information relating to social life and not used to share academic information like information on assignments, examinations, time tables, lecture hours, group readings, seminars and research.

The mass appeal of social networks on the internet could be a cause for concern, particularly when attending to the gradually increasing amount of time students spend online. Social networking sites are virtual communities where users can create individual public profiles, interact with real life friends and meet other people based on shared interests. They allow individuals to construct a public or semipublic profile within a bounded system, indescribable

power to influence, connect and mobilize students. Preoccupation with internet usage, repetitive thoughts about limiting or controlling the use, failure to prevent the desire for access, continuation of using the internet though functionality is being ruined at various levels, spending more and more time on the internet, craving for using the internet when access is not available are the remarkable problems with internet addiction (Adedeji, 2011). Internet is a seductive place, especially for today's linked-in teens that are far more likely to add graffiti to their friends Facebook wall than they are to actually get on their bicycle and ride over to that same friend's house. One has to admit it would be a challenge to connect face-to-face with someone one has never met in person and who lives in a different time zone or area. Therein lies the problem and makes the internet perfect for students as social networking sites let them represent themselves as whomever or whatever they want. Everything is edited by them, chosen specifically to present the face they want the world to see (Cabral, 2011). Today's youths have grown up understanding the power of the internet and as a result they feel a constant pressure to be connected with their peers through maintaining a continuous connection with technology. Their connectedness is creating new kinds of peer-to-peer relationships that are considerably different from what used to be the norm. It is against this background that the researcher wants to find out the influence of social networking on academic performance among secondary school students in Kaduna Metropolis, Nigeria.

1.2 Statement of the Problem

It was not easy getting information except through newspapers, staying close to Television set or radio, but now internet connectivity has changed everything and social networking has made it more flexible. Social networks are not designed for negative impact, but the way secondary school students are using Facebook, WhatsApp and other sites these students

are now not only staying connected with their peers but are also becoming more adept at keeping up with world events and helping to influence themselves either positively or negatively. With so many social networking sites on the internet, students are tempted to abandon their homework and reading times in preference for chatting on social networking with friends.

Even in classrooms, some students are always busy ping, 2go or Facebooking, while teaching is going on. Times that ought to be channeled towards learning, have been wasted by the students as a passion for meeting new friends 'online and most times busy discussing trivial issues. For example an average Nigerian student can spend about 6-7hours on the internet daily, some do all night browsing leaving them with little or no time to read/study their books or make research.

Students are used to short forms of writing words in their chat rooms they forget and use the same in the classrooms and during examination. Examples of some of these spelling words are, 4 in place of "For", U in place of "You", D in place of "The". This problem motivated the researcher to investigate the influence of social networking on academic performance of secondary school students in Kaduna Metropolis.

1.3 Objectives of the Study

The study has the following objectives:

1. To investigate the influence of Facebook usage on academic performance of secondary school students in Kaduna Metropolis, Nigeria.
2. To find out the influence of WhatsApp usage on academic performance of secondary school students in Kaduna Metropolis, Nigeria.
3. To determine the differential influence of Facebook usage on academic performance of male and female secondary school students in Kaduna Metropolis, Nigeria.

4. To find out the differential influence of WhatsApp usage on academic performance of male and female secondary school students in Kaduna Metropolis, Nigeria.

1.4 Research Questions

The following questions were answered:

1. What is the influence of Facebook usage on academic performance of secondary school students in Kaduna Metropolis, Nigeria?
2. What is the influence of WhatsApp usage on academic performance of secondary school students in Kaduna Metropolis, Nigeria?
3. What is the differential influence of Facebook usage on academic performance of male and female secondary school students in Kaduna Metropolis, Nigeria?
4. What is the differential influence of WhatsApp usage on academic performance of male and female secondary school students in Kaduna Metropolis, Nigeria?

1.5 Hypotheses;

The following hypotheses guided the study

1. There is no significant influence of Facebook usage on academic performance of secondary school students in Kaduna Metropolis, Nigeria.
2. There is no significant influence of WhatsApp usage on academic performance of secondary school students in Kaduna Metropolis, Nigeria
3. There is no significant differential influence of Facebook usage on academic performance of male and female secondary school students in Kaduna Metropolis, Nigeria.

4. There is no significant differential influence of WhatsApp usage on academic performance of male and female secondary school students in Kaduna Metropolis, Nigeria.

1.6 Basic Assumptions

For the purpose of this study, the following assumptions are made:

1. It is assumed that Facebook usage may influence the academic performance of secondary school students of Kaduna Metropolis, Nigeria.
2. It is assumed that WhatsApp usage may influence the academic performance of secondary school students of Kaduna Metropolis, Nigeria.
3. There may be differential influence of Facebook usage on the academic performance of male and female secondary school students of Kaduna Metropolis, Nigeria.
4. There may be differential influence of WhatsApp usage on the academic performance of male and female secondary school students of Kaduna Metropolis, Nigeria.

1.7 Significance of the study

It is hoped that the findings from this study will be beneficial to the following: students, teachers, counsellors, Parents and the ministry of education educational planners and Implementers. All academic activities and programmes are designed for the benefit of the students, from the findings of this study; it is hope that the students will realize the advantages and disadvantages of the use of social networking and specifically how the use could influence their academic performance. Secondary school students will learn to use social networking sites especially Facebook and WhatsApp in promoting their academic performance. It is also hoped that the findings of this study would create more awareness to students on how to strictly use the

social networking for academic only. The findings are also hoped to benefit teachers with more information and ideas on how to identify students who are becoming weak academically as a result of either spending much of their time on social networking or something else at the detriment of their studies and advise them appropriately on effective study procedure. These ideas would also assist teachers to promote the use of social networking in the school by engaging them on academic activities that have to do with social networking through posting assignments, instructions, class notes, that may encourage students to use social networking more for academic purposes.

The school counsellor will also find the outcome of this study useful as it will highlight the influence of social networking sites on academic performance of students. The counsellors are constantly searching for ways to assist the students especially with regards to their academic performance; the counsellors will be in a better position to be aware of the negative use of social networking as such counsel students on better effective study habits. The counselor will make use of this knowledge to assist students with the right information on how to make good use of these sites. Counsellor can be connected on any of the social networking sites that most of the students in his school are likely to be involved, that will help them to interact with some of these students by posting useful information, creating an enabling environment for students to ask questions about their personal and academics issues, such interaction should aimed at assisting these students to be more committed in their academic activities. Another way to do this would be by giving classroom presentations on the risks and benefits of social networking, highlighting the negative behaviours associated with these sites if used wrongly but also educating students on how these sites can improve their lives socially and academically.

Parents on the other hand will also benefit from this study because they would be made to understand the negative effect of social networking on their children academic progress and hence warn them to desist from such act and devote more of their time on academic activities. Parents will also consciously contribute to the building of a morally viable Nigerian society by instilling strong moral values into their children right from their homes which is the microcosm of the larger society. (Charity begins at home).

Similarly the finding of the study is hoped to be useful to School administrators. It will assist them to understand how social networking can influence students negatively or positively. This knowledge will help the school administrators to develop software that can strictly be used to transmit academic information among secondary school students by organizing academic programmes that would assist students to use these social networking sites for assignments and other academic activities. The computer masters and Mistresses in school can be encouraged to assist students to develop and design a web-site for their students for academic purposes only.

Government would also benefit from the findings of this study, since it would point out some reasons why many secondary school students have been performing well or poorly especially in WAEC and NECO examinations since the advent of these social networking sites. This will help the government to provide schools with the equipment like computers and internet facilities that the students can have access to at all time. The findings will help government to formulate policies that will help trained teachers on how to assist students to learn the use of these social networking for their academic development.

Finally, the study will benefit future researchers in the field of social networking with empirical data about social networking and students' academic performance, this will also add to existing literature in Social Networking and academic performance.

1.8 Scope and Delimitation of the Study

This study was carried out to find out the influence of social networking Facebook and WhatsApp usage on academic performance of secondary school students in Kaduna Metropolis, The researcher was limited to academic performance of secondary school students in English language and Mathematics test from six selected secondary schools located in Kaduna Metropolis; the study is only concerned with students who are user of Facebook and WhatsApp. Social networking like Twitter Emails, 2go, badoo, black berry messenger (BBM) and others are not covered in the study. Junior secondary school students were not involved in the study also teachers of the secondary schools was not involved in the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter presents a review of literature on social networking and academic performance. It will be discussed under the following sub-headings:

- Concept of Social Networking
- Features of Social Networking
- Concept of Facebook
- Concept of WhatsApp
- Social Network Users
- Age and Gender Differences on Social Networking Use
- Positive influence of Social Networking
- Negative influence of Social Networking
- Concept of Academic Performance
- Factors that Influences Academic Performance
- Theoretical Framework

Social Learning theory (SLT) by A. Bandura 1997

Social Information Processing Theory by Joseph Waither 1972

Uses and Gratification Theory (U and GT) by Blumler and Katz 1970

- Empirical Studies
- Summary

2.2 The Concept of Social Networking

“Social” as the word sounds deals with the way people communicate in the society, in which one meet and spend time with other people. Network is the connection of parts together to allow movement or communication with other parts. Social networking is the connection of friends or family together which allow one to communicate easily. With social networking sites one can have a long chain of friends he can chat or share information or ideal with. According to Boyd and Ellison (2007), “social networking sites (SNS) can be defined as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, views and traverse their list of connections and those made by others within the system”. The word social networking is known as the alliance of individuals into specific set of potential groups or subdivisions. Social networking allows individuals to express their thoughts to other users. Social networking is the leader in promoting digital journalism

Social networking has been defined to refer to the many relatively inexpensive and widely accessible electronic tools that enable anyone to publish and access information, collaborate on a common effort, or build relationships. Kaplan and Haenle (2007) define social networking as a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 that allows the creation and exchange of user-generated content. A social Network is an online service or platforms that focus on facilitating the building of social network among people who share interest, activities and background on real life connections. It is a website that allows users to share information within a selected group. It is a great way to stay connected and a convenient way to share photos from trips. It consists of a representation of each user (profiles), social links and a variety of additional services. It is used

to describe any website that enables users to create public profiles within that website and form relationship with other users of the same website who access their profile. It is used to describe community base website, online discussion forum, chat rooms and other social space online. Social media refers to the means of interaction among people in which they create, share, exchange and comment among themselves in different networks. Boyd and Ellison (2007), are of the opinion that social media is a group of internet based application that builds on the ideological foundation and allows the creation and exchange of users – generated content. Social media has become one of the major channels of chatting through platforms such as 2go, BB chat, Facebook and WhatsApp. There has been an increase in the mobile social media which has created new opportunity for browsing.

Scholars in many fields have begun to investigate the various aspects and influence of social networking sites. Many studies have been conducted around the world to investigate how these sites may play into issues of identity, privacy, student’s culture and education. Since their introduction, social networking sites have attracted many followers among teenagers including secondary school students. As such, it is not surprising to find Social Networking Sites (SNSs) making its way into the educational environments with many, according to Pence (2007), “claiming that these social applications have even more potential to further negative acts”. The first social networking site appeared about two decades ago as earlier mention. Early SNSs tended to focus on ties with former school friends, such as classmates and then dating. However, recent SNSs focus more on the networking aspect. They provide users a space whereby they can present themselves and network with their friends. Though SNSs can appear to be similar, many of them are, in fact, quite different in terms of their purpose and the types of users they attract. When Friendster was launched, a lot of users explored the site to connect with old friends. In as

much as it was to be innovative, for many young people, it was a networking site mainly for ‘flirting’ and ‘dating’. The early success of *MySpace* lay mainly with teenagers, who used the site to share photos, communicate with friends and design their own profiles.

The popularity of SNSs photo sharing prompted the launch of various photo sharing sites. “One of the pioneers in 2004 was Flickr, which became known for its dynamic platform for sharing photos, comments, tags and photo repositories for blogs”. (Robert, Jason & Clifford, 2010). The power of social networking sites is that they empower us to communicate rapidly, in a one to one and one to many formats along the lines of our networks of value. Notwithstanding, it has been established that social networking sites have created a lot of problem in today’s society. Social networking sites have given way for people, especially students of these days, to engage in online dating where other things follow.

The research findings of Palfrey, Sacco, Boyd, DeBonis and Tatlock (2008), in their studies of social networking sites and how it influences the teenagers is summarized thus:

- (i) Sexual predation by adults, both online and offline remains concern.
- (ii) The internet increases the availability of harmful, problematic and illegal content.
- (iii) Unwanted exposure to pornography does occur online, but those most likely to be exposed are those seeking it out, such as students (younger youths).

In a similar study conducted by Cachia (2008), on the use and impact of online social networking, shows that, “young people are both at the core of these emerging technologies (social networking sites) as they use them the most, which also places them at a high risk”. As with any other social problem or threat to young people in society, banning access to these sites is not the best solution, he concluded, noting that young internet users are often intelligent enough to find new ways of accessing social networking sites. Social networking sites and

Facebook socializing via the internet has become an increasingly important part of young adult life (Gemmill & Peterson, 2006). Most of the high schools, colleges and universities get connected by internet encompass individuals who are looking forward to mingle other individuals with same point of interest, to gather and share knowledge and first-hand information. Social networking websites act like an online society of users who is familiar with internet. Social networks are developed with more advance features after year 2003. Since Facebook holds the most number of active users it became referred by the name social network.

2.2.1 Features of Social Networking

According to Boyd and Ellison (2007), social networking shares a variety of technical features that allows individuals to construct a public or semi-public office, articulate list of their users that they share connection with and view their list of connections within the system. In an article titled ‘social networking sites’ definition and scholarship, description of profiles as unique pages where one can type oneself into being a profile is generated from answer to question, such as age, location and interest. Some site allows users upload pictures’, add multimedia content or modify the look of their profile. For instance, 2go, WhatsApp and Facebook allow the users to update their status and change profile pictures and Black Berry chat that allows them change display picture, name and status. They allow them search for users and share a list of contact and there are sections dedicated to comments from friends and other users. To protect their privacy, they have a control that allows users to choose who can view their profile, contact and add them to their list of contacts.

2.2.2 Concept of Facebook

Facebook is a single-page application (SPA) that offers a well-organized web page where users' can store their personal information and make connections with same type of users. The disclosure of friends, not only each user view other's personal profile but also their whole networks. This functionality allows users' to traverse from friends profile to anywhere, so that individual's social network grows rapidly across the world (Walther 2008). This ability or capability is the backbone of Facebook and became the only reason of its rapid growth with comparing other social networking sites. Apart from this the simplicity of Facebook is one significant reason for attracts millions of users around the world.

Facebook is at the leader of the social media race with more active users' worldwide. It became one of the most frequently accessed website at the moment. Facebook founded in 2004 by Mark Zuckerberg, Eduardo Saverin, Dustin Moskovitz, and Chris Hughes, who are alumni of Harvard. The typical University culture loves Facebook deeply, builds the lifestyle, rather than just a hobby or a fun time passing activity. The Facebook, as noted by Asemah and Edegoh (2013), is a social networking site, which allows participants to create a profile, search and receive friend request. Participants can upload profile pictures, tags pictures and comment on pictures of friends. It also gives participants the opportunity to upload and share information, either public or private. There is also room of privacy in which participants grant access to selected participant within his or her group of friends. Face book is one the fast developing social networking site, particularly popular with people under the age of 40, with nearly 500 million users worldwide. In many cases, it is just a way for people to keep in touch with each other and exchange news and photographs. Increasingly, though, young people prefer it as a source of

news and information, rather than listening to radio or watching television (Asemah & Edegoh, 2013).

Most social networking sites like Facebook provides a formatted web page into which each user can enter personal information, including gender, birthday, hometown, political and religious views, e-mail and physical addresses, relationship status, activities, interests, favorite music and movies, educational background and a main personal picture. After completing their profile, users are prompted to identify others with whom they have a relationship, either by searching for registered users of Facebook or by requesting their contacts to join Facebook (usually by e-mail). Once someone is accepted as a “friend,” not only the two users’ personal profiles but also their entire social networks are disclosed to each other. This allows each user to traverse networks by clicking through “friends” profiles, so that one’s social network snowballs rapidly across people and institutions (Walther et al., 2008). This capability is the backbone of Facebook and other SNS and what attracts millions of users around the globe. Facebook profiles also include two types of messaging services. A private system, which is very similar to a webmail service, and a public system called “The Wall,” where “friends” leave comments to the owner of the profile that can be viewed by other users. Usually, “The Wall” contains short messages that reflect sentiments, common activities between “friends,” or call attention to external websites or events.

Academic success is supreme goal to any student, with the social and family responsibility they have. Students are the major group using Facebook for fun, with the main purposes as connect with their friends, sharing day to day activities, using features such as photo sharing, publishing wall posts, and stating their status updates. Because of the social media platform’s widespread adoption by students, there is a great deal of interest in how Facebook use

is related to academic performance (Junco, 2012). Despite the fact that a relatively large number of SNS including Facebook was initially created for learning purposes, there is some evidence that most SNS users show almost no attitudes towards finding academic information. Thus, it is possible that students are spending their time on visiting SNS instead of doing their course requirements. Kuppuswamy and Shankar (2010) explained that the social networks grabs the total attention and concentration of the students and diverts it towards non -educational, unethical and inappropriate actions such as useless chatting, time killing by random searching and not doing their studies. Though there are negative perceptions about the possible effects of SNS on students' academic performance, some studies showed that students found it quite appropriate for a teacher to use Facebook, and for teachers and students to socialize by this means

Facebook resulted in a significant improvement in students' performance in universities. A study in a Vietnamese university concluded that students using Facebook as a social media has improved substantially with respect to their grades, the same study also concluded that the improvements and value of social network sites was not related to the academic performance but also to the adaptation to the social environment of school. The same argument relating to social absorption by students is reached by Gafni and Deri (2012), where they emphasized the role of social networks in socializing students and opening channels for finding more academic resources, thus improving their academic achievement. Such result was not supported for senior students, where social absorption is less relevant at later years and student experience might benefit more in academic area. Social network is a strong tool for social interaction and connection, where it can improve family ties and friends in a rich social context. A study on 161 Tunisian students concluded that performance was improved because of students' satisfaction with their family and friends relations (Rouis, 2012). The author emphasized the role of

multitasking as a moderator of such relationships, where multitasking and students interest in university will help enhance performance based on Facebook use. The use of Facebook was associated with curricular activities, which might be considered a positive influence by social media (Junco, 2012).

2.2.3 Concept of WhatsApp

WhatsApp started in the year 2009 by Brian Acton and Jan Koum with the tag line “Simple. Personal. Real time messaging,” is a mobile messaging app which allows the users to exchange messages without having to pay for SMS. The WhatsApp messenger was purposely created to make communication and the distribution of multimedia messaging more easily and faster. WhatsApp works with internet connectivity and helps its users to stay in touch with friends and relatives in the contact list. Apart from making its users getting connected with each other, it also helps them to create groups, send unlimited images, video and audio messages. Studies have proved that WhatsApp is the most popular instant messenger service used by students (youth) today. Young people who give more importance to friendship, social lives and family relationships make use of WhatsApp in a large scale. The popularity of WhatsApp among youth has brought a huge profit among service providers since it works on internet data plan. The reason why WhatsApp is so popular among students (youth) is because, it allows them to send unlimited texts to their friends and family members without any cost other than their internet data plan that they already uses in their smart phones. The application is so easy to use after downloading. It shows you who all are using WhatsApp in your contacts and also helps to invite their friends who are yet to download and use. Then they can start messaging, sharing audio files, video files, updating status,

In general, a number of studies have demonstrated that WhatsApp was widely adopted by individuals as it allowed better accessibility and ease of communication offering real-time messaging, empowerment, sense of belongingness and sociability, enjoyment, quick information-sharing and cost benefits (Bere, 2012; Church & Oliveira, 2013; Yeboah & Ewur, 2014; Soliman & Salem, 2014; Devi & Tevera, 2014; O'Hara, Massimi, Harper, Rubens & Morris, 2014), in their multi-method study involving 140 individuals (between 20 and 60 year olds) in Spain, found that WhatsApp was commonly adopted for convenience in communication and cost benefits. Similar findings were seen in a study that investigated WhatsApp use and its motivational factors, among 450 college students (between 18 and 55 year olds; including post-graduate students and faculty members) in Riyadh (Soliman & Salem, 2014). Additionally, they also reported that WhatsApp use was also popular for entertainment purposes such as to share jokes or funny messages. On the other hand, O'Hara et al. (2014) investigated WhatsApp use among 20 individuals (between 17 and 49 year olds) in the United Kingdom (UK). They found that WhatsApp messaging was primarily used to 'dwell' with significant others in the virtual space. They also concluded that the effects of WhatsApp use on social relationships included a sense of belongingness, as well as a secured and committed bond.

Bere (2012) also investigated the motivational factors that affected WhatsApp use among 118 undergraduates in South Africa. In his study, it was highlighted that a majority of undergraduates preferred ubiquitous learning via WhatsApp messaging, but this was particularly significant among younger and single (unmarried) undergraduates. Meanwhile, Yeboah and Ewur (2014) conducted a study to find out the impacts of WhatsApp use on students' performance in tertiary institutions in Ghana. They concluded that, while the positive impacts included ease of communications and effective information-sharing, the negative impacts were

distraction from studies and completing assignments, damaging language spellings and grammars and lack of focus in lectures. Like Yeboah and Ewur (2014) was interested in exploring the benefits and drawbacks of using WhatsApp messaging to reading skills in English as a foreign language (EFL). Their study found that a majority of students reported a high level of confidence and interest in reading English via WhatsApp messages. In relation to how university students use social networking sites, Devi and Tevera (2014) found that both Facebook and WhatsApp were commonly used for academic communication and information sharing. Overall, however, most studies did not investigate the challenges involved with the ease of use and communication via WhatsApp messaging.

A. Advantages of WhatsApp by Jishak and Jebakumar 2014

These are some of the advantages of WhatsApp.

1. **No cost:** You can download the application and use it for one year free of cost to send unlimited messages, audio files, video files and images.
2. **Easy to chat:** WhatsApp makes chat easy with friends and relatives since you need not invite them to WhatsApp. If they are already in WhatsApp, it automatically gets added to your profile.
3. **Easy to use:** WhatsApp is easy to use since it reduces the users time to log in and log out by giving them access whenever internet is available in just a click in WhatsApp icon.
4. **Easy to send multimedia messages instantly:** WhatsApp enables its users to send images, audio files, video files in a second's time.
5. **Preserves chat history:** Until and unless you delete your chat history, it preserves the messages.

6. **Enables the user to see when their friends and relatives logged in last time:**
WhatsApp enables you the view your friend's last log in.
7. **Quick in status updates and photo uploads:** WhatsApp is very quick when it comes to status updates and photo updates.
8. **Group chat facility:** WhatsApp enables youth to chat with their friends and relatives in a group. Youngsters agree that they can't be without WhatsApp too long because they don't want to miss some important conversations made between group friends and relatives.
9. **No geographic constraints:** You can communicate with your friends and relatives no matter where they are located at.
10. **Great speed:** The speed in chart messages, photo updating, video and audio updates attract and retains more and more of its users.

B. The Other Side of WhatsApp by Jishak and Jebakumar 2014

1. **Image downloads:** Images can be downloaded from the profile picks and used for any purpose.
2. **Consume lots of space in mobile phone:**
3. **Access to images:**
4. **Access to anonymous contacts:** Through WhatsApp, people get access to phone numbers and images of anonymous people, just because they are a part of group texting.
5. **Visibly hectic text message culture:** WhatsApp has encouraged youth to send hectic messages and thereby enhancing the culture of visibly hectic text messages. There is no restriction in the size of text messages that can be sending through WhatsApp.

6. **Lack of concentration in class rooms:** Young people very seldom turn off their WhatsApp, even at colleges they will be receiving messages every now and then. Due to this they lack concentration in class rooms, and hence won't listen to classes much.
7. **Lack of communication with family members at home:** The 24/7 online nature in WhatsApp results in lack of communication with the family in the physical world. The youngsters today, are so obsessed with WhatsApp that they rarely communicate with their family.
8. **"Part of me missing" syndrome:** Without WhatsApp, today's youth feels like something is missing in them if they are not found to be online with friends and relatives. So they keep their mobile next to their pillow just to check their WhatsApp messages.

Even though WhatsApp is having some negative sides; still youth prefers to use it to get connected with their close ones.

2.2.4 Social Network and Education in Nigeria

The advent of social network platforms may also be impacting the way in which learners engage with technology in general. Social networking and their educational uses are of interest to many researchers. Recent trends indicate that 47% of American adults use social network. A national survey in 2009 found that 37% of online teenagers use social networking site which increased to 55% three years later. (Len, Hart, Purcell, Smith & Zickuhr, 2010). It has also, shown that it provides opportunity within professional education. Alabi. (2013) noted that the internet use as in social networking sites have indescribable power to influence, connect and mobilize youths. Students in the Secondary Schools are becoming engrossed with social networking sites. It's potential as an instrument that can be used for educational purpose must

put to use thereby rescuing secondary schools students from being misled and use it to their own detriment.

Educational Use of Social Networks

Social networks have become an integral part of student social life (Tavares, 2013). These networks have become important as they serve as platforms for users to interact and relate with their peers. Social networks are now been seen as learning platforms or communities that could be utilized to enhance student engagement and performance. A number of researchers have found several positive outcomes in online community engagement among students and their peers. A study by Tiene (2000) showed that “written communication on cyberspace enables students to take part in discussions at a time convenient to them and articulate their ideas in more carefully thought-out and structured ways. In support of Tiene (2000) findings, Deng and Tavares (2013) also concluded that “Web-based discussions can contribute to the development of students’ reflective ability and critical thinking skills. Also, compared to face-to-face (F2F) interaction, students are more willing to voice their views or even disagreement and are more attuned to others’ opinions in online discussions”. Students believed that it would be fun for their lecturers to use social media. Also, their grades would be better if they could contact lecturers through social media and lecturers should hold lecture hours on social media. This was revealed in their study among students of the University of Education, Winneba.

A number of researchers have outlined a number of student benefits in relation to education as a result of social network participation. According to Salvation and Adzharuddin (2014), students are able to formulate group discussions to exchange ideas and communicate to their teachers as well as appeal to their friends about assignments on SNSs. They indicated that teachers share course related materials with their students and create student groups to

collaborate on projects and communicate with their fellow lecturers from other universities through SNSs, thus facilitating teaching and learning process and the enhancement of academic performance.

In a research on uses of social networking sites, Nwosu (2011:74) findings revealed the same pattern in Nigeria as those revealed in US, with 170 of the 200 sample respondents using social media as a platform of chatting, dating, e-mailing, photo/video sharing, and connecting with friends, while the remaining 30 said they sometimes use it to search for information besides connecting with friends. It is right then to say that an exposure to modern day technology will hasten learning for today's students if the students are properly guided. Other functionality that makes social media right for learning include accessibility that is, it is available to the public without government restrictions as endured by the traditional media; and because it requires no specialized skills or training, anyone with access can operate it and communicate with others. Citing Scholastic, Okoh (2011: 14 – 15) comments on how these social networks now revolve round learning, The social networking which is an integral aspect of the media is becoming an indispensable tool for quality teaching, learning and research in an academic setting. The internet is a useful tool in the “tripersonality” of a lecturer or a teacher, a life-long learner and a researcher.

2.2.5 Constraints/Challenges of Social Networking in Nigeria Education

In the past, social networking were viewed as a distraction and offered no educational benefit. Blocking this social network was a form of protection for students against wasting time, bullying and privacy protection. In an educational setting, 2go and BB chat is seen by instructors and Educators as frivolous time wasting and distraction from school work. Cyber bullying has also been an issue of concern with social networking site. Social networking, often include a lot

of personal information posted publicly and many believes that sharing personal information and the easy communication vehicle that social networking opens the door to sexual predators.

The American National School Board Association (2009), reports that almost 60% of the students who use social network talk about educational topics online and more than 40% who talk about school work. Yet the vast majority of schools have stringent rules against nearly all forms of social media during school hours. Social networking focused on supporting relationship between teachers and students which are now used for learning. Nigeria, like many Third World countries before now constantly battle outage of power across the country so much that even when the learner has the means to access information through these social sites, the unavailability of power supply has always had a debilitating effect on the desire to source for information. Again, because there are no constant power supply, learners may not have access to the site as and at when due; and when they do they may be doing so at a business venture centre which may not be conducive for learning purposes. When an instructor creates a link where students are expected to interact with him it becomes too difficult to encourage learning through social media since students have no access to Internet. Access to computers or smart phones and Internet may not be particularly noticed among the privilege students who go to private schools or private university because most of the private institutions in Nigeria have Internet facilities, but for those who attend public financed schools this may turn out to be just only a dream. (Sanusi, Adelabu & Okunade 2014). The educational system in Nigeria is structured presently in a way that there may be no time for students to have the time to use these social networking except for socializing for few hours before bed time. Moreover, the teacher too may not have the time outside his busy schedule to create learning at leisure for the students. Unfortunately, the dwindling economy has force private secondary schools in Nigeria to promote extra lessons

outside normal school hours 8 am to 2.pm – obviously not for the benefit of the concerned students. By the time the extra lesson ends at four, both student and teacher still had to battle the traffic to get home, at the end of the day both instructors and the students are tired from hours of learning to do anything meaningful let alone create the time outside the working hours to manage and be ready for online learning.

2.2.6 Social Network and the Users

The increased use of Social Networking sites has become a global phenomenon in the past few years. What started out as a hobby for some computer literate people has become a social norm and way of life for people around the globe (Boyd, 2007). Teenagers and youth especially students have embraced these sites as a way to connect with their friends and make new ones, share information, photos of their activities such as birthday, photo with friends in class and showcase their social lives, at the detriment of their academic pursuits. With the increase of technology used for communicating with the spread of the Internet, “Social Networking” has become an activity that is done primarily on the Internet, with sites like MySpace, Face book, Skype, (Coyle, 2008).

Many people especially students spend a lot of time on this sites creating profile, updating or doing research concerning their career or academic work, while some just use it to chat with friends, post latest pictures of event they attended, example, Young, (2009), have examined their profiles to determine why and to what extent they are keen on posting their entire identity, sharing pictures and videos, and indicating their religious affiliations, marital status, and political orientations on the internet. These users interact with others, exchange information about their interests, and raise discussions about new topics, follows news about specific topics

on different Social Networking Sites. Different researchers have conducted research to ascertain the impact of social networking on users; for example, Moon (2011) in a study titled “impact of Facebook on undergraduate academic performance”, averred that social media have negative impact on students. According to the result, the more students use Facebook, the more it affects their academic performance. Most of the students use social networking sites mainly for socializing activities, rather than for academic purpose. Moon, further observed that most of the students do feel that social networking sites have more positive impact on their academic performance. Social network use is related to personality of students, where some students are influenced more than others depending on their personality. A study of Swedish university students utilized 239 undergraduate students filling a survey related to their Facebook use (Rouis 2012). Results indicated that the extensive use of Facebook by students with extraverted personalities will lead to poor academic performance. The authors concluded also that self-regulation and goal orientation (related to performance) characterized the students who are more in control of this social activity, and this better academic performance.

In another study conducted by Shana (2012), it was revealed that students use social network mainly for making friends and chatting. The result showed that only 26 percent of the students (respondents) indicated that they use social media for academic purpose. Male dominance in Internet usage was, however, overturned. A recent report by Tech Crunchies (2008) indicates that more women used social networking than their male counterparts in the United State as of 2008 and the trend will continue in the near future. Specifically, focusing on the frequency and amount of Internet-based technology usage, Leung (2001) found that female college students seek more socialization gratification through instant messages than relaxation and entertainment. Further, the study revealed that female students chat through messengers

more often and longer per session than male students. Taken together, Leung's study proposes that there is a gender difference in social networking site usage. The issue of whether social networking helps or hurts a student's academic performance is often depend on the larger issues identified with the overall use of social networking sites (SNSs) (example, its psychological effects; individual self-discipline and self-regulation concerns; human adaptability concerns).

Internet usage has grown rapidly over the last few years. Users are able to build a network of connections that they can display as a list of friends. These friends may be people they have never met before in their life or people they only know or have met in real life. Most people have more friends on social network than they do in real life. It is important to note that the term 'friend', as used on a social networking site, is different from the way people approach it in the real life situation. The use of social networking site (SNS) is very common today. Facebook alone has over 750 million members, Twitter having over 177 million tweets per day, and about 3 billion people view YouTube each passing day. (Chen, & Bryer, 2012). The use of social networking sites has been repeatedly found to be the highest among those between the ages of 18-29 (Rainie, 2011); while the fastest growing segment utilizing Social Networking Sites since 2008 has been among those age 35 and older (Hampton, Sessions-Goulet, Rainie, & Purcell, 2011, p. 8). Approximately 61% of teens age 12-17 utilize SNSs to send messages to their friends on a regular basis (Lenhart, 2009).

2.2.7 Age and Gender Differences on the use of Social Networking

When reviewing the literature related to students' age and gender, results are mixed as to which group spends more time on the Internet Lin and Subrahmanyam, (2007), Studies have shown that boys have been online more than girls in previous decades because of earlier forms of

technology such as video or computer games. Girls have reported that they use the Internet for things like chatting and downloading music (Giles & Price, 2008). Because of this, one may hypothesize that girls will be more likely to be attracted to social networking sites and other online social groups (Giles & Price, 2008). Gender and cultural differences were also inferred regarding time youth spent logged on to social networking sites (Rideout, Foehr & Roberts, (2010). In a typical day, girls between the ages of 8-18 spent 25 minutes on social networking sites whereas boys of the same age spent 19 minutes. Further, students identifying themselves as Hispanic spent 29 minutes per day on social networking sites whereas students identifying themselves as White spent 19 minutes per day. Those referring to themselves as Black averaged 21minutes per day networking via social media (Rideout et al., 2010).

Research has shown that though girls and boys are both likely to have a SNS account, the reasons for the accounts may vary based on gender (Raacke, John & Bonds-Raake, 2008). For girls, social networking sites are primarily places to reinforce preexisting friendships; for boys, the networks also provide opportunities for flirting and making new friends. Girls are also more likely than boys to post sexually explicit pictures of themselves, and to talk about sexual activity in public forums (Rafferty, 2009). However, boys are more likely to create an account simply because they are trying to meet a significant other, or because they are already in a relationship with someone who has requested them to join (Raacke, et al., 2008). Adolescent girls are also more likely than boys to share personal information about their daily lives (Merten & Williams, 2009).

Results of a recent study involving Facebook, MySpace, & Xanga showed that though most teenagers aged 13-17 used these sites for fun and positive reasons, 55% of girls shared personal stories about depression, anxiety, and relationship problems (Merten & Williams,

2009). Only 15% of boys shared any personal information besides their hobbies, interests, and friendships. The study also showed that adolescents use social networking sites (SNSs) when dealing with a death of a peer, and use forums and member profiles to help their grieving process (Merten & Williams, 2009). In a recent study, it was shown that adolescent boys seem to benefit more from Internet use and communication technology than girls do. It has also been found that women use Social Networking Site more than men to communicate and exchange information (Hampton, et al, 2011).The amount of teenagers, both male and female, participating on social networking sites (SNSs) is staggering, and this may explain why certain problems arise from these sites that have become a major problem in today's society especially as it affect students' academic performance. According to Kuppuswamy and Shankar (2010), social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting. On the basis of the above statement social networking sites may badly affect the academic life and learning experiences of the student. Whereas on the other hand, students are socially connected with each other for sharing their daily learning experiences and do conversation on several topics. This shows that social networks are beneficial for the students as it contributes in their learning experiences as well as in their academic life

2.2.8 Positive Impact of Social Networks.

Use of technology such as internet is one of the most important factors that can influence academic performance of students positively or adversely. Shah (2001) proposed that student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of internet while having drastic impact of recreational use of internet on them. Involvement of a student in these forms of activities such as making friends on social networks should be seen as a way of having access to up to date

information that is relevant and can be channeled towards improving his academic performance. It depends on the ability and willingness of the concerned individual to be able to harness that opportunity to cope with academic related stress.

The influence of social networking site usage will depend on the type of SNS the student is using, if student uses the internet for the purpose of leisure activity that interferes with academic, it will affect the student academic performance negatively. Many researchers also found a positive association between use of internet and SNS and academic performance of the student users. Students, using internet frequently, scored higher on reading skills test and had higher grades as well (Linda, 2006). Harnessing properly the opportunities that are bound through this networks tend to help the students lots in a positive manner and can also be channeled into helping others. A student who records a high ingenuity on social networks has the tendency to make lots of friends online and also may translate same to his normal daily academic life. Though many arguments can be made about the possible risks of student's social networking, it is important to point out the benefits of these websites as well. Many schools have started to use these sites to promote education, keep students up to date with assignments, and offer help to those in need (Boyd, 2007). Social networking sites provide an outlet for teens to express themselves in their own unique ways. In addition, they serve both as a meeting place for teens to interact with other like-minded people and as showplaces for a teen's artistic and musical abilities (Boyd, 2007). Finally, high school students use these sites as tools to obtain information and resources for graduation preparation and future planning. For example, students applying for college visit profiles of that college's students to view pictures and read blogs of past students to determine whether the college would be a good fit (Boyd & Ellison, 2007). Some of these benefits of social networking include:

- a. It creates room for creativity among students, encouraging greater social interaction via electronic mediums;
- b. It provides greater access to information and information sources; it gives individuals a sense of belonging among users of the same social networking sites (SNS);
- c. Reduces barriers to group interaction and communications such as distance and social/economic status;
- d. It increases the technological competency levels of frequent users of social media (Zwart, Lindsay, Henderson & Phillips, 2011).
- e. Exposure to modern technological skills: when students use social networking sites to learn, they are exposed to new technology, by using these sites they develop a positive attitude towards using technology systems they are able to edit and customize content and think about online design and layout. Besides that, it affords them the opportunity to share creative original work as well as practice safe and responsible use of information and technology.
- f. Student support learning: when instructors know what skills students are learning and what experiences they are being exposed to, they can help foster and expand those skills by directing them to the appropriate sites. The essence is to provide information about the experiential background of the students so as to build learning material around it. The researcher added that many students in Nigeria are involved in social networking; some of them must have acquired the skill incidentally in the course of daily living. They need to be formally guided and monitored in online social network practices to bring out desirable effect, particularly in promoting school learning. There is hope then that social networking can be an instructional

instrument for use to enhance school learning when it complements classroom learning activities. This is not the case as at now in most public and private schools in Nigeria.

2.2.9 Negative Influence of Social Networking on Nigerian Students.

Itodo (2011) posits that there seem to be an alarming rate of social networking obsession among youths today; a trend that is affecting their academic, social and spiritual lives negatively if not properly controlled. Many concerned parents have expressed grave concern that they could hardly get the attention of their children and wards, as they seem to have been carried away by the fascinating world of social networks. Some students are such social freaks that they have now carved out for themselves a world of fantasy and illusion for detached from reality. Idakwo (2011), posit that school work and social interaction have been affected at the advent of these social media. Students spend more time on Facebook, Twitter, WhatsApp and other social networks through smart phones that are now in abundance among these youths. Many youths cannot go for two-three hours without checking and updating their profiles on these social networks even at the detriment of their academic activities such as educational and career pursuit. Morahan-Martin and Schumacher (2000) explained internet addiction as the excessive use of the internet and the failure to control this usage which seriously harms a person's life. Bello, (2012), Internet/social Network Sites Are Destroying Academic Performance of Nigerians, analyze the pros and cons of social networking sites like Facebook, 2go, badoo, twitter, smiggle, BBM, on Nigerian society, internet technologies have more adverse effect on the lives of Nigerian students' academic performance due to less time students now devote to studying/reading their books when compared to the lion share of their time which is happily dedicated to chatting and networking on the internet via social networking sites. An average Nigerian student spends 2/3 of his/her time browsing or chatting with friends and people he/she

doesn't even know than reading his/her book. This generally has affected not only the students but Nigerian peoples' reading habit. For instance, many Nigerians in the past buy novels and read to pass time and to entertain them, but that culture is gradually going into extinction because students now prefer to chat on social networking sites than reading their books.

Our government needs to do something soon, because this Internet technology seems to be doing Nigerians more harm than good. Even employees now spend more time networking online than on doing their paid jobs. If the dangerous trend of social network "obsession" left unchecked could further affect an already collapsing education system in Nigeria. The reason students are performing poorly in schools these days might not be far-fetched. While poor quality of teachers can quickly take the blame, one might think harder if the phrase "Facebook frenzy" has not been heard of. It is a good thing that young Nigerians are embracing ICT but such change comes with its consequences. As many Nigerian students assignment and reading times suffer neglect while they spend more time with their friends, this affect their academic performance. The downward slide in performance of secondary school students in national exams like WAEC & NECO is a further testimony to this fact.

In 2009 the American Educational Research Association conducted a research on the negative influence of social networking on students and it was declared on its annual conference in San Diego, California that social networking users study less and generated lower grades eventually (21stcentury scholar.org). Karpinski, (2009), revealed that students who multi-task between social networking sites and homework are likely to have 20% lower grades than a student who does not have a social networking site in visual range. He believes that even running a social networking site on the background on a student's PC while studying or doing homework could lower a student's grade. He believes that "the problem is that most people have Facebook

or other social networking sites, their e-mails and maybe instant messaging constantly running in the background while they are carrying out their tasks" (Enriquez, 2010).

a. Drop in the Reading Culture: different studies have shown a drop in the reading habit of the Nigerian students as a result of the thirst for entertainment programmes in the social media, yet that may be insignificant compared to the affinity most students are now developing for the social networks over reading and other things. The study has monitored by Brabazon (2007) also showed that students hardly ever read learning outcomes, marking criteria or the library catalogue. The overall effect of relying too much on the Internet is that students reading and writing skills has dropped, a situation that may not help the already entertainment-craze generation.

b. Lack of comparing views: amazingly what the result of the group Brabazon (2007:21) monitored also showed is that student do not seek out diverse views to construct argument, rather what they do is to presume that if something appeared online, then it must be correct. Brabazon then concludes that "Making students think, rather than assume, and read rather than cut and paste is proving a challenge".

The popularity of Blackberry phones in Nigeria also worth an attention here. Okonedo (2012) has observed that "the Blackberry device is becoming increasingly popular in Nigeria". According to the 2012 Nigerian business news publication "Business Day", the number of Blackberry users in Nigeria currently stands at about 2.4 million (Business.dayonline.com). Apart from the fact that social media sites such as Facebook, Twitter, WhatsApp, are easily accessible with Blackberry phones, the phones themselves, come with a chatting device known as Blackberry Messenger (BBM) which enables subscribed users to chat or "ping", share images, audios and videos with fellow subscribed users. Interestingly, what seems to be the peculiarity

with Nigerian Blackberry users is the overwhelming passion and affection with which these activities are carried out, especially by Nigerian Youths. For instance, with the Blackberry Messenger (BBM) device, “it is common to see some Nigerian youths engrossed and chatting on the road, in the market, classroom, library, church, toilet, bathroom etc. in utter negligence and recklessness” (Nche 2012:19). Here lies the social media abuse and obsession which has given rise to some moral issues being experienced in the country. Notwithstanding, it is clear from the foregoing, that the phenomenon of social media is indeed common among Nigerians especially the students in the country.

2.3 Concept of Academic performance

The issue of poor academic performance in Nigeria has been of much concern to all and sundry. The problem is much that it has led to the widely acclaimed fallen standard of education in Kaduna state and Nigeria at large. Student’s academic performance is an objective score of attainment after specified instructional program. Academic performance refers to how students deal with their studies and how they cope with or accomplish different task given to them by their teacher. Quality education produces productive students who can lead to the prosperity of their perspective educational institutions and subsequently are proved as strong contributors to the national well-being. Lavin (2005) gives a valuable definition of the term academic performance as traditionally used, the term ‘academic performance’ refers to some methods of stating or expressing a student’s academic rank. Generally this is a grade for a course, an average for a group of courses in a particular subject area, or an average for all courses expressed on a 0-to-100 or other quantitative scale.

Academic standard refers to what students should be or able to know and be able to do. It should provide explicit expectations for students at each grade level along with explicit

description of the content knowledge and academic skills that are required. Also, Oloyede (2006) noted that academic performance is the actual performance of students in academic subjects and basic knowledge. Bello (2006) stated that examination is the most viable instrument to measure students' academic performance. Oloyede (2006) opined that the outcome of the examination result will determine who gets promoted to the next class or otherwise. Adefila (2004) had written answers to graded questions or exercises in one of most popular, reliable and convenient methods of assessing students' progress and achievement. He further asserts that questions and exercise reflect the content of lesson and help considerably towards objective assessment of the student's academic output. Oke (2003) stated that the students' academic performance is germane to their performance in academic endeavours. He asserts that students' academic performance is a measure of how well they have mastered the learning tasks presented to them, the way they handle controversial issues and pass relevant judgment and the level at which they pass examination.

In the same vein, Oloyede (2006) asserted that students' academic performance is the main focus in the overall educational performance. Academic performance is referred to as educational outcome. It is a yardstick used to determine how far a student has mastered a course of study within a given period of time. Academic performance is a veritable tool that can be used to determine and predict the standard of any educational system in Nigeria in terms of its efficiency and effectiveness. It portrays the quality of education offered in Nigeria. Tuckman (as cited by Saba & Tarang2012), defined performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their

academic performance. The performance of students in any academic task has always been of special interest to educators' parents and society at large.

The primary concern of any educator who is entrusted with the responsibility of selecting students for any advance training programme in a given field is the ability to estimate as accurately and as early as possible the probability that such candidates will succeed or fail. The major obstacle to the development of education in Kaduna State is persist-tent poor academic performance of students' in Senior School Certificate Examination, National Examinations Council and Joint Admission Matriculation Board. Use of technology such as internet is one of the most important factors that can influence academic performance of students positively or adversely. Shah, (2001), proposed that student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of internet while having drastic impact of recreational use of internet on them. Social networking is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination.

2.3.1 Factors Influences Academic Performance

The quality of students' performance remains at top priority for educators. It is meant for making a difference locally, regionally, nationally and globally. Educators, trainers, and researchers have long been interested in exploring variables contributing effectively for quality of performance of students. These factors are inside and outside school that affect students' quality of academic achievement. These factors may be termed as student factors, family factors, school factors and peer factors (Crosnoe, Johnson & Elder, 2004). Generally these factors include age, gender, geographical belongingness, ethnicity, marital status, socioeconomic status (SES), parents' education level, parental profession, language, income and religious affiliations.

These are usually discussed under the umbrella of demography. In a broader context demography is referred to as a way to explore the nature and effects of demographic variables in the biological and social context. Unfortunately, defining and measuring the quality of education is not a simple issue and the complexity of this process increases due to the changing values of quality attributes associated with the different stakeholders' view point (Parri, 2006).

Besides other factors, socioeconomic status is one of the most researched and debated factor among educational professionals that contribute towards the academic performance of students. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most of the experts argue that the low socioeconomic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically. The low socioeconomic status causes environmental deficiencies which results in low self-esteem of students (US Department of Education, 2003). The environment and the personal characteristics of learners play an important role in their academic success. The school personnel, members of the families and communities provide help and support to students for the quality of their academic performance. This social assistance has a crucial role for the accomplishment of performance goals of students at school (Goddard, 2003). Besides the social structure, parents' involvement in their child's education increases the rate of academic success of their child.

Above and beyond the other demographic factors, the effects of SES are still prevalent at the individual level (Capraro, Capraro, & Wiggins, 2000). The SES can be deliberated in a number of different ways; it is most often calculated by looking at parental education, occupation, income, and facilities used by individuals separately or collectively. Parental

education and family SES level have positive correlations with the student's quality of achievement (Jeynes, 2002) Students with high level of SES perform better than the middle class students and the middle class students perform better than the students with low level of SES (Kirkup, 2008). One of the factors the researcher observed is that students with high level of SES are quick to be influence by social networking sites. The performance of students is negatively correlated with the low SES level of parents because it hinders the individual in gaining access to sources and resources of learning (Eamon, 2005). Low SES level strongly affects the achievement of students, dragging them down to a lower level. This effect is most visible at the post-secondary level. It is also observed that the economically disadvantaged parents are less able to afford the cost of education of their children at higher levels and consequently they do not work at their fullest potential (Rouse & Barrow, 2006).

2.3.2 Environmental Factors influencing Academic Performance

1. The home environment affects the academic performance of students. Educated parents can provide such an environment that suits best for academic success of their children. The school authorities can provide counseling and guidance to parents for creating positive home environment for improvement in students' quality of work (Marzano, 2003). The academic performance of students heavily depends upon the parental involvement in their academic activities to attain the higher level of quality in academic success (Barnard, 2004).

2. School Location: The researcher notes that one of the factors that influence academic performance is school location/site of the school. This is so because in a situation whereby the school is sited in a noisy area like airport or in the heart of a city like Kaduna, where activities disrupt the teaching/learning of the students. One will not expect such students in this area to be

doing well academically, conducive environment enhance a child's growth and development. Students feel happy in a peaceful and friendly environment where as schools sited in noisy urban streets are associated with deficits in mental concentration leading to student's poor performance. Noise is anything that interferes with teaching/learning process. Noise produces influence on children's information processing strategies.

3. The cultural environment impact aspiration because culturally based explanations of behaviour tend to focus on the moral codes that operate within particular families, communities or groups. As culture has to do with beliefs values, norms and socializations, research evidence have shown that the environment whether urban or rural industrial also contributes to what a child learns and how it is being learned. The gadgets, resources, facilities in both types of community will influence the learning processes of the child. Student's cannot single handedly achieve all their goals. So they must be equipped with adequate technological facilities such as textbooks, clients, computer, visual and audio-visual aids, photographs and posters. In rural areas where there are no networks for students to search for information from these sites students in such areas do not have the opportunities for internet usage as their counterpart in the urban areas. Vikoo, (as cited by Orlu2013), views instructional material as "any device with instructional content or function that is used for teaching purpose, including books, supplementary reading materials, audio-visual and other sensory materials, scripts for radio and television instrumentation programs for computer management packaged sets of materials for construction or manipulation. Also Vikoo sees instructional material as anything that can be profitably employed to facilitate teaching learning process. Therefore, class without learning material can lead to student's poor academic performance.

4. School Climate Physical structure of a school building and the interactions between students and teachers, are two main diverse factors that both affect and help to define the broad concept of school climate. School climate has been researched for many years and continued to be examined and redefined as a result of its significant influences on educational outcomes. Orlu (2013) School climates is multidimensional and influences many individuals, including students, parents, school, personnel, and the community. School climate can be a positive influence on the health of the learning environment or a significant barrier to learning. School environment can affect many areas and people within schools. For example, a positive school climate has been associated with fewer behavioural and emotional problems for students. School climate can yield positive educational and psychological outcome for students and school personnel. Similarly, a negative climate can prevent optimal learning and development (Blatt, 2001). School climate including trust, respect, mutual obligation and concern for others welfare can have powerful influence on educational relationships as well as learners' academic achievement and overall school progress.

2.4 Theoretical Framework

This study adopted three theories these are: Bandura's Social Learning Theory (SLT), Social Information Processing Theory by Joseph Waither 1972 and Blumler and Katz's Use and Gratification theory. The three theories answered two aspects of the study, that is, academic Performance and the use of social networking sites face book and WhatsApp (social media and academic work).

2.4.1 Social Learning theory (SLT) by A. Bandura in 1997

Social Learning theory (SLT) was developed by Bandura in 1997. The theory explains three elements, including individual learners, peers, and situations, potentially affect individuals'

learning outcomes. Ainin (2015), states that the Social Learning theory “basically explains how the environmental and cognitive components collaborate to affect an individual learning and behaviour pattern”. “Social learning theory views learning as a social process that individuals will self-initiate, regulate learning and actively construct knowledge by acquiring, generating, and structuring information”. In relation to the SLT as stated by Bandura 1997, the use of the social networks by the individual or student with friends (peers) on various social network platforms (situations) affects his or her academic performance (learning outcomes). This is supported by Ainin (2015), who “emphasized that individuals' cognition and behaviour are influenced through observation and interacting with peers and the situations (e.g., learning the environmental norms, cultures, policies). It is the individuals' interaction with the environment that causes their behavioural consequences”. “Therefore, individual interaction with peers, social support from peers and their understanding of situations are important factors which affect individual learning outcome.” (DeAndrea, Ellison, LaRose, Steinfield, & Fiore, 2012). Therefore, when students interact with peers on social media platforms through observations, interactions and other activities, these may result in a behavioural outcome which might affect the academic performance of Students positively or negatively.

2.4.2 Social Information Processing Theory by Joseph Waither 1972

The theory was developed in 1992 by Joseph Waither (Asemah 2011:219). Social information processing theory is an interpersonal communication theory which suggests that online interpersonal relationship development might require more time to develop than face-to-face relationships, but when developed, it has the same influence as face-to-face communication.

This means, the more students use social media, the more they influence their disposition to studies, given the fact that friends from social media will begin to exert influence on each other.

2.4.3 Uses and Gratification Theory (U and GT) by Blumler and Katz in, 1970

This is an approach to understand why and how people actively seek out specific media to satisfy specific needs. It was originated by Blumler & Katz in, 1970 as a reaction to traditional mass communication research emphasizing the sender and the message. It focuses on the question, 'what media do to people' but rather 'what people do with the media'. It discusses how users deliberately choose media that will satisfy given needs and allow one to enhance knowledge, relaxation, social interaction, diversion or escape. However, this would suggest no passivity within the audience whatsoever. A person may, for example, be too lazy to turn off their television and as a result consume any media that is available, regardless of need. But in the case of social networking, a person deliberately registers his or her identity with the social networking site, logs in when he/she decides to, and engages in activities he/she chooses to. Therefore, uses and gratification approach emphasizes audience members motive for making specific consumption choices and the consequences of that intentional media use. That's to say, they choose the content, make meaning of it and act on the meaning. It embraces the interactive nature of media and its audience. It is audience centered and addresses needs such as surveillance, identity, and socialization and information acquisition. Therefore, people's needs are generated by their individual differences. It could be based on sex, ethnic group, and educational qualification. Because the needs are determined by whom or what they are, and people use the mass media for the purpose of gratifying these needs (Okunna, 2002). This theoretical framework shows the dependency and independency of factors age, gender, education and social networks.

2.5 Empirical Studies

Alhassan, (2012), in a study titled the influence of social media usage on academic performance of students in tertiary institutions. It took into account types of social media sites and devices used. Tamale polytechnic in Ghana was the study area which is made up of (3) major academic schools. A sample size of 600 was drawn out of a total population of 6000. Total 558 of the questionnaires were retrieved which represents a response rate of 93.0%. The findings revealed that most of the students make use smart phones, Followed by cell phones and laptops. For the use of social network sites, it was obvious that, most of the students made use of Facebook, followed by Google and WhatsApp. As to whether social media assist academic work, 345, representing 64.6% indicated that social media enhances academic performance of students. The study also revealed that there is no correlation between academic schools and use of social media. Likewise the year groups, there is no relationship between year group and use of social media. Even though students generally use social media for academic purposes; they also use it for non-academic matters.

Ogedebe, Emmanuel and Musa (2012). A survey on Facebook and Academic Performance in Nigeria University, 20 questionnaires was designed and sent out to approximately 150 students of different universities in Nigeria. The capture the main type of university, a federal university, a state University and a Private University cut across the nation were chosen. The independent variables measure how actively student used Facebook including how much time they spend on Facebook how often they update their status, post on friends walls, comment on others page, the level of their privacy settings, and how many friends and photo albums they have. In order to accurately measure student's academic performance, the researcher had students self-report their in-class participation, attendance, as well as grade point

average. Six pre-determined hypotheses were tested the result showed that, the more time students spends on Facebook, the lower grade point average the student has. The higher a student's privacy settings are on Facebook, the higher that student's grade point average is. The more a student updates his or her Facebook status, the less likely they are to have good class attendance. The more time a student spends on Facebook, the less likely are to participate in class. The more friends a student has on Facebook, the more time his spends on Facebook. Lastly, that the more posts a student puts on Facebook, the less they likely they are to participate in class. Data collected were analyzed and tested using correlation test through SPSS, a data analysis program.

Jomon and Justin, (2012) in their studies titled "Effect of online social networking on student academic performance" Conducted a survey of business students at a large state university. Survey results were analyzed using structural equation modeling (SEM). The results revealed a statistically significant negative relationship between time spent by students on OSN and their academic performance. The time spent on OSN was found to be heavily influenced by the attention span of the students. Specifically, we determined that the higher the attention span, the lower is the time spent on OSN. Further, attention span was found to be highly correlated with characteristics that predict or influence student behavior, such as their perceptions about society's view of social networking, their likes and dislikes of OSN, ease of use of OSN

Rouis, Limayem, and Salehi-Sangari, (2011).On a study " Impact of Facebook Usage on Students' Academic Achievement" A study of Swedish university students utilized 239 undergraduate students filling a survey related to their Facebook use Results indicated that the extensive use of Facebook by students with extraverted personalities will lead to poor academic performance. The authors concluded also that self-regulation and goal orientation (related to

performance) characterized the students who are more in control of this social activity, and this better academic performance. The time spent on using Facebook was significantly associated with negative performance of students in a study that involved 3866 US students.

Nwosu, Rooney and Mason (2011), In a research on uses of social networking sites, the findings revealed the same pattern in Nigeria as those revealed in US, with 170 Of the 200 sample respondents using social media as a platform of chatting, dating, e-mailing, photo/video sharing, and connecting with friends, while the remaining 30 said they sometimes use it to search for information besides connecting with friends. It is right then to ‘say that an exposure to modern day technology will hasten learning for today’s students if the students are properly guided.

A summary of findings of Abir and Ali (2013) highlights three main findings: college students spend a long time on social networking sites; college students are facing problems in trusting, filtering and selecting all the different information accessed from social networking sites; and social networks affect students in both positive and negative ways. Abdelraheem (2013) found that students’ use of social media for social purposes was found to be more than their use for academic purposes. Facebook was found to be the most used and popular sites and after it the YouTube sites. He also submitted that, though social media may make learning easier, comfortable and more fun for the students, learning through them demands that the student is:

- Highly discipline by not getting sidetracked by other websites that has no learning material to serve;
- concentrate on and stay committed to the tasks ahead, taking cognizance of the challenges within the environment of his/her learning, and

- Flexible learning – when simplified and reduced to internet-mediated education –must be introduced carefully and critically.

Abdelraheem (2013), in studies conducted in Turkey results revealed that students are managing their time efficiently and hence, use of social media does not harm their academic performance, on the other hand the researcher found out that social networking sites like Facebook lead to weaker writing and reading skills because students are using short-hand versions of words and new lingo (i.e. lol, g2g, brb and ttyl). Online social network sites are filled with incorrect grammar and new lingo. So, if students are using Facebook during their academic preparation time, they may increase grammar mistakes when writing a paper or working on a project because they are in a “social networking mindset” instead of an “academic mindset.” Many of the professors blame social media, such as Facebook, for the lack of quality in their students’ writing. Shahzad, (2012) on a study, Impact of Social Networking Websites on Students, according to the results gathered from 168 respondent’s shows that social influence is categorized into four groups that are friends, families, teachers and others. In the same way the use of social networking websites classified into four groups that is entertainment, communication, knowledge and time killing. The analysis of 168 respondents shows the following results; the total average of respondents that uses social networking websites due to their friends is 67.3% of total population. Total number of respondents that uses social networking websites due to their friends are 113 which includes 43 respondents that uses social networking websites for entertainment, 28 respondents that uses social networking websites for communication, 24 of them uses social networking websites for knowledge and 18 respondents uses social networking websites for time killing.

2. Age and Gender

Folajimi and Muyiwa, (2011). In a study title “Online social networking practices of some Nigerian university undergraduates: implications for counselling”. A questionnaire- the Internet Usage Questionnaire (IUQ) - was developed and validated for the study. It is in two sections. Section A contains items that request for personal data (age, gender and level of study) from respondents. The items in Section B of the IUQ requested respondents to provide information on the use of SNS in terms of proficiency, frequency as well as length of time. Other items in this section of the IUQ were designed to obtain information from respondents on the extent to which social networking has affected interpersonal relationships, entertainment, convenience, information seeking as well as relaxation. The Cronbach’s alpha reliability coefficient of IUQ was found to be 0.545. The IUQ was administered to undergraduates of the University of Ibadan, Ibadan, Nigeria. Five hundred copies of the instrument were administered to a random selection of undergraduates in the university. The students were from one hundred to six hundred levels of study. In all 432 copies of the questionnaire were available for analysis. The data obtained with the IUQ was processed for analysis. The Statistical Package for Social Sciences (SPSS) was used in the analysis. The Discriminant Analysis sub programme of the SPSS was employed and the stepwise option was adopted. The grouping variables were Age, Gender and Level of Study. Age was a five level categorical variable; Gender had the usual two levels, while Level of Study was in six levels. The five levels for Age in years were 18 or less; 19-2; 25-30; 31-. The result of the computations showed that with Age as the grouping variable none of the discriminating variables could be entered into the discriminate equation. This implies that there was no significant difference among the age groups in terms of the discriminating

variables. This finding suggests that social networking does not depend on age among the undergraduates involved in this study.

Shahzad (2012), on a study titled Impact of Social Networking Websites on Students, using a total of 168 respondents whose Age ranges between 15 to 25 mostly use social networking website whose total average is 55.4% of total population. An individual whose age is between 15 to 25 generally uses social networking websites for entertainment. Gender analysis shows that male mostly uses social networking websites and the total average of male that uses social networking websites is 60.1% of total population. Male commonly uses social networking websites for knowledge. The analysis of the collected data shows that people doing graduation generally use social networking websites whose total average is 45.8% of total population. Graduate students mostly use social networking websites for entertainment.

Haq and Chand (2012) in a study titled influence of Facebook on student's academic performance secondary school student; the researcher utilized a sample of 384 students and concluded that Facebook use has an adverse influence on student academic performance. The study noticed that males and females spent equal time on the Internet where female students used Facebook more, but males had more friends than females. The important difference was that Facebook use had an adverse influence on males' performance than females. (Lin & Subrahmanyam, 2007) Study has shown that boys have been online more than girls in previous decades because of earlier forms of technology such as video or computer games. Girls have reported that they use the Internet for things like chatting and downloading music (Giles & Price, 2008). Because of this, one may hypothesize that girls will be more likely to be attracted to social networking sites and other online social groups (Giles & Price, 2008). Gender and cultural differences were also inferred regarding time youth spent logged on to social networking sites

(Rideout et al., 2010). In a typical day, girls between the ages of 8-18 spent 25 minutes on social networking sites whereas boys of the same age spent 19 minutes. Further, students identifying themselves as Hispanic spent 29 minutes per day on social networking sites whereas students identifying themselves as White spent 19 minutes per day. Those referring to themselves as Black averaged 21 minutes per day networking via social media (Rideout, 2010).

Results of a recent study involving Facebook, MySpace, and Xanga showed that though most teenagers aged 13-17 used these sites for fun and positive reasons, 55% of girls shared personal stories about depression, anxiety, and relationship problems (Merten & Williams, 2009). Only 15% of boys shared any personal information besides their hobbies, interests, and friendships. This study also showed that adolescents use social networking sites (SNSs) when dealing with a death of a peer, and use forums and member profiles to help their grieving process (Merten & Williams, 2009). In a recent study, it was shown that adolescent boys seem to benefit more from Internet use and communication technology than girls do. It has also been found that women use Social Networking Site more than men to communicate and exchange information (Hampton, et al, 2011).

Mujeeb-ur, Li, Abdul & Syed (2014), on a study titled Social Networking Sites Usage, the respondents were asked about the frequent use of social media majority of the respondents replied that they have regularly use social networking sites and similarly the study was conducted in Malaysia (Hamat, Embi & Hassan, 2012) showed that more than 80% of the students were having account on social media and they use social media frequently. While 11% of the respondents said they sometimes use social media. Despite the fact that social media are used by students, none of the studies reviewed reported using social media for academic information sharing. Most of the misconduct in schools today is due to the use of social

networking. Academic misconduct in the middle schools and high schools has increased significantly in recent years. The use of social networking in solving class work has made cheating in secondary schools quicker and easier.

Jisha and Jebakumar (2014). On a study title “WhatsApp: A Trend Setter in Mobile Communication among Chennai Youth”. The study investigated the importance of WhatsApp among youth, a study was conducted among 100 college going students in Chennai region, especially who use smart phones, in the age group of between 18 - 23. An online survey was conducted to draw findings. It was found that students spent 8 hours per day on using WhatsApp and remain online almost 16 hours a day. All the respondents agreed that they are using WhatsApp for communicating with their friends. They also exchange images, audio and video files with their friends using WhatsApp. It was also proved that the only application that the youth uses when they are spending time on their smart phone is WhatsApp.

Matthew and Akpojotor (2015) in a study titled, Use of Social Media for Information Sharing among Students of Federal University of Petroleum Resources Effurun. This study examined the use of social media for information sharing among students of the Federal University of Petroleum Resources, Effurun. Design/Methodology/Approach. This paper is a descriptive research which adopted a survey design to investigate the use of social media for information sharing among students of Federal University of Petroleum Resources Effurun (FUPRE). A sample of 795 students was drawn from a population of 1, 610 students of the institution for the 2013/2014 academic session. A questionnaire tagged Students Use of Social Media Questionnaire (SUSMQ) was the only instrument of data collection. The mean was used as the method of data analysis. Findings: The findings of the study showed that students mainly use social media platforms for social interaction, photo sharing and connecting with loved ones.

Students also perceived social media as a medium for fun and not for academics was found to be among the challenges to the use of social media for sharing information related to academics. The students were of the opinion that the library should promote use of the platform by extending or rendering their services through the media like Library 2.0 and Web 2.0. The findings implicate the need for the creation of a social media platform for research and the promotion of use of the platform the library through extending or rendering services through the media like Library 2.0 and web 2.0. The originality of this research lies in its recommendation for a paradigm shift from the use social media platforms for fun to their use for more serious academic goals such as Transmission lecture notes and research information through social media platforms.

Daffalla and Dimetry (2014) on a study titled The Impact of Facebook and Other Social Networks Usage on Academic Performance and Social Life among Medical Students at Khartoum University. Social networks (SNs) are dedicated websites or other applications which enable users to communicate with each other by posting information, comments, messages, images, etc. Today, more than ever before, people are finding ways to connect with friends, family members, co-workers, classmates, and those they have just met using social networking sites. This was descriptive, analytical cross-sectional institutional-based study. 27 item self-administered questionnaires were distributed to 275 medical students at Faculty of Medicine – University of Khartoum. Respondents were selected using Simple random sampling technique. Results: 275 Medical students were involved.

The prevalence of Facebook and others SNs users is 93.1%. The Authors found that the males use Facebook and others SNs more than females by (97.6%), (91.1%). The main SNs used are Facebook (98.8%), Skype (61.3%), What's App (59%), and Hotmail (56.6%). The Facebook

and What's App are the most SNs used more than 1 time a week. The most devices used are Mobiles and Tablets (72.3%). The most purposes of using the SNs were connecting with family and friends (86.7%), following the news (76.6%), connecting with people from the past (69.9%), and chatting (53.9%). 57.8% of users have attempts to minimize or cutoff the using of SNs. 51.2% of users became upset when they don't find any means to login to SNs during their day. 81.3% of users have desire to know what happened online when they are offline. 96.1% of users using the SNs for academic purposes, and 11.3% of users sometimes are absent from academic activities because of using the SNs.

The prevalence of negative effect of using the SNs on academic performance is very high especially among females. 68% of users have benefit from using of the SNs for connecting with others. 23.4% of users lower their social activities in real life because of using the SNs. The prevalence of lowering the practicing sport exercises because of using the SNs is 20.2%. The researchers concluded that, the prevalence of using the SNs is high and continues to increase. The prevalence of negative effect of using the SNs on academic performance is high. SNs help people to connect with each other's and don't affect their social activities or sport exercises.

Nebiat and Girum (2014) in a study titled "Relationship between Facebook Practice and Academic Performance of University Students". Higher education institutions have great fear that student academic performance might affect adversely because students are paying more attention towards social networking sites. This study examined the relationship between Facebook practices on academic performance of students. A cross-sectional survey was conducted from March 2012 to March 2013 in Jimma University and 490 postgraduate students were participated in this research. The data were collected using a pre-tested structured self-administrated questionnaire. The result was analyzed in terms of descriptive statistics followed

by inferential statistics. The results indicated that there is no significant relation between usage time and frequency of login Facebook with student GPA. Even if there is not significant relation between their personal Laptop, Office Computers and Library Computers used to visit Facebook and academic performance of students, there is negative, moderate and significant relation between using mobile phone to visit Facebook and students' academic performance.

Annie and Syamimi (2014) in a study titled Convenience or Nuisance? The 'WhatsApp' Dilemma. This study employed quantitative based-approaches, which primarily use online questionnaire, distributed randomly among the undergraduates of University Brunei Darussalam (UBD). The questionnaire consisted of thirty-nine (39) questions, which comprises of both closed-ended and open-ended questions. This study presents the key findings from a total of 158 undergraduates majority of them were female (78.98%) and the remaining were male (21.02%). They were aged between 18 and 23 years, with the highest age groups between 21-23 years old (40.76%) and the second highest age groups between 18-20 years old (23.57%). A majority of the undergraduates who participated in the study were from the School of Business and Economics, which accounts for 45.51%, followed by the undergraduates from the Faculty of Arts and Social Science (32.05%). This study showed that a majority of the undergraduates use WhatsApp for more than 3 hours per day, which attributed to its ease-of-use, ease of communication, real-time messaging, and inexpensive as well as due to the quick information retrieval and transfer.

Most of the current features on WhatsApp that the undergraduates 'used were sending text messages (98.10%), sending photos (94.94%) and sending information (i.e. news, events, and study related matters (62.03%). This study also demonstrated that student of UBD relies heavily on the use of WhatsApp for quick information retrievals and transfers, particularly in

sharing information with friends related to study-matters such as work discussions and assignments. As evidenced in this study, a majority of the undergraduates strongly agreed that WhatsApp was very useful for their group discussions and interactions, with its stability to share long text-messages, videos and images, and its ability to send message only once to group(s), and also the ability to strengthen bonds with family and friends. This study also illustrated the type of challenges that the undergraduates encountered while using WhatsApp. Majority of them (42.58%) realized that with the use of WhatsApp, there was an increase in expectation from others or that one must reply messages immediately.

Other challenges identified in the study were that the use of WhatsApp could lead to addictive-like behaviors and the exposure of false or unregulated information or media contents. Moreover, some of the undergraduates also agreed that WhatsApp was somewhat disruptive to their study (31.61%). However, interestingly, majority of the respondents disagreed that the use of WhatsApp was disruptive to their social and physical activities. An interesting note to highlight in this study was on the undergraduates' information sharing behavior specifically on whether or not they tend to forward or disseminate information relating to news, events, advertisement, or any study-related matters to others. The findings of this study revealed that a majority of the undergraduates (67.54%) do tend to disseminate information only if they believed it to be useful, relevant or true. This supposition was supported by 21% of respondents who do not disseminate the information at all. Among the reasons as to why they did not want to transfer information or media contents freely were attributable to them feeling not interested to disseminate, due to privacy concerns and most importantly, they were hesitant to share information that might be unregulated or from an untrusted source. The findings in this study

also showed that a majority of the undergraduates disseminated only those related to their study-matters.

2.6 Summary

The chapter looked at the framework on which the research based. The theoretical framework chosen for the study consists of three theories; these are Social Learning theory by Bandura, Social information processing theory by Joseph and Uses and gratification theory by Blumla and Kazt. The focus of this work is to assess the influence of social networking on academic performance of secondary school students in Kaduna Metropolis. Attempt to review different work shows that a lot of work has been done on the influence of social networking on academic performance of students, some of these researchers reveals that there are benefits and risks associated with using any social network. There have been reports regarding its influence on students' academic performance, Students are the major group using Facebook for fun, with the main purposes as connect with their friends, sharing day to day activities, using features such as photo sharing, publishing wall ;posts, and stating their status updates. While WhatsApp is so popular among students because, it allows them to send unlimited texts to their friends and family members without any cost other than their internet data plan that they already uses in their smart phones. The application is so easy to use after downloading, it shows you who all are using WhatsApp in your contacts and also helps to invite their friends who are yet to download and use. Many previous studies on the influence of social networking on academic performance of students concentrated mostly on University students. This study will focus on the influence of social networking on academic performance of secondary school students and how this social networking site influences their academic performance positively or negatively.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The purpose of this study was to examine the influence of social networking on academic performance of secondary school students in Kaduna Metropolis, Nigeria. To achieve the purpose, the research design, population, sample and sampling technique, instrumentation, validity, pilot testing, reliability of the instrument, procedure for data collection and procedure for data analysis are discoursed in this chapter.

3.2 Research Design

The Ex post factor research design was adopted for this study. According to Nworgu (2006), an ex-post factor research design seeks to establish cause-effect relationship between variable by which the researcher has no control over the variables of interest and therefore cannot manipulate them. The researcher used this method because the populations were users of social networking in Kaduna Metropolis.

3.3 Population

The population of this study consists of one thousand nine hundred and four Students (1904) identified as users of the social networking sites from six Secondary Schools located in Kaduna Metropolis. They were identified through their responses to the Extent of social networking Questionnaire as shown in table 3.1

Table 3.1 Population of the Study

Schools	No. of Students	Users of SNS
Government Secondary School U/Sarki	410	380
Zamani College Malali	258	200
Government Secondary School Sabon Tasha	392	382
Christ Ambassadors School Sabon Tasha	305	251
Government Secondary School Television	425	380
Dambo International school Barnawa	411	311
Total	2101	1904

Source: Form Kaduna States Ministry of Education 2014 Schools Census, and form masters of the selected schools

3.4 Sample and Sampling Technique

A total of one hundred and ninety (190) students served as the sample for this study. A purposive sampling technique was used by the researcher in selecting the sample for this study the justification for the use of purposive sampling technique is because not all the students are social networking users. The researcher used students who are using both Facebook and WhatsApp as the sample of the study as shown on the table below:

Table 3.2: Distribution of the respondent by school

Schools	No. of Users	Percentage
Government Secondary School U/Sarki	380	38
Zamani College Malali	200	20
Government Secondary School Sabon Tasha	382	38
Christ Ambassador Sabon Tasha	251	25
Government Secondary School Television	380	38
Dambo International school Barnawa	311	31
Total	1904	190

3.5 Instrumentation

Two instruments were used for data collection to determine the extent of Social Networking usage among the secondary school students. A structured questionnaire titled Extent of Social Networking Questionnaire (ESNQ) was used to determine the extent of student's involvement into social networking in Kaduna Metropolis. While the Academic Performance Test in English and Mathematic subjects were used to determine the respondent's academic performance.

a. Extent of Social Networking Questionnaire (ESNQ)

The ESNQ is a structured questionnaire designed and developed by the researcher from existing records; such as Shana (2012). The questionnaire consisted of two sections. Section "A", Bio-data of the respondents while sections B1 are 20 items were graded according to 4 likert scale: Very often; Often; occasionally and Not at all. B2 Consist of 10 questions that mainly talk about the students' use of Facebook and WhatsApp. The items are statements that positively or negatively influence academic performance of students in Kaduna Metropolis, Nigeria.

b. Academic Performance Test

This instrument was adopted from Kaduna State Ministry of Education for 2015 qualifying examination for SS II students; the test was used in measuring student's academic performance in English and Mathematics subjects. The test consisted of twenty five objective questions for each subject and each corrected answer was awarded 2 marks; $2 \times 50 = 100$ marks. This test was developed by Kaduna State Ministry of Education in 2015. Qualifying examination for SS II students used and only students who passed such examination is registered for the SSCE. Since this is a standard test, the researcher made use of these questions in mathematics and English to determine their academic performance. Categorization of scores; highest possible scores = 100 and least possible score is = 0 Scores < 39 = fail; 40-49 = Pass, 50 – 59 = Average score; 60+ = high score.

3.5.1 Validation of Instrument

To ascertain the face validity of the instrument the researcher gave copies of the instrument to six lecturers in the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria for validation. Observations and corrections made by the lecturers were corrected and included in the copy of the instrument. This process of validation agrees with the views of Patten, (2004), Wallen and Fraenkel, (2001) that an instrument is valid when it measures what it is intended to measure and accurately achieves the purpose for which it was designed.

3.5.2 Pilot Testing

Pilot testing was conducted at Government Technical College Malali Kaduna. A total of thirty (30) questionnaires were distributed to SS II students that used social networking sites and the entire Questionnaires were returned. The pilot testing was to determine whether the

instrument is reliable for the collection of data for the study. The researcher interacted with the respondents in order to know the clarity and difficulty level of the instrument. Respondents showed interest and satisfaction with the items being asked and comments made were clarified to them by the researcher.

3.5.3 Reliability of Instrument

The data obtained from the pilot testing were analyzed for the purpose of ascertaining the reliability coefficient. A Split Half method was used. The researcher numbered the instrument giving to the respondents, after collecting the completed questionnaires and divided them in two equal halves. The even numbered questionnaires were sorted in one group while the odd numbered questionnaires in another group. The mean scores of these two groups were compared through the Cronbach's alpha test and a reliability coefficient of 0.75 was obtained. Creswell (2002) explained that an instrument with a reliability coefficient of 0.70 is considered acceptable in most social sciences environment.

3.6 Scoring Method

1. Scoring of ESNQ

The ESNQ was designed based on four (4) scales of Very often, Often, Occasionally and Not at all. Responses were scored as follows:

Very Often (VO) = 4,

Often (Of) = 3,

Occasionally (Oc) = 2,

None at all (NA) = 1

Student's opinion about the influence of WhatsApp and Facebook on their academic performance was also designed base on 4 scales:

Strongly Disagree (S.D) =1,

Disagree (D) =2,

Agree (A) = 3,

Strongly Agree (S.A) =4

2. Academic Performance Test

The graded performances in the Kaduna State SSCE Qualifying Examination scores were assigned as follows: Highest possible scores = 100 and least possible score is from 0 - 39 = fail; 40-49 = Pass; 50 – 59 = Average score; 60+ = high score.

3.7 Procedure for Data Collection

The researcher collected an introductory letter from the Department of Educational Psychology and Counselling of Ahmadu Bello University, Zaria and submitted to the Executive Secretary, Kaduna State Secondary School Management Board, Kaduna who then gave the researcher a covering letter to the principals of the selected Schools. On first visit the researcher sort for the assistance of class teachers of SS II Students of the selected secondary schools by giving them "Extent of Social networking usage Questionnaire" which helped in identifying the users of social networking. Those who indicated using both Facebook and WhatsApp became the sample of the study. The second visit the researcher personally visited the selected schools with the assistance of research assistant to administer the instruments Academic Performance Test. The researcher and his assistant were on hand to explain the areas the students required clarification and later collected the completed instruments for analysis.

3.8 Procedure for Data Analysis

The data collected were analyzed using descriptive statistics simple percentages, frequency counts, mean scores and standard deviation to analyze the research questions. Null hypotheses 1 & 2 were tested using the Pearson Product Moment Correlation (r) while null hypotheses 3 & 4 were tested using Independent t- test. All hypotheses were tested at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter focused on the statistical analysis of the data collected from the field. The analysis is presented in three sections. The first section presents the demographic characteristics of students. The second section answered four research questions and the third section was based on hypotheses testing, followed by the summary of findings and discussions on findings.

4.2 Results

The results obtained for the demographic characteristics of the students are presented on table 4.1:

Table 4.1 Demographic Characteristics of the respondents

	Variable	Frequency	Percent (%)
1	Gender		
	Male	93	48.9
	Female	97	51.1
2	School Type		
	Public	114	60.0
	Private	76	40.0
3	Type of SNSs Mostly Used		
	No Response	7	3.7
	No Response	109	57.4
	WhatsApp	74	38.9
	Total	190	100.0

The above table showed the demographic characteristics of the respondents on gender, school type and the type of social networking site students used mostly.

4.3 Research Questions

The research questions were answered using means and standard deviations including their frequencies

Research Question One:

What is the influence of Facebook usage on academic performance of secondary school students?

Table 4.2 Mean and standard deviations on Facebook usage and academic performance of Secondary School Students

Variables	N	Mean	Std. dev.
Academic Performance	109	61.678	10.041
Facebook usage	109	70.027	17.089

The table 4.2 above indicated that the mean academic performance is 61.678, while the mean Facebook usage is 70.027. The Facebook usage and academic performance of Secondary School Students is inversely proportional this implies that Facebook usage has negative influence on academic performance. That is the higher the levels of Facebook usage by students not for academic work, the lower the academic performance, and vice versa

Research Question Two:

What is the influence of WhatsApp usage on academic performance of secondary school students?

Table 4.3 Mean and standard deviations on WhatsApp usage and academic performance of Secondary School Students.

Variables	N	Mean	Std. dev.
Academic Performance	74	61.9730	9.4564
WhatsApp usage	74	72.4730	16.4160

The table above indicated that the mean academic performance is 61.9730, while the mean Facebook usage is 72.4730. WhatsApp usage and academic performance is inversely proportional; this implies that WhatsApp usage had negative influence on academic performance. That is the higher the level of WhatsApp usage by the Students not for academic purpose, the lower the academic performance, and vice versa

Question Three:

What is the differential Influence of Facebook on academic performance of male and female secondary school students?

Table 4.4 Mean Standard Deviation on the differential Influence of Facebook usage on academic performance of male and female secondary school students

Variable	Gender	N	Mean	Std. dev.
Academic Performance of Facebook users	Male	65	62.915	8.929
	Female	44	59.852	11.350

Results of the descriptive statics above showed that differences exist in the Influence of Facebook usage on academic performance of male and female secondary school students their computed mean academic performances are 62.915 and 59.852 by male and female students. This study shows that the female Facebook students’ users may be more negatively influenced than their male counterparts.

Question Four:

What is the differential Influence of WhatsApp on academic performance of male and female secondary school students?

Table 4.5 Mean Standard on the differential Influence of WhatsApp usage on academic performance of male and female secondary school students

Variable	Gender	N	Mean	Std. dev.
Academic Performance of WhatsApp users	Male	27	63.500	8.938
	Female	47	61.095	9.725

Results of the descriptive statics above showed that the differences in the Influence of WhatsApp usage on academic performance of male and female secondary school students is not statistically wide. Their computed mean academic performances are 63.500 and 61.095 by male and female students respectively. This shows that the differential influence of WhatsApp usage on academic performance between male and female WhatsApp students' users is not too wide.

4.4 Testing of Hypotheses

Hypotheses one and two were tested by Pearson product Moment Correlation (PPMC), null hypotheses three and four were tested using independent t test. All hypotheses were tested at 0.05 alpha level of significance.

Hypothesis One:

This null hypothesis state that there is no significant Influence of Facebook usage on academic performance of secondary school students

Table 4.6 Pearson Product Moment Correlation on the relationship between influences of WhatsApp usage on academic performance of secondary school students

Variables	N	Mean	std. dev.	df	R	P
Performance	109	61.6789	10.0414	107	-0.590	0.035
Facebook usage	109	70.0275	17.0898			

**** $r(107) = 0.590$ $p < 0.05$**

Outcome of the Pearson Product Moment correlation (r) statistic showed that Facebook usage significantly influenced on academic performance of Secondary School students. This is because the calculated p value of 0.035 was found to be lower than the 0.05 alpha value, at a correlation index r 0.590 at df 107. The correlation between Facebook usage and performance is inversely proportional; this implies that Facebook usage had negative influence on academic performance. That is the higher the levels of Facebook usage outside academic activities the lower the academic performance, and vice versa. Therefore the null hypotheses which states that there is no significant influence of Facebook usage on academic performance of Secondary School students, is hereby rejected.

Hypothesis Two:

This null hypothesis states that there is no significant Influence of WhatsApp usage on academic performance of secondary school students in Kaduna state.

Table 4.7 Pearson Product Moment Correlation on the relationship between influences of WhatsApp usage on academic performance of secondary school students

Variables	N	Mean	Std. dev.	df	R	p
Performance	74	61.9730	9.4564	72	-0.691	0.026
WhatsApp usage	74	72.4730	16.4160			

**** $r(72) = 0.691$ $p < 0.05$**

Outcome of the Pearson Product Moment correlation (r) statistic showed that there is a significant influence of WhatsApp usage on academic performance of secondary school students. This is because the calculated p value of 0.026 was found to be lower than the 0.05 alpha value, at a correlation index r 0.691 at df 72. The correlation between WhatsApp usage and performance is inversely proportional; this implies that WhatsApp usage has negative influence on academic performance. That is the higher the level of WhatsApp usage not for academic improvement, the lower the academic performance, and vice versa. Therefore the null hypothesis which states that there is no significant influence of WhatsApp usage on academic performance of secondary school students is hereby rejected.

Hypothesis Three:

This null hypothesis state that there is no significant differential Influence of Facebook usage on academic performance of male and female secondary school students

Table 4.8 Independent t test statistics on differential influence of Facebook usage on academic performance of male and female secondary school students Kaduna state

Variable	Gender	N	Mean	Std. dev.	df	t	p
Academic Performance of Facebook users	Male	65	62.915	8.929	107	1.983	0.049
	female	44	59.852	11.350			

t (107)=1.96 p < 0.05

Table 4.8 above revealed that the calculated p value of 0,049 was found to be lower than the 0,05 alpha level of significance while calculated t value of 1.983 was found to be higher than the 1.96 t critical at df 107. Their computed mean academic performances are 62.915 and 59.852 by male and female students respectively. This shows that the female Facebook student's users are more negatively influenced than their male counterparts. Therefore the null hypothesis which states that there is no significant differential in the influence of Facebook usage on academic performance of male and female secondary school students, is hereby rejected.

Hypothesis four:

This null hypothesis state that there is no significant differential influence of WhatsApp usage on academic performance of male and female secondary school students

Table 4.9 Independent t test statistics on differential influence of WhatsApp usage on academic performance of male and female secondary school students Kaduna state

Variable	Gender	N	Mean	Std. dev.	Df	t	P
Academic Performance of WhatsApp users	Male	27	63.500	8.938	72	1.054	0.206
	Female	47	61.095	9.725			

t > (72) = 1.96 p < 0.05,

The independent t test statistics above revealed that the calculated p value of 0,206 was found to be higher than the 0,05 alpha level of significance while calculated t value of 1.054 was found to be lower than the 1.96 t critical at df 72. Their computed mean academic performances are 63.500 and 61.095 by male and female students respectively. This shows that the influence of WhatsApp on male and female students is not significantly different. Therefore the null hypothesis which states that there is no significant differential influence of WhatsApp usage on academic performance of male and female secondary school students, is hereby retained.

4.5 Summary of Major Findings

The followings are summary of the major findings. It was found that;

1. There is a correlation between Facebook usage and academic performance of secondary school students in Kaduna Metropolis.
2. There is a correlation between WhatsApp usage and academic performance of secondary school students in Kaduna Metropolis.
3. There is a significant of influence of **Facebook** usage on academic performance of male and female secondary school students in favour of female.
4. There is no significant differential influence of WhatsApp usage on academic performance of male and female secondary school students.

4.6 Discussion of Findings

The study found out that there is no significant Influence of Facebook usage on academic performance of secondary school students the hypothesis was rejected because the level of correlation index $r = -0.590, p = 0.035$. This suggested that the more Secondary School Students use Facebook not for academic purposes the more its influenced their academic performance, the findings is in agreement with the findings of Abdelraheem (2013) in a study conducted in Turkey revealed that social networking sites (Facebook) lead to weaker writing and reading skills because students are using short-hand versions of words and new lingo social network sites are filled with incorrect grammar and new lingo. Students who are using Facebook during their academic preparation time, they may increase grammar mistakes when writing a paper or writing their examination because they are in a “social networking mindset” instead of an “academic mindset.” Ogedebe, Emmanuel, and Musa (2012), in a survey on Facebook and Academic Performance in Nigeria Universities, found that the more time a student spends on Facebook, the

lower grade point average the student has. The more time a student spends on Facebook, the less likely they are to participate in class, that the more wall posts a student puts on Facebook, the less likely they are to participate in class.

Ezekiel, Okpanachi and Edegoh, (2013), in a study titled Influence of Social Media on the Academic Performance of the Undergraduate Students of Kogi State University, Anyigba, Nigeria. The findings showed that exposure to social media has effect on the students and that the effect is negative, the study also showed that students who spend more time on social media may have difficulty balancing their online activities and their academic preparation. Kirschner and Karpinski (2010) found out that there is a “significant negative relationship between Facebook use and academic performance. Facebook users reported lower mean GPAs and also reported spending fewer hours per week studying on average than Facebook nonusers. Kuppuswamy et al. (2010) observed that social networking sites (SNSs) have both negative and positive impact on the education of the youth. Matthew and Akpojotor (2015) in a study titled, Use of Social Media for Information Sharing among Students of Federal University of Petroleum Resources Effurun. The findings of the study showed that students mainly use social media platforms for social interaction, photo sharing and connecting with loved ones. Students also perceived social media as a medium for fun and not for academics was found to be among the challenges to the use of social media for sharing information related to academics.

The findings of this study showed that WhatsApp usage negatively influences the academic performance of secondary school students, in Kaduna Metropolis at a correlation index $r = -0.691$, $p = 0.026$. This finding is in agreement with the findings of Yeboah and Ewur (2014), in a study ‘The Impact of WhatsApp Messenger Usage on Students Performance in Tertiary Institutions in Ghana. The study revealed that, WhatsApp instead of making

communication easier and faster thereby enhancing effective flow of information and idea sharing among students, rather has impacted negatively on the performance of tertiary students in Ghana .The study among other things unveiled the following: WhatsApp takes much of students study time , results in procrastination related problems, destroys students' spellings and grammatical construction of sentences, leads to lack of concentration during lectures, results in difficulty in balancing online activities (WhatsApp) and academic preparation this may distracts students from completing their assignments and adhering to their private studies time table. Alhassan, (2012), in a study titled the influence of social media usage on academic performance of students in tertiary institutions indicated that social media enhances academic performance of students. Also Annie and Syamimi (2014) found out that the use of WhatsApp could lead to addictive-like behaviors and the exposure of false or unregulated information or media contents. Moreover, some of the undergraduates also agreed that WhatsApp was somewhat disruptive to their study

Jisha and Jebakumar (2014) on a study title “WhatsApp: A Trend Setter in Mobile Communication among Chennai Youth”. The study investigated the importance of WhatsApp among youth; the findings showed that students spent 8 hours per day on using WhatsApp and remain online almost 16 hours a day. All the respondents agreed that they are using WhatsApp for communicating with their friends. They also exchange images, audio and video files with their friends using WhatsApp. It was also proved that the only application that the youth uses when they are spending time on their smart phone is WhatsApp and this affects their academic performance negatively.

Yeboah and Ewur (2014) conducted a study to find out the impacts of WhatsApp use on students' performance in tertiary institutions in Ghana. They concluded that, while the positive

impacts included ease of communications and effective information-sharing, the negative impacts were distraction from studies and completing assignments, damaging language spellings and grammars and lack of focus in lectures. Yeboah and Ewur were also interested in exploring the benefits and drawbacks of using WhatsApp messaging to reading skills in English as a foreign language (EFL). Their study found that a majority of students reported a high level of confidence and interest in reading English via WhatsApp messages. In relation to how university students use social networking sites, Devi and Tevera (2014) found that both Facebook and WhatsApp were commonly used for academic communication and information sharing.

The finding is in agreement with that of Daffalla and Dimetry (2014) on a study titled *The Impact of Facebook and Other Social Networks Usage on Academic Performance and Social Life among Medical Students at Khartoum University*. The prevalence of negative effect of using the Social Networking sites on academic performance is very high especially among female students. Leung (2001) found that female college students seek more socialization gratification through instant messages than relaxation and entertainment. Further, the study revealed that female students chat through messengers more often and longer per session than male students. Leung's study proposes that there is a gender difference in social networking site usage. Rideout, et al., (2010), also found that in a typical day, girls between the ages of 8-18 spent 25 minutes on social networking sites whereas boys of the same age spent 19 minutes, this also showed that the more they spent time on these social networking the more it affects their academic performance. Merten and Willias (2009), in their study, it was shown that adolescent boys seem to benefit more from Internet use and communication technology than girls do. It has also been found that women use Social Networking Site more than men to communicate and exchange information. Lin and Subrahmanyam, (2007) the results of their Studies have shown

that boys have been online more than girls in previous decades because of earlier form of technology such as video or computer games. Shahzad (2012), on a study titled Impact of Social Networking Websites on Students, Gender analysis shows that male mostly uses social networking websites and the total average of male that uses social networking websites is 60.1% of total population. Male commonly uses social networking websites for knowledge.

It was also found that the use of WhatsApp between male and female students is equal. This finding is in line with the findings of Haq and Chand (2012) in a study titled influence of Facebook on student's academic performance of secondary school student. The study noticed that males and females spent equal time on the Internet where female students used Facebook more, but males had more friends than females. Hampton, et al, (2011) Their study showed that the amount of teenagers, both male and female, participating on social networking sites is staggering, and this may explain why certain problems arise from these sites that have become a major problem in today's society especially as it affect students' academic performance. The researcher noted that the influence of social networking site usage will depend on the type of SNS the student is using, if student uses the internet for the purpose of leisure activity that interferes with academic, it will affect the student academic performance negatively

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter highlights the Summary, conclusions, recommendations as well as suggestions for further studies.

5.2 Summary.

The performance of students in any academic task has always been of special interest to educators' parents and society at large. Social networking among secondary school students has become more and more popular, over the years, because it is away to make connections between friends within and outside the school. Statement of the problem showed that, with so many social networking sites on the internet, students are tempted to abandon their homework and reading times in preference for chatting on social networking with friends. Four objectives that served as a guide to the study were set based on secondary school student's academic performance. Related to these were four research questions and four hypotheses. Significance of the study was stated, basic assumptions made and finally the scope and delimitation of the study were highlighted.

The study review some related literatures to the study and some of the empirical studies associated with the study. It was presented under such headings like The Concept of Social Networking, Features of Social Networking, The concept of Facebook, The concept of WhatsApp, Social Network Users, Age and Gender Differences on Social Networking Users, Positive influence of Social Networking, Negative influence of Social Networking, Concept of Academic Performance, Factors that Influences Academic Performance, Theoretical Framework, Social Learning theory (SLT) by A. Bandura 1997, basically explains how the environmental

and cognitive components collaborate to affect an individual learning and behaviour pattern. Social Information Processing Theory by Joseph Waither 1972, the theory is of the view that the more students use social media, the more they influenced their disposition to studies. Uses and Gratification Theory (U and GT) by Blumle rand Katz 1979 uses and gratification approach emphasizes audience members' motive for making specific consumption, choices and the consequences of that intentional media use. That's to say, they choose the content, make meaning of it and act on the meaning. It embraces the interactive nature of media and its audience and related Empirical Studies.

The study adopted ex-post facto research design. The ex-post factor is a type of research design which seeks to establish cause-effect relationship between variable and the researcher has no control over the variable of interest and therefore cannot manipulate them. The population comprises of public and private secondary schools in Kaduna Metropolis. However a purposive sample was used in selecting a total of 190 respondents for the study, two instruments were used for data collection to determine the extent of Social Networking usage among the secondary school students the researcher used a structured questionnaire titled Extent of Social Networking Questionnaire (ESNQ). While the Academic Performance questionnaire (APQ) in English and Mathematic subjects were used to determine the respondent's academic performance.

The study used a sample of one hundred and ninety (190) respondents in collecting data from the field. Four research questions were answered using frequency count mean score and standard deviation while hypotheses one and two were tested by Pearson Product Moment Correlation (PPMC). Null hypotheses three and four were tested using t test. All hypotheses were tested at 0.05 alpha level of significance. It was found that there exist significant influences between Facebook usages on academic performance of secondary school students, ($r = -0.590$ $p =$

of 0.035). The study also found that there exist significant influence between WhatsApp usages on academic performance of secondary school students ($r = -0.691$, $p = \text{value } 0.026$). Gender of secondary school students, the results showed that there exist significant differential influence of Facebook usage on academic performance of male and female secondary school students ($t = 1.983$, $p = 0,049$). The findings of this study -revealed that there is no significant differential influence of WhatsApp usage on academic performance of male and female secondary school students ($t = 2.054$, $p = 0.206$).

5.3 Contribution to knowledge

The following are the Contribution of this study to knowledge

1. Constant used of Facebook and WhatsApp not for academic purposes negatively influences the academic performance of Secondary School Students the more secondary school students use Facebook and WhatsApp for academic activities the more its influence their academic performance positively.
2. The findings of this study showed that Female Secondary School Students used Facebook more than Male students.

5.4 Conclusion

Based on the findings of this study researcher concluded that:

Constant used of Facebook not for academic purposes the lower the student's academic performance. The influence of WhatsApp on academic performance of Secondary School Students is inversely proportional. Female Secondary School Students have significantly lower academic performance compared with their male counterparts that used Facebook. Both male and

female Secondary School Students are relatively negatively influence in their academic performance in their usage of WhatsApp

5.5 Recommendations

Based on the findings of the study, the following recommendations are made:

1. Secondary School Students should make appropriate use of Facebook to enhance their academic performance instead of chatting with friends.
2. Counsellors should organize workshops and seminars for the Secondary School Students on appropriate use of WhatsApp to enhance their academic performance instead of chatting with friends
3. The workshop and seminars should target Female Secondary school Students more as they are found to be more influence than the male students.
4. School authorities should ban the use of phones during school hours and the ban should be strictly enforced

5.6 Suggestions for further studies

A single study on influence of social networking sites on academic performance will not be enough as well as reveal so many areas unexploited which could be taking advantage of by would – be –research. Since this study is by no means exhaustive, the following suggestions are made:

1. Further research should be undertaking to employ other research designs such as Quasi-experimental method.
2. Studies can also be carried out using other factors that may affect students' academic performance other than social networking variables used in this study such as socio-economic, environmental, school location

4. Influence of social networking on academic performance of day and boarding secondary school students

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APPENDIX
QUESTIONNAIRE

Title: Extent of Social networking usage Questionnaire.

Dear students,

This questionnaire is designed to find out the influence; of social networking on academic performance of secondary school students in Kaduna Metropolis. Your participation in this study is very important and will be greatly appreciated. Please read and complete the questionnaire. Your name is not required. Kindly try to be honest and frank in your responses. All information provided by you will be treated with utmost confidentiality. Thank you for your cooperation.

SECTION ‘A’: DEMOGRAPHIC DATA

Please tick () where appropriate in the box

- | | | |
|--|---------------------------------------|---------------------------------------|
| 1. Gender: | Male [<input type="checkbox"/>] | Female [<input type="checkbox"/>] |
| 2. Age group: | 13-17 [<input type="checkbox"/>] | 18-22 [<input type="checkbox"/>] |
| 3. Class: | SSS Two [<input type="checkbox"/>] | |
| 4. School type: | Public [<input type="checkbox"/>] | Private [<input type="checkbox"/>] |
| 5. Do you use any social networking sites? | Yes [<input type="checkbox"/>] | No [<input type="checkbox"/>] |
| 6. Which of this social networking site do you use most? | Facebook [<input type="checkbox"/>] | WhatsApp [<input type="checkbox"/>] |

SECTION ‘B’

Instruction Please use the four (4) points scale below to rate yourself on how you use social networking on each of the following items. Rate by ticking () items that are most descriptive of you at the high end (very often), those least descriptive of you at the low end (not at all).The following options are provided for selection.

1. Very often (VO)
2. Often (Of)

3. Occasionally (Oc.)

4. Not at all (NA)

s/n	Statements	VO	O	Co.	NA
1	I visit social networking everyday				
2	I use social networking to watched phonographic videos.				
3	I always visited social networking to download and to play games.				
4	I use social networking for photo sharing				
5	I go on networking even when teaching is going on				
6	I spend 1-4 hours on social Networking in a day				
7	I use social networking to read and listen to the latest news				
8	I use social networking during school hours.				
9	I use social networking after school hours				
10	I visit social networking only on weekends				
11	I use social networking for downloading and playing music				
12	I visit social network once a week				
13	I spend a lot of time chatting with my friends				
14	I use social network to find new friends				
15	I have 2-4 social network accounts				
16	I use social network to do my Assignment				
17	I find it hard concentrating on studies knowing that I can play games on social network.				
18	I visit social networking for time killing				
19	The use of social networking has reduced my concentration on				

	academic work				
20	I do all night on social networking				

Student's opinion about the influence of WhatsApp and Facebook on their academic performance

Strongly Agree = S.A

Agree = A

Disagree = D

Strongly Disagree = S.D

s/n	Statements	S. A	A	Dis	S. Dis
1	Facebook/WhatsApp is a good tool to meet new people & make new friends				
2	Facebook/WhatsApp distracts me from studying or doing schoolwork				
3	Particularly I use Facebook/WhatsApp to keep in touch with my friends				
4	Facebook/WhatsApp is now my recent most time consuming hobby				
5	Sometimes I go on Facebook/WhatsApp while I am in class				
6	If Facebook/WhatsApp did not exist, I would get a lot more studying and schoolwork done				
7	I use Facebook/WhatsApp for break during my studying or doing schoolwork				
8	The time I spend on Facebook/WhatsApp takes away from studying or schoolwork time				
9	Facebook/WhatsApp assists me in studying and doing schoolwork				
10	I am able to control my use of Facebook/WhatsApp so that it does not interfere with studying or doing schoolwork				

ENGLISH ACADEMIC PERFORMANCE QUESTIONNAIRE

A. Choose from the option letter A-E the one that is most nearly opposite in meaning to the underline word No 1-5.

1. Though he was a novice when he was first employed, he is now a/an

- A. Amateur
- B. Boss
- C. Expert
- D. Professional
- E. Supervisor

2. He denied that he ever committed the offence in his earlier statement.

- A. Admitted
- B. Argued
- C. Emphasized
- D. Neglected
- E. Colluded

3. The long streak exhausted him so he needed rest to..... Himself.

- A. Repose
- B. Remake
- C. Recuperate
- D. Replace
- E. Rejuvenate

4. The motorist said the splashing of the water was not deliberate.

- A. Intentional
- B. Accidental
- C. Incidental
- D. Avoidable
- E. Unnecessary

5. one of the aim of structural adjustment policy is tom make us rather than consumers.

- A. Parasites
- B. Developers
- C. Designers
- D. Producers
- E. Founders

B. which of the options given is nearest in meaning to the underline word in this sentence?

6. He used his savings to bring up his nephew.

- A. Lead
- B. Feed
- C. Accompany
- D. Support
- E. Start

7. Mary is jealous of her sister's success

- A. Suspicious
- B. Bitter
- C. Careful
- D. Envious
- E. Caring

8. You have failed to heed the warning about your marriage

- A. Consider
- B. Notice
- C. Ignore

D. Disregard
E. Stress
9. The scholarship committee has endorsed the student's bursary.

- A. Reduced
- B. Increased
- C. Approved
- D. Revised
- E. Started

10. I cannot continue the argument because you are biased.

- A. stupid;
- B. convinced
- C. prejudiced
- D. worried
- E. endorsed

C. Chooses the word or group of words that is most suitable for the gap in the following sentence.

11. The next 6 national league match will sometime next month.

- A. Come in
- B. Come along
- C. Come about
- D. Come off
- E. Come up

12. With the recent police action we expect the high incidence of crime to

- A. Die down
- B. Die away
- C. Die off
- D. Die up
- E. Die in

13. "..... we rather go home?" he asked.

- A. Shouldn't
- B. Can't
- C. Won't
- D. Mustn't
- E. Didn't

14. You haven't seen this before

- A. Isn't it so
- B. Have you
- C. It is so
- D. Isn't it
- E. Has you

15. It was the head boy that took the book away

- A. Didn't he
- B. Wasn't he
- C. Isn't it
- D. Wasn't
- E. Isn't he

D. From the word lettered A-E, choose the one that contain the sound represented by the given symbol.

16. / I /

- A. Yell
- B. Holy
- C. Boy
- D. Idiot
- E. Heal

17. / 3 /

- A. Zebra
- B. Leisure
- C. Missing
- D. Mission
- E. Missed

18. / ^ /

- A. Cot
- B. Cut
- C. Curt
- D. Caught
- E. Cat

19. /æ /

- A. cart
- B. bail
- C. hate
- D. cat
- E. case

20. / i: /

- A. say
- B. seize
- C. kill
- D. ill
- E. hit

E. Fill the gaps with the appropriate options from the word provided (21-25).

21. We are working hard to prevent a
Of the problem

- A. reoccurrence
- B. recurrence
- C. reoccurrence
- D. recurrence
- E. recurrent

22. Your father did all he could to get you
out of jail you should be grateful to
him.

- A. So therefore
- B. Nonetheless
- C. Therefore

- D. Subsequently
- E. So did

23. When did the incident?

- A. Take place
- B. Occurred
- C. Took place
- D. Happen
- E. occurs

24. It doesn't matter to Students
whether the police are armed or not

- A. we
- B. every
- C. they
- D. us
- E. me

25. I am more intelligent than

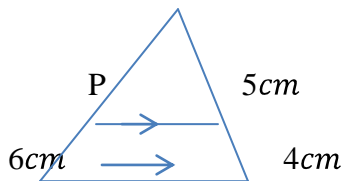
- A. him
- B. he
- C. yourself
- D. himself
- E. us

ATHEMATICS ACADEMICS PERFORMANCE QUESTIONNAIRE

1. If each of the angles of a regular polygon
is 150° , how many sides has the polygon?

- A 10
- B 12
- C 13
- D 20
- E 30

2. Find p in the diagram below



- A 3.5cm
- B 4.5cm

- C 5.5cm
- D 6.5cm
- E 7.5cm

3. A group of workers earn an average
of ₦124. If there total earning is ₦992, how
many workers are in the group?

- A 8
- B 7
- C 6
- D 5
- E 4

4. Simplify $0.0589 + 7.382 - 0.7953$
correct to 2 decimal places.

- A 6.60
- B 6.64

- C 6.65
- D 8.20
- E 8.24

5. What is the probability of throwing a number greater than 2 with a single fair die?

- A $\frac{1}{6}$
- B $\frac{1}{3}$
- C $\frac{1}{2}$
- D $\frac{2}{3}$
- E $\frac{5}{6}$

6. Express the true bearing of 250° as a compass bearing.

- A N 20° E
- B S 20° E
- C N 20° W
- D S 70° W

5. What is the probability of throwing a number greater than 2 with a single fair die?

- A $\frac{1}{6}$
- B $\frac{1}{3}$
- C $\frac{1}{2}$
- D $\frac{2}{3}$
- E $\frac{5}{6}$

6. Express the true bearing of 250° as a compass bearing.

- A N 20° E
- B S 20° E
- C N 20° W
- D S 70° W
- E S 70° E

7. Factorise the quadratic equation $x^2 + 7x - 10 = 0$.

- A $(x - 5)(x - 2)$
- B $(x + 7)(x + 10)$
- C $(x + 5)(x - 2)$
- D $(x - 7)(x - 10)$
- E $(x + 17)(x - 20)$.

8. One-third of a number added to four-fifth of the number is equal to 17. Find the number.

- A 13
- B 14
- C 15
- D 16
- E 17

9. Solve the following simultaneous linear equations: $3x = 5 - y$; $3y + 7 = 2x$.

- A $x = 3, y = 1$
- B $x = 2, y = -1$
- C $x = 1, y = -1$
- D $x = 5, y = -1$
- E $x = -1, y = 2$.

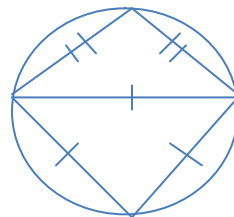
10. Two fair dice are tossed together once. What is the probability of getting a total of at most 7 from the outcome?

- A $\frac{7}{12}$
- B $\frac{5}{12}$
- C $\frac{1}{4}$
- D $\frac{7}{36}$
- E $\frac{1}{6}$

11. The data below are the ages of a set of students; 7, 9, 6, 10, 8, 8, 9, 11, 8, 9, 7, 9, 6, 8, 9, 10, 7, 8, 7, 8. What is the mode?

- A 10
- B 9
- C 8
- D 7
- E 6

12. In the diagram below, $\angle PQR = \angle QR$ and $\angle PR = \angle RS = \angle SP$. Calculate the size of $\angle QRS$.



- A 150°
B 120°
C 90°
D 60°
E 30°
13. What is $1\frac{1}{3}$ of a right angle?
A 360°
B 240°
C 150°
D 130°
E 120°
14. If $x^2 - 5x + c = (x - 8)(x + 3)$, find the value of c .
A 24
B 5
C -5
D -9
E -24
15. If $\cos Q = 3/5$ and $0^\circ < Q < 90^\circ$. Find $\tan Q$.
A $3/5$
B $3/4$
C $4/5$
D $-5/4$
E $4/3$
16. Find the value of x , given that $\frac{1}{3}$ of $9^{2x} = 27$.
A -2
B -1
C 0
D 1
E 2
17. Simplify $36^{1/2} \times 64^{-1/2} \times 5^0$.
A 0
B $1/24$
C $2/3$
D $1\frac{1}{2}$
E $7\frac{1}{2}$
8. Simplify $\sqrt{\frac{3^4 \times 625}{5^2 \times 9}}$ without tables.
A $3/5$
B 12
C $5/9$
D 15
E $5/3$
19. Solve the inequality $1 - 2x < -1/3$.
A $x < 2/3$
B $x < -2/3$
C $x > 2/3$
D $x \leq 2/3$
E $x > -2/3$
20. Solve the equation $7y^2 = 3y$.
A $y = 3$ or 7
B $y = 0$ or 7
C $y = 0$ or $3/7$
D $y = 0$ or 9
E $y = 0$ or 10
21. If the second and fourth terms of a G.P are 8 and 32. What is the sum of the first four terms?
A 20
B 40
C 48
D 60
E 68
22. What is the probability of having an odd number in a single toss of a die?

- A $1/6$
- B $1/3$
- C $1/2$
- D $2/3$
- E $5/6$

23. Express 0.00629946 to 3 significant figures.

- A 0.000
- B 0.006
- C 0.006210
- D 0.00629
- E 0.00630

24. If $5x - 3 = 4x - 7$, what is the value of x ?

- A -5
- B -4
- C -3
- D -2
- E -1

25. Find the common difference of the A.P

- 6, $-2\frac{1}{2}$, 71.
- A $1\frac{1}{2}$
 - B $2\frac{1}{2}$
 - C $3\frac{1}{2}$
 - D $4\frac{1}{2}$
 - E $5\frac{1}{2}$

Thank you for your cooperation.

Frequencies

Frequency Table

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid male	93	48.9	48.9	48.9
female	97	51.1	51.1	100.0
Total	190	100.0	100.0	

Age group

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 13-17 yrs	111	58.4	58.4	58.4
18-22 yrs	79	41.6	41.6	100.0
Total	190	100.0	100.0	

School type

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Public	114	60.0	60.0	60.0
Private	76	40.0	40.0	100.0
Total	190	100.0	100.0	

Do you use any social networking sites?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	185	97.4	97.4	97.4
No	5	2.6	2.6	100.0
Total	190	100.0	100.0	

Which of this social networking site do you use most?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid no response	7	3.7	3.7	3.7
Facebook	109	57.4	57.4	61.1
WhatsApp	74	38.9	38.9	100.0

Total	190	100.0	100.0
-------	-----	-------	-------

H1

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Performance	61.6789	10.04147	109
influence	70.0275	17.08988	109

Correlations

		Performance	Influence
Performance	Pearson Correlation	1	-.590
	Sig. (2-tailed)		.035
	N	109	109
influence	Pearson Correlation	-.590	1
	Sig. (2-tailed)	.035	
	N	109	109

H2

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Performance	61.9730	9.45642	74
influence	70.4730	16.41602	74

Correlations

		Performance	Influence
Performance	Pearson Correlation	1	-.691
	Sig. (2-tailed)		.026
	N	74	74
influence	Pearson Correlation	-.691	1
	Sig. (2-tailed)	.026	
	N	74	74

```

USE ALL.
COMPUTE filter_$=(which = 1).
VARIABLE LABELS filter_$ 'which = 1 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
T-TEST GROUPS=gender(1 2)
  /MISSING=ANALYSIS
  /VARIABLES=Performance
  /CRITERIA=CI (.95) .

```

H3 T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Performance	male	65	62.9154	8.92966	1.10759
	female	44	59.8523	11.35094	1.71122

Independent Samples Test

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-
Performance	Equal variances assumed	3.581	.041	1.983	107	
	Equal variances not assumed			1.983	77.443	

H4 T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Performance	male	27	63.5000	8.93890	1.72029
	female	47	61.0957	9.72594	1.41867

Independent Samples Test

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-
Performance	Equal variances assumed	.000	.985	1.054	72	
	Equal variances not assumed			1.078	58.180	

H4 T-Test

Group Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Performance	male	27	63.5000	8.93890	1.72029
	female	47	61.0957	9.72594	1.41867

Independent Samples Test

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-
Performance	Equal variances assumed	.000	.985	1.054	72	
	Equal variances not assumed			1.078	58.180	

```

USE ALL.
COMPUTE filter_$=(which = 1).
VARIABLE LABELS filter_$ 'which = 1 (FILTER)'.
VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
FREQUENCIES VARIABLES=v1 v2 v3 v4 v5 v6 v7 v8 v9 v10
  /STATISTICS=STDDEV MEAN
  /ORDER=ANALYSIS.

```

Frequencies

Statistics

		I visit social networking every day	I use social networking to watched phonographics vedio	I always visited social networking to download and to play games	I use social networking for photo sharing	I go on networking even when teaching is going on	I spend on networking
N	Valid	109	109	109	109	109	
	Missing	0	0	0	0	0	
Mean		2.6422	1.9817	2.6422	2.0734	1.6514	
Std. Deviation		1.25847	1.14651	1.10154	1.09465	1.03079	

Frequency Table

I visit social networking every day

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	31	28.4	28.4	28.4
	occassionally	19	17.4	17.4	45.9
	Often	17	15.6	15.6	61.5
	Very often	42	38.5	38.5	100.0
	Total	109	100.0	100.0	

I use social networking to watched phonographics vedio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	56	51.4	51.4	51.4
	occassionally	15	13.8	13.8	65.1
	Often	22	20.2	20.2	85.3
	Very often	16	14.7	14.7	100.0
	Total	109	100.0	100.0	

I always visited social networking to download and to play games

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	23	21.1	21.1	21.1
	occassionally	23	21.1	21.1	42.2
	Often	33	30.3	30.3	72.5
	Very often	30	27.5	27.5	100.0
	Total	109	100.0	100.0	

I use social networking for photo sharing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	47	43.1	43.1	43.1
	Occasionally	21	19.3	19.3	62.4
	Often	27	24.8	24.8	87.2
	Very often	14	12.8	12.8	100.0
	Total	109	100.0	100.0	

I go on networking even when teaching is going on

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	72	66.1	66.1	66.1
	Occasionally	14	12.8	12.8	78.9
	Often	12	11.0	11.0	89.9
	Very often	11	10.1	10.1	100.0
	Total	109	100.0	100.0	

I spend 1-4 hours on social networking in a day

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	55	50.5	50.5	50.5
	Occasionally	18	16.5	16.5	67.0
	Often	19	17.4	17.4	84.4
	Very often	17	15.6	15.6	100.0
	Total	109	100.0	100.0	

I use social networking to read and listen to the latest news

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	32	29.4	29.4	29.4
	Occasionally	24	22.0	22.0	51.4
	Often	29	26.6	26.6	78.0
	Very often	24	22.0	22.0	100.0
	Total	109	100.0	100.0	

I use social networking during school hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	63	57.8	57.8	57.8
	occasionally	20	18.3	18.3	76.1
	Often	13	11.9	11.9	88.1
	Very often	13	11.9	11.9	100.0
	Total	109	100.0	100.0	

I use social networking after school hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	30	27.5	27.5	27.5
	occasionally	29	26.6	26.6	54.1
	Often	26	23.9	23.9	78.0
	Very often	24	22.0	22.0	100.0
	Total	109	100.0	100.0	

I visit social networking only one week

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	41	37.6	37.6	37.6
	Occasionally	21	19.3	19.3	56.9
	Often	22	20.2	20.2	77.1
	Very often	25	22.9	22.9	100.0
	Total	109	100.0	100.0	

```
FREQUENCIES VARIABLES=v11 v12 v13 v14 v15 v16 v17 v18 v19 v20
/STATISTICS=STDDEV MEAN
/ORDER=ANALYSIS.
```

Frequencies

		Statistics					
		I use social networking for downloading and playing music	I visit social network only one once a week	I spend a lot of time char	I use social network to find new friends	I have 2-4 social network accounts	I u network ass
N	Valid	109	109	109	109	109	
	Missing	0	0	0	0	0	
	Mean	2.5138	2.0917	2.5138	2.3670	2.3119	
	Std. Deviation	1.19888	1.16699	1.22938	1.19149	1.21486	

Frequency Table

I use social networking for downloading and playing music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	30	27.5	27.5	27.5
	Occasionally	27	24.8	24.8	52.3
	Often	18	16.5	16.5	68.8
	Very often	34	31.2	31.2	100.0
	Total	109	100.0	100.0	

I visit social network only one once a week

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	50	45.9	45.9	45.9
	Occasionally	18	16.5	16.5	62.4
	Often	22	20.2	20.2	82.6
	Very often	19	17.4	17.4	100.0
	Total	109	100.0	100.0	

I spend a lot of time char

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	33	30.3	30.3	30.3
	Occasionally	22	20.2	20.2	50.5

Often	19	17.4	17.4	67.9
Very often	35	32.1	32.1	100.0
Total	109	100.0	100.0	

I use social network to find new friends

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not at all	37	33.9	33.9	33.9
Occasionally	22	20.2	20.2	54.1
Often	23	21.1	21.1	75.2
Very often	27	24.8	24.8	100.0
Total	109	100.0	100.0	

I have 2-4 social network accounts

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not at all	42	38.5	38.5	38.5
Occasionally	17	15.6	15.6	54.1
Often	24	22.0	22.0	76.1
Very often	26	23.9	23.9	100.0
Total	109	100.0	100.0	

I use social network to do my assignment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not at all	15	13.8	13.8	13.8
Occasionally	28	25.7	25.7	39.4
Often	22	20.2	20.2	59.6
Very often	44	40.4	40.4	100.0
Total	109	100.0	100.0	

I find it hard concentrating on studies knowing fully that I can play games on social network

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	51	46.8	46.8	46.8
	occassionally	17	15.6	15.6	62.4
	Often	18	16.5	16.5	78.9
	Very often	23	21.1	21.1	100.0
	Total	109	100.0	100.0	

I visit social networking for time killing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	47	43.1	43.1	43.1
	occassionally	20	18.3	18.3	61.5
	Often	18	16.5	16.5	78.0
	Very often	24	22.0	22.0	100.0
	Total	109	100.0	100.0	

The use of social networking has reduced my concentration on academic work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	44	40.4	40.4	40.4
	occassionally	16	14.7	14.7	55.0
	Often	25	22.9	22.9	78.0
	Very often	24	22.0	22.0	100.0
	Total	109	100.0	100.0	

I do all night on social networking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	51	46.8	46.8	46.8
	occasionally	17	15.6	15.6	62.4
	Often	14	12.8	12.8	75.2
	Very often	27	24.8	24.8	100.0
	Total	109	100.0	100.0	

FREQUENCIES VARIABLES=p1 p2 p3 p4 p5 p6 p7 p8 p9 p10
 /STATISTICS=STDDEV MEAN
 /ORDER=ANALYSIS.

Frequencies

Statistics

		Facebook/WhatsA pps is a good tool to meet new people & make new friends	Facebook/WhatsA pps distracts me from studying or doing school work	Particularly I use facebook/whatsap ps to keep in touch wih my friends	Facebook/WhatsA pp is now my recent most time consuming hobby	Sometimes I go on facebook/whatsap p while in class	facebook p did wou more s schoo
N	Valid	109	109	109	109	109	
	Missing	0	0	0	0	0	
Mean		3.2018	2.6514	2.6239	2.2385	1.7615	
Std. Deviation		.93075	1.10030	1.11213	1.12133	1.00829	

Frequency Table

Facebook/WhatsApps is a good tool to meet new people & make new friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	9.2	9.2	9.2
	D	8	7.3	7.3	16.5
	AG	41	37.6	37.6	54.1
	SA	50	45.9	45.9	100.0
	Total	109	100.0	100.0	

Facebook/WhatsApps distracts me from studying or doing school work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	21	19.3	19.3	19.3
	D	28	25.7	25.7	45.0
	AG	28	25.7	25.7	70.6
	SA	32	29.4	29.4	100.0
	Total	109	100.0	100.0	

Particularly I use facebook/whatsapps to keep in touch wih my friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	23	21.1	21.1	21.1
	D	26	23.9	23.9	45.0
	AG	29	26.6	26.6	71.6
	SA	31	28.4	28.4	100.0
	Total	109	100.0	100.0	

Facebook/WhatsApp is now my recent most time consuming hobby

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	38	34.9	34.9	34.9
	D	27	24.8	24.8	59.6
	AG	24	22.0	22.0	81.7
	SA	20	18.3	18.3	100.0
	Total	109	100.0	100.0	

Sometimes I go on facebook/whatsapp while in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	60	55.0	55.0	55.0
	D	26	23.9	23.9	78.9
	AG	12	11.0	11.0	89.9
	SA	11	10.1	10.1	100.0
	Total	109	100.0	100.0	

If facebook/whatsapp did not exist, I would get a lot more studying and school work done

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	24	22.0	22.0	22.0
	D	24	22.0	22.0	44.0
	AG	26	23.9	23.9	67.9
	SA	35	32.1	32.1	100.0
	Total	109	100.0	100.0	

I use facebook/whatsapp for break during my studying or doing school work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	45	41.3	41.3	41.3
	D	35	32.1	32.1	73.4
	AG	16	14.7	14.7	88.1
	SA	13	11.9	11.9	100.0
	Total	109	100.0	100.0	

The time I spend on facebook/whatsapp takes away from studying or school work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	33	30.3	30.3	30.3
	D	30	27.5	27.5	57.8
	AG	23	21.1	21.1	78.9
	SA	23	21.1	21.1	100.0
	Total	109	100.0	100.0	

Facebook/WhatsApp assists me in studying and doing school work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	37	33.9	33.9	33.9
	D	21	19.3	19.3	53.2
	AG	27	24.8	24.8	78.0
	SA	24	22.0	22.0	100.0
	Total	109	100.0	100.0	

I am able to control my use of facebook/whatsapp so that it does not interfere with my studying and doing school work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	21	19.3	19.3	19.3
	D	9	8.3	8.3	27.5
	AG	30	27.5	27.5	55.0
	SA	49	45.0	45.0	100.0
	Total	109	100.0	100.0	

```
USE ALL.
COMPUTE filter_$=(which = 2).
VARIABLE LABELS filter_$ 'which = 2 (FILTER)'.

```

```

VALUE LABELS filter_$ 0 'Not Selected' 1 'Selected'.
FORMATS filter_$ (f1.0).
FILTER BY filter_$.
EXECUTE.
FREQUENCIES VARIABLES=v1 v2 v3 v4 v5 v6 v7 v8 v9 v10
  /STATISTICS=STDDEV MEAN
  /ORDER=ANALYSIS.

```

Frequencies

		Statistics					
		I visit social networking every day	I use social networking to watched phonographics vedio	I always visited social networking to download and to play games	I use social networking for photo sharing	I go on networking even when teaching is going on	I spend on networking
N	Valid	74	74	74	74	74	
	Missing	0	0	0	0	0	
	Mean	2.5811	1.7162	2.6081	2.1216	1.8243	
	Std. Deviation	1.24973	1.10442	1.12039	1.12204	1.18620	

Frequency Table

		I visit social networking every day			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	22	29.7	29.7	29.7
	occassionally	13	17.6	17.6	47.3
	Often	13	17.6	17.6	64.9
	Very often	26	35.1	35.1	100.0
	Total	74	100.0	100.0	

I use social networking to watched phonographics vedio

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	47	63.5	63.5	63.5
	occassionally	12	16.2	16.2	79.7
	Often	4	5.4	5.4	85.1
	Very often	11	14.9	14.9	100.0
	Total	74	100.0	100.0	

I always visited social networking to download and to play games

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	17	23.0	23.0	23.0
	occassionally	15	20.3	20.3	43.2
	Often	22	29.7	29.7	73.0
	Very often	20	27.0	27.0	100.0
	Total	74	100.0	100.0	

I use social networking for photo sharing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	29	39.2	39.2	39.2
	occassionally	20	27.0	27.0	66.2
	Often	12	16.2	16.2	82.4
	Very often	13	17.6	17.6	100.0
	Total	74	100.0	100.0	

I go on networking even when teaching is going on

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	46	62.2	62.2	62.2
	occassionally	8	10.8	10.8	73.0
	Often	7	9.5	9.5	82.4
	Very often	13	17.6	17.6	100.0
	Total	74	100.0	100.0	

I spend 1-4 hours on social networking in a day

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	31	41.9	41.9	41.9
	occassionally	26	35.1	35.1	77.0
	Often	9	12.2	12.2	89.2
	Very often	8	10.8	10.8	100.0
	Total	74	100.0	100.0	

I use social networking to read and listen to the letest news

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	18	24.3	24.3	24.3
	occassionally	21	28.4	28.4	52.7
	Often	13	17.6	17.6	70.3
	Very often	22	29.7	29.7	100.0
	Total	74	100.0	100.0	

I use social networking during school hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	42	56.8	56.8	56.8
	occassionally	8	10.8	10.8	67.6
	Often	14	18.9	18.9	86.5
	Very often	10	13.5	13.5	100.0
	Total	74	100.0	100.0	

I use social networking after school hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	21	28.4	28.4	28.4
	occassionally	21	28.4	28.4	56.8
	Often	15	20.3	20.3	77.0
	Very often	17	23.0	23.0	100.0
	Total	74	100.0	100.0	

I visit social networking only one week

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	30	40.5	40.5	40.5
	occassionally	16	21.6	21.6	62.2
	Often	14	18.9	18.9	81.1
	Very often	14	18.9	18.9	100.0
	Total	74	100.0	100.0	

```
FREQUENCIES VARIABLES=v11 v12 v13 v14 v15 v16 v17 v18 v19 v20
/STATISTICS=STDDEV MEAN
/ORDER=ANALYSIS.
```

Frequencies

Statistics

		I use social networking for downloaing and playing music	I visit social network only one once a week	I spend a lot of time char	I use social network to find new friends	I have 2-4 social network accounts	I u network ass
N	Valid	74	74	74	74	74	
	Missing	0	0	0	0	0	
	Mean	2.6351	2.1622	2.4054	2.5811	2.2568	
	Std. Deviation	1.16542	1.12295	1.22663	1.19367	1.26123	

Frequency Table

I use social networking for downloaing and playing music

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	16	21.6	21.6	21.6
	occassionally	20	27.0	27.0	48.6
	Often	13	17.6	17.6	66.2
	Very often	25	33.8	33.8	100.0
	Total	74	100.0	100.0	

I visit social network only one once a week

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	29	39.2	39.2	39.2
	occassionally	16	21.6	21.6	60.8
	Often	17	23.0	23.0	83.8
	Very often	12	16.2	16.2	100.0
	Total	74	100.0	100.0	

I spend a lot of time char

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	26	35.1	35.1	35.1
	occassionally	12	16.2	16.2	51.4
	Often	16	21.6	21.6	73.0
	Very often	20	27.0	27.0	100.0
	Total	74	100.0	100.0	

I use social network to find new friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	18	24.3	24.3	24.3
	occassionally	20	27.0	27.0	51.4
	Often	11	14.9	14.9	66.2
	Very often	25	33.8	33.8	100.0
	Total	74	100.0	100.0	

I have 2-4 social network accounts

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	not at all	32	43.2	43.2	43.2
	occassionally	10	13.5	13.5	56.8
	Often	13	17.6	17.6	74.3
	Very often	19	25.7	25.7	100.0
	Total	74	100.0	100.0	

I use social network to do my assignment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	9	12.2	12.3	12.3
	occassionally	24	32.4	32.9	45.2
	Often	18	24.3	24.7	69.9
	Very often	22	29.7	30.1	100.0
	Total	73	98.6	100.0	
Missing	System	1	1.4		
	Total	74	100.0		

I find it hard concentrating on studies knowing fully that I can play games on social network

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	37	50.0	50.0	50.0
	occassionally	14	18.9	18.9	68.9
	Often	15	20.3	20.3	89.2
	Very often	8	10.8	10.8	100.0
	Total	74	100.0	100.0	

I visit social networking for time killing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	34	45.9	45.9	45.9
	occassionally	14	18.9	18.9	64.9
	Often	14	18.9	18.9	83.8
	Very often	12	16.2	16.2	100.0
	Total	74	100.0	100.0	

The use of social networking has reduced my concentration on academic work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	31	41.9	41.9	41.9
	occassionally	17	23.0	23.0	64.9
	Often	12	16.2	16.2	81.1
	Very often	14	18.9	18.9	100.0
	Total	74	100.0	100.0	

I do all night on social networking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	32	43.2	43.2	43.2
	occassionally	12	16.2	16.2	59.5
	Often	10	13.5	13.5	73.0
	Very often	20	27.0	27.0	100.0
	Total	74	100.0	100.0	

```
FREQUENCIES VARIABLES=p1 p2 p3 p4 p5 p6 p7 p8 p9 p10
/STATISTICS=STDDEV MEAN
/ORDER=ANALYSIS.
```

Frequencies

Statistics

		Facebook/WhatsApp is a good tool to meet new people & make new friends	Facebook/WhatsApp distracts me from studying or doing school work	Particularly I use facebook/whatsapp to keep in touch with my friends	Facebook/WhatsApp is now my recent most time consuming hobby	Sometimes I go on facebook/whatsapp while in class	facebook/whatsapp did/would do more school work
N	Valid	74	74	74	74	74	
	Missing	0	0	0	0	0	
Mean		3.1351	2.5676	2.8243	2.2027	2.0811	
Std. Deviation		1.01123	1.11135	1.02514	1.05959	1.25793	

Frequency Table

Facebook/WhatsApps is a good tool to meet new people & make new friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	9	12.2	12.2	12.2
	D	6	8.1	8.1	20.3
	AG	25	33.8	33.8	54.1
	SA	34	45.9	45.9	100.0
	Total	74	100.0	100.0	

Facebook/WhatsApps distracts me from studying or doing school work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	18	24.3	24.3	24.3
	D	14	18.9	18.9	43.2
	AG	24	32.4	32.4	75.7
	SA	18	24.3	24.3	100.0
	Total	74	100.0	100.0	

Particularly I use facebook/whatsapps to keep in touch wih my friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	10	13.5	13.5	13.5
	D	16	21.6	21.6	35.1
	AG	25	33.8	33.8	68.9
	SA	23	31.1	31.1	100.0
	Total	74	100.0	100.0	

Facebook/WhatsApp is now my recent most time consuming hobby

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	24	32.4	32.4	32.4
	D	22	29.7	29.7	62.2
	AG	17	23.0	23.0	85.1
	SA	11	14.9	14.9	100.0
	Total	74	100.0	100.0	

Sometimes I go on facebook/whatsapp while in class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	38	51.4	51.4	51.4
	D	9	12.2	12.2	63.5
	AG	10	13.5	13.5	77.0
	SA	17	23.0	23.0	100.0
	Total	74	100.0	100.0	

If facebook/whatsapp did not exist, I would get a lot more studying and school work done

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	14	18.9	18.9	18.9
	D	17	23.0	23.0	41.9
	AG	18	24.3	24.3	66.2
	SA	25	33.8	33.8	100.0
	Total	74	100.0	100.0	

I use facebook/whatsapp for break during my studying or doing school work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	27	36.5	36.5	36.5
	D	18	24.3	24.3	60.8
	AG	16	21.6	21.6	82.4
	SA	13	17.6	17.6	100.0
	Total	74	100.0	100.0	

The time I spend on facebook/whatsapp takes away from studying or school work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	30	40.5	40.5	40.5
	D	8	10.8	10.8	51.4
	AG	15	20.3	20.3	71.6
	SA	21	28.4	28.4	100.0
	Total	74	100.0	100.0	

Facebook/WhatsApp assists me in studying and doing school work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	19	25.7	25.7	25.7
	D	19	25.7	25.7	51.4
	AG	19	25.7	25.7	77.0
	SA	17	23.0	23.0	100.0
	Total	74	100.0	100.0	

I am able to control my use of facebook/whatsapp so that it does not interfere with my studying and doing school work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	8	10.8	10.8	10.8
	D	13	17.6	17.6	28.4
	AG	16	21.6	21.6	50.0
	SA	37	50.0	50.0	100.0
	Total	74	100.0	100.0	