

**STUDENTS AS DIGITAL NATIVES: THE EFFECT OF NEW MEDIA
ON THE STUDY CULTURE OF A.B.U. FACULTY OF ARTS
STUDENTS (2011-2012 SESSION)**

By

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MA/ARTS/14286/2010-2011**

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

MAY, 2014

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**BEING A THESIS SUBMITTED TO THE POSTGRADUATE SCHOOL, AHMADU
BELLO UNIVERSITY, ZARIA IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF A MASTER OF ARTS DEGREE (MA) IN
DEVELOPMENT COMMUNICATION**

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

MAY, 2014

DECLARATION

I, Ette, Faith Idongesit hereby declare that this thesis entitled “Students as Digital Natives: The effect of New Media on the Study Culture of A.B.U. Faculty of Arts Students (2011-2012 session)” has been written by me and it is a record of my research work. It has not been submitted in any previous application for a higher degree. All quotations are indicated and the sources of information are suitably acknowledged by means of references.

Name of student

Signature

Date

CERTIFICATION

This is to certify that this thesis titled, “Students as Digital Natives: The Effect of New Media on the Study Culture of A.B.U. Faculty of Arts Students (2011-2012 Session) written by Ette Faith Idongesit MA/ARTS/14286/2010-2011 meets the regulations governing the award of the degree of Masters of Arts in Development Communication, from the Department of Theatre and Performing Arts, Faculty of Arts, Ahmadu Bello University, Zaria and it is approved for its contribution to knowledge.

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DEDICATION

This work is dedicated to God for being my pillar, my dad for solely believing in me and to Professor Jenkeri Z. Okwori for being my source of inspiration.

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I am forever grateful to the almighty God for equipping me with everything I needed for this phase of my life to be successful.

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ABSTRACT

The trending of New Media technologies which embodies interactivity, collaboration, and information sharing is eminent in our society. Students are active participants of these technologies in utilizing them for academic as well as social purposes. This study analyses the effect of New Media especially on the study culture of A.B.U. Faculty of Arts Students (2011-2012 Session) through mobile devices, modems, wired and wireless connections provided in various faculties, bookshop, libraries, hostels by the university and other sources which students gain access to the Internet. The findings from the study indicates that the 15-30 age range students who are the 'born digitals', are utilizing the Internet more for chatting, networking, relaxing which are all fun related than for study while the 31-40 age range students who are 'being digital' utilise the Internet for getting information, know what is happening around the world and less of social networking sites. However, this research advocates for Arts students tilting towards positive usage of channeling the Internet more into their studies and less for pleasure. Also, students should be at the helm of affairs of these technologies and not allow these new forms of media to control them.

Chapter Breakdown

Chapter One

This chapter outlines the introductory part of the study that deals with interrogating the thesis title, Students as Digital Natives: The Effect of New Media on the Study Culture of A.B.U. Faculty of Arts Students particularly during the 2011-2012 session. It indicates the problem statement in which the study sought to address and the parameters it will use in attaining that in form of aim and objectives. The scope of the research is limited to just Faculty of Arts and the study is duly justified in why, what and how new media can influence the study culture of Faculty of Arts students.

Chapter Two

It reviews related and relevant literature in the field of new media. It explores the evolution of media and the present media in vogue which is the web 2.0 technologies. The two theories underpinning this work is Technological Determinism and Uses and Gratifications. The two theories were used to interrogate the web 2.0 technologies and the possible effect of its utilization on students.

Chapter Three

It deals with the methodological approach, the quantitative and qualitative research methods were used in determining the effect of new media on the study culture of Arts students. 15% representing the entire population was used in drawing inferences for the study. The research instruments used in carrying out the research was the open and closed questionnaire format, unstructured interview and complete participant observer.

Chapter Four

It constitutes the presentation and analysis of data collected through the administration of questionnaire, participant observation of the researcher and the conduct of an indepth interview which is used in discussing the findings of the study. The data collated was coded using the Statistical Package of Social Sciences (SPSS) software, it was interpreted and analysed using descriptive tools in form of tables, bar and pie charts. The data analysis was designed in such a way that every questioned is analysed based on percentages and their equivalent percentages in addressing the objectives of the study.

Chapter Five

This chapter gives a synopsis of the each chapter and it sums up the work based on the findings gotten that Arts students patronize the Internet more for fun than studying. The weaknesses of the study is outlined and the necessary commendations are given to help Arts students inculcate new media more into their studies and less for the web 2.0 technologies.

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CHAPTER ONE

INTRODUCTION

1.0 Background to the Study

With the revolution of media to digital media there are changes amongst members of the society especially youths of today who are usually tagged “digital natives”. The term has become a placeholder for those born after the 1980s, who are witnessing the transformation of computer technologies and their ability to integrate these technologies into their lives thus qualifies them to be natives of these technologies. However, these digital technologies are usually associated with Internet, websites, computer, multimedia, computer games, CD ROMs and DVDs and other new applications such as ‘Whatsapp’, ‘2go’, ‘BBM’.

With the new media in vogue, technology industries are utilizing the opportunity to produce innovative devices such as laptops, notebooks, Ipad and even smart phones with highly digitalized and diversified functions. These smart phones are blackberry, iPhone, Android, Nokia, Samsung, Techno products flood the market and digital natives, immigrants form the bulk of consumers of these products. It is trendy especially in its reconverged and recombined form usually in the handheld systems synonymous with dressing which is evident in hand clutching devices (phones, Ipad), hearing in form of music (earpiece devices). These all contribute in forming identities associated with purchase and ownership of trendy devices.

Basically, new media technologies are breaking boundaries in communication and it offers a wide range of activities in which users can indulge in. It is dynamic and flexible in nature which makes it able to produce and reproduce content faster and more

efficiently than the conventional media although it has its own lapses. Notwithstanding, it is compressible; large files are easily converted into smaller units of contents e.g. Gigabytes-Megabytes-Kilobytes and installed into devices according to its capacity whereby dictionary, bible, games are converted into mobile devices, flash. It is also networkable; transcending geographical location in terms of information passing through emails, instant messaging, multimedia messages, and blogs. It is highly interactive; this is the function that is highly utilized by students and as such virtual communities are formed where individuals from different race/ continent/ from all works of life share information about themselves without necessarily knowing themselves before and it is done by the social media sites such as 'Facebook', 'Twitter', 'Skype', '2go', 'my space', which acts as a platform for youths to express themselves and make new friends easily.

It is also easily manipulated in positive form through the convergence of media forms and in negative form through deviant ways whereby individuals break into codes to gain access to secret information as evident in 'yahoo yahoo' fraudulent practice of hacking into institutions/ individuals bank account, delve into country's secret information as evident in 'wikileaks' revelations. It is also dense; it is compatible and smaller than the traditional media that is usually big and it still performs a lot of functions through applications embedded in it. These numerous functions and applications embedded in these devices thus make it attractive to digital natives especially in social networking and text messaging. As rightly observed by Shah and Jansen (2011:13):

For many digital natives, the social network works as a safety net-they might never use their social networks in order to mobilize crowds for change, but it is the first platforms of expression. They are familiar with the potentials of the network, as they organize their social life using these platforms.

These serve as a platform for youths to be heard by offering and contributing their own content rather than being just receivers of all sorts of content.

However, before the popularity of digital media in Nigeria especially in the Ahmadu Bello University community, the study culture of A.B.U students was highly influenced by the Kashim Ibrahim Library (KIL) and other departmental libraries. Hence, the advent of computer usage and the upgrade to wireless connections in the school and the ownership of mobile technologies with Internet access amongst students from the '2000s' heralds the digital age and thus forms the cadre of a new set of citizens known as digital natives for whom technology has become part and parcel of their lives, defining their social and intellectual development unlike their predecessors who basked in the era of analogue technologies. With the influx of new media there are bound to be changes in the society and hence the university is not left out. The university is a fertile ground for the utilization of digital media because it is an institution that thrives on information and communication which is vital to the growth of any society.

The trend of wide range usage of new media provides for opportunities and also as a source of distraction and diversion. This proves that technology can be double edged. Baran (2002:83), explains why technology is a double edge sword thus;

Its power for -good and for bad- resides in us. The same aviation technology that we use to visit relatives halfway around the world can be used to deliver bombs to our cities and theirs. The same communication technologies used to create a truly global village can be used to dehumanize and standardize the people who live in it.

And as the US gun lobby posits; "gun don't kill, people do", so it is what we make of ICT that matters. This also applies to students who through the use of new media can boost their academic work through conducting researches by getting information/

materials from E-library, Google, Ask, Answer and it can also serve as a nuisance because students no longer pay attention rather they prefer shortcuts in achieving academic excellence, through getting prototype answers from Internet, credit cards sent to mercenaries to provide answers for them all of which constitute an act of cheating in examinations that are meant to test the students knowledge. In examination halls the trend continues save the re-vigilance of invigilators as attested by the number of students caught with hand- held devices during some examinations. Chatting and pinging while the lectures are ongoing, downloading and exchanging of pornographic pictures and videos amongst students, earpiece always plugged in their ears listening to music compound the problem to the study culture posed by new media. All these definitely have significant effects or consequences on the quality of students.

Therefore, this study explores how new media influences the study culture of Ahmadu Bello University students in the Faculty of Arts through hand-held devices, modems, wired and wireless connections provided in various faculties, library and hostels by the university and other sources which students gain access to the internet.

1.1 Project Description

This research work focuses on students in the Faculty of Arts, Ahmadu Bello University, Zaria using the 2011/ 2012 academic session as case study. The Faculty of Arts consists of seven departments namely Nigerian Languages and Culture, Arabic, Archaeology, History, English and Literary Studies, French and Theatre and Performing Arts. Arts students were known for studying in various departmental libraries and Kashim Ibrahim Library (KIL), the classrooms consisting of room 66, 67, 68, 70, 86, 87

and 88 were actively used for studying after the departments library must have closed. The study culture of Arts students took a new form with the innovation in digital technologies and provision of wired/wireless connection by the university in hostels, library, bookshop, and faculty especially in classroom 86, 87 and 88.

The boom in Information and Communication Technologies (ICT) and information heralded by new media remains a goldmine that facilitates learning and knowledge acquisition. If properly utilized, it boosts study culture by providing avenues for accessing necessary source materials unavailable in the university libraries. It makes research and reading easier and should inherently boost academic performance especially with the wired and wireless connection provided in most faculties, hostels and around the university community; so much so that a parlance has emerged: ‘when in doubt Google’. Just as much as it provides a good measure of source material for studies, it provides even a greater measure of distraction and misuse. The impact of new media is profound in almost every society it envelops. Therefore, a critical analysis of its impact on the study culture of Faculty of Arts students is necessary.

1.2 Statement of the Research Problem

New media is gaining popularity in almost every cadre of the Nigerian society every day. It is a powerful medium and an effective tool in bringing about change in various organizations, communities, institutions and ABU students are not left out in partaking in the use of it especially as more students are now using smart phones, laptops, notebooks, and other digitalized media with internet access to acquire information.

However, with the hype of social networks among ABU students, there are changes in the way students speak and even write because in chatting and pinging, they have found a new way of communicating faster which brings about replacing words into short codes whereby users adapt into and unconsciously utilize such codes and slangs into everyday usage including their academic writing and thinking. In other words, students that do not partake in these social networks feel left out because they are not able to communicate in the trending language and thus are considered archaic, dull, 'slackers', by other students who can.

Furthermore, the new media is a double edged sword acting as both a virtue and a vice. As a virtue, students utilize the media in information sourcing, reading of new and current materials on various subjects, advance their use of language and pronunciations, etc and as a vice, most students patronize the social media more, such as 'Facebook', 'Twitter', '2go', 'Skype', 'Whatsapp', for amorous relationship building to communicate with friends and meet new people all over the world. Some students are so addicted to these networks that they chat on 'Facebook', '2go', 'BBM', while lectures are ongoing, some could possibly go to the extent of using these media to cheat in examinations. The main problem is that the negative is gradually overwhelming the positive.

1.3 Aim of the Study

The aim of this study is to analyze the effect of new media on the study culture of Ahmadu Bello university students in the Faculty of Arts. The objectives are as follows:

1.4 Objectives of the Study

- To explore the nature of the study culture of students of Faculty of Arts, A.B.U.
- To determine the effect of new media on the students of Faculty of Arts, particularly during the 2011/12 session.
- To suggest ways in which negative study culture if any can be mitigated in the era of new media?

1.5 Scope of the Study

This research deals with students as digital natives and the effect of new media on the study culture of ABU Faculty of Arts students 2011/12 session. Thus, the scope of the work will be basically limited to just Faculty of Arts students and as such inferences will be drawn from the 2011/12 session of the academic calendar of undergraduate students. The reason for this choice is to provide an intensive and close study of small unit that can be studied in depth and for a more nuanced analysis which will be impossible with large study populations. The internal factors constituting this study are; time constraint which will be as a result of the research being based on the 2011/12 academic session. Thus time poses a challenge. Money and resources are also contributing factors for the study and it is therefore necessary to collect data from only the subset of the population. In essence, samples are therefore used as a representation of the population. Also, respondent answers form the basis of the study because it is a research about them and inferences will thus be drawn from their opinions, perceptions, behavioural patterns, choices, etc.

The external factors will constitute factors that are beyond my control. Foremost, is my inability to fully monitor students utilization of digital technologies during examinations and secondly, there is a limit to observant participation method in the collection of data of the case study because some answers to research questions may not be straight forward as they might feel it could be used against them in terms of enforcing disciplinary actions hence answers may be manipulated.

1.6 Justification of the Study

New media has provided a platform for all to partake in expressing oneself freely. Digital natives are seizing the opportunity to utilize digitalized technologies in their everyday communication by sourcing and passing across information through the Internet. With the provision of wireless connection in the university, build e-learning programs and ease the stress of academic workload. The provision of wired and wireless connection in the university community such as classrooms, hostels, faculties, library, and bookshop, students gain access and it could aid in improving the study culture of A.B.U students, improve student readership with students utilizing E-library, Google, and other search engines can help boost their knowledge bank especially with unlimited access to the Internet where recent books, articles, journals are available for perusing.

With mobile technologies going a step further in providing Internet applications and with students being active participants, there are bound to be changes in the area of networking which is the norm for many students these days. The social networking sites such as 'Facebook', 'twitter', '2go', 'Skype', 'whatsapp' etc. and the 'razz mataz' that go with it is becoming a cause for concern because of the numerous atrocities that is being

committed through these networks such as the case of Cynthia Osokogu who was lured by her 'facebook' friends to Lagos where she was drugged, raped, robbed and finally killed; the opening of fake 'facebook' account for the chief of defence staff before a disclaimer was issued, hacking of individuals' account are just a few and not forgetting the gradual addiction of students to these social networks. The buzz and beep sounds as chat messages, text messages enter these devices make students restless and distracted even to the extent of student chatting during lectures.

These digital technologies are now part of students' everyday companion, following them from the time they wake up till they go back to bed because it is always within their range, under the pillow, by the bedside, on the table while they are eating or even holding it and eating, inside their bags, while attending classes, even while conversations is going on with their friends they still fiddle with phones and chat while at the same time contributing to the gist. The thought of their battery being low causes panic because they would not be able to communicate, makes they plug and charge it whatsoever chance they get. (Flor, 2011:41-45).

1.7 Key Terms

New Media: It is the emergent media which embodies web 2.0 technologies which is digital in nature. It enables immediate feedback, networking and interactivity.

Study Culture: It connotes the way and manner in which students' study. In essence, the study habits of students.

Digital Natives: They are those whom technology has become part and parcel of their lives and their ability to utilize these technologies in their environment thus qualifies them to be natives of these technologies.

Digital Immigrants: Those who are adapting to the present changing technological environment.

Digital outcast: Those who are slow or unable to adapt to the changing technological environment for one reason or the other.

Social Media: These are platforms that engender interconnectedness and interactivity amongst various individuals. It is a networking site where people make new friends and reconnect with old friends. It is basically used for pleasure and relaxation purposes. These social sites are 'Facebook', 'Whatsapp', '2go', 'Instagram', 'Badoo'.

Virtual Community: This is an online community formed by individuals with like interests and goals.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews the relevant literature to the topic. It discusses various opinions canvassed by scholars and opinion writers on the phenomenon of New Media. The review deals with the etymology of various terms in New Media including the contestations around belonging and effect on ‘Digital Natives’.

The term digital native is a contested terrain and various scholars have their notions of who a digital native is. They are usually considered young and proficient in the use of digital technologies. Also individuals that utilize these technologies are also tagged as Generation y, strawberry generation, born digital, wired generation, mobile maniacs, techno-tots (Stanat 2005, Shah 2009, Gasser and Palfrey 2008, Kot 2009, Sweeny 2009, Turkle 1998). Cited in Shah (2010:13). As such the rise of the digital natives comes with a lot of contentions of what or who truly a digital native is. Shah (2010:21) defines a digital native as “... not perhaps just a user of digital technologies, but a person who has realized the possibilities and potentials of digital technologies in his/her environments”. (Shah, 2010: 65) advances thus;

Digital natives can be someone ‘borne into’ the age where information is accessible and where lifestyle, routine, education and careers are coupled with digital devices. It doesn’t mean that everything they do is digital but the possibilities of what they can do are highly influenced by the use of technology as their primary means of communication, learning and recreation.

Digital natives are thereby categorized by various characteristics associated with their various uses of digitalized technologies. These digital natives defined in the scope of their

natural behaviour and or response in the technological environment that is ever growing in today's world is enlisted thus.

- Digital Dinosaurs: They were the founders who were responsible for the production and construction of digital spaces and tools. Shah and Jansen (2011:15) attest that, they are even more native to the digital and internet technologies.
- Digital Immigrants: Those who are adapting to the present changing technological environment.
- Digital Pioneers: Those who are directly responsible for the general information and implication of digitalized technologies.
- Digital Outcasts: Those who are slow or are unable to adapt to the changing technological environment for one reason or another. (Shah 2010: 56).

The need for digital natives to move from just being those born after the 1980s who are vast in computer usage (born digital) to those who are utilizing these technology in their environment (being digital) is recounted in shah's work. The reason for the promotion of this cause is to engender positive usage of this technology by these natives to impact not just on their lives but also in the environment they are found. Digital natives' untold openness and exposure on these various platforms is becoming a cause for concern because of the ability to disclose all sorts of information about themselves which could endanger their lives. The information once put on line cannot be retrieved or cancelled but it is being saved on these platforms and leaving a trail of themselves without being sometimes aware. The terminology associated with the disclosure of information which helps build a particular perception about the user is known as digital identity and dossier.

Digital Identity is comprised of all those data elements that are disclosed online to third parties whether it be by choice or not. Such information comes up when someone googles the users name, it's definitely part of her digital identity. If the information is associated with the user's name in a social environment like 'Facebook', 'My space', 'Studviz', 'Cy world/ world of warcraft' even if it not available to everyone on the web. It is also part of the digital identity. (Palfrey and Gasser, 2008:40).

Furthermore, location based social networks allow members to share their location through GPS, Bluetooth, email or text messaging. The member of the network may also add comments about restaurants, allow friends to know where you are going, share information, or find friends that are blocks away or even in the café across the road. (Zahariadias *et al*, 2010:17). Positive usage results in helping security agencies to pull necessary information on a criminal by tracing his online record gotten from his identity and dossier; it is also used in conducting researches. Negative usage results in cyber bullying, loss of privacy, identity theft, job loss or even loss of job opportunity about something you posted or someone else posted that is pulled from the web by potential employers/contractors/employers. This is supported by Synder *et al* (2006) who noted that; "Information posted in an social networking sites can be used outside of the context with strong negative consequences, including loss of jobs, revoked visas, imprisonment, and tarnished reputations".

The identity of the user is spearheaded by the social networking sites. For instance, 'Facebook' uses one's name and photograph, their authenticity can be crucial in creating trust. Other platforms such as; "My space", "Last.fm", and many other such sites do not care in the least what name one chooses. It is unusual to see a real name and avatar

pictures rarely depict the users. 'Facebook' recognizing authenticity is flawed, resulting in multiple profiles bearing the names of celebrities, businesses, or websites. Baym (2011:309). The anonymity found in these social networking sites gives room for 'flaming' behaviours, deception, mistrust, theft. Some users under the guise of the anonymity commit heinous crimes, disrespect other users and exhibit negative behavior which they would not do in real life stance.

Digital Dossier is a 'superset'. It is all the personally identifying information associated with the user's name, whether the information is accessible or not, and whether it is disclosed to third parties or not. Examples include: social security records, tax returns, marriage certificates, recorded deeds, traffic violations, medical record, and birth certificate. Palfrey and Gasser (2008:40-41). The dossier carries important information concerning the life of an individual(s).

The research focused more on digital immigrants and digital outcast because students in Faculty of Arts are presently adapting to the present changing technological environment though for some others it will take them more time to adapt. Consequently, the understanding of digital natives is not complete without an insight to these digital media which they utilize and have come to be defined by. A general overview of the evolution of media, its definition and the perspective from which the study is looked at is thus explored.

Before written communication existed, oral cultures were the norm whereby prevalence was given to face- to- face/ interpersonal communication, which helped define the culture, structure and operation of the society. Communities were closely knit and knowledge, skills, customs, traditions were orally passed. Hence, control over

communication was not a problem, but when it is, social sanctions were utilized. However, long distance trade among communities and different countries gave birth to a new form of writing. Hence, alphabets were developed in various continents around the world. Egypt utilized picture based alphabets known as hieroglyphics, Sumeria and Urban China used Cuniform. The medium employed was clay tablets while Egypt, Greeks, Romans employed the papyrus. Around the 100 B.C, the Romans began using parchment and in A.D 105, Chinese bureaucrat Ts'aiLun brought about the use of paper. This technology made its way to Europe through various trade routes some 600 years later. (Baran, 2002:39-40)

Alphabets gave birth to literacy and thus changes in writing resulted to meaning and language becoming more uniform. Communication broke barriers over long distances and long periods of time. Reading and writing encouraged robust debate, political exchange, which fostered democracy. There were still flaws in communication because only a few could read and write. The advent of the printing press would improve communication which fostered the ability of individuals in the society to communicate with each other. The invention of the printing press attributed to Johannes Gutenberg who in 1446 made writing popular. It heralded literacy and education and the need to read became paramount for people at all levels of the society. This brought about the improvement in interaction amongst people and their ideas and as more material were published, knowledge increased with variety of ideas presented to people who were freer to read what they wanted when they wanted. (Baran, 2002: 41-42).

Furthermore, the industrial revolution promoted the print media giving rise to a class that were able to afford entertainment and information with their salary. By the end

of the 19th century, the ground was being laid for a mass audience with the means to reach it been readily available. Consequently, the industrial revolution led to the advent of modern communication technologies. Baran (2002:45) noted that,

The printing press brought about newspapers and magazines, but it was technological and social changes that triggered industrialization in the US society. In the 19th and 20th century, Motion pictures and radio were developing alongside magazines and newspapers. These media helped unify a growing multiethnic country; created and nourished the U.S middle class; giving rise to a U.S consumer economy.

The era of television came with a bang and its diffusion into US homes was phenomenal. It became a true medium in 1960 and was central to the transformation of the United States into a true consumer economy after World War II. (Baran, 2002:47). The World War II was instrumental in changing the face of communication in terms of the production of computer technology which is usually tagged as new media. The focus of communication changed from telephony and broadcasting to radar control, fire control, and military control. Thus, the focus of long distance communication which was transmitted into wave forms changed to transmission of data because computers were eventually becoming the new receiving terminal. (Aftab *et al*, 2001:11).

Although, the history of computer is traced back to Charles Babbage, where he had plans to build a steam-driven computer and in the mid-1880s, his plans were actualized with the aid of a mathematician lady Ada Byron Lovelace. He constructed a computer that could conduct algebraic computations using stored memory and punch cards for input and output. His innovation paved way for others to emulate. For over 100 years many attempts were made but Colossus, developed by the British to break the Germans secret codes during World War II, was the first electronic digital computer.

Others were ENIAC (Electronic Numeric Integrator and Calculator) which introduced the first 'full service' electronic computer. It hardly resembled the computers of today. It was 18 feet tall, 80 feet long, and weighing 60,000 pounds, it was composed of 17,500 vacuum tubes and 500 miles of electrical wire. It was later sold in 1950 when the founders (Mauchly and Eckert) left to form their own computer company. They later developed UNIAC (Universal Automatic Computer) at Remington and it became the first successful commercial computer. (Baran, 2002:68).

By 1957, the Soviet Union launched Sputnik, Earth's first human-constructed satellite which because of the 'cold war' made the US feel threatened and made them to establish the Advanced Research Projects Agency (ARPA) and in 1962 as part of its plans, US initiated the use of computers in national defense. The military thought a decentralized communication network was necessary for counterattack in case bombing occurred. Baran of the Rand Corporation was put in charge of the plans and using Honey computers at Stanford University, UCLA, the University of Santa Barbara, and the University of Utah, the switching network, called ARPANET, went online and became fully operational and reliable within one year. Other developments followed. In 1974 Roy Tomlinson, an engineer created the first e-mail program. In 1979, Steve Bellovin created USENET and IBM created BITNET. By this time the internet society was chartered and the worldwide web was linking individual personal computer users to the internet (Baran: Ticker, 2009).

Subsequently, the mainframe and minicomputers of the IBM's and other companies evolved into personal or microcomputers (PCs). This opened the net to anyone, anywhere. The leaders of the PC revolution were Bill Gates, Steve Jobs and

Stephen Wozniak. Gates dropped out of Harvard University and with his friend Paul Allen founded Microsoft Corporation in 1975 licensing their operating system, which made utilizing the computer easy. In 1977, Jobs and Wozniak, also college drop outs, created apple 2, designed for personal rather than business use made it immediately and hugely successful especially in its development of multimedia capabilities- advanced sound and image applications. (Baran, 2002:70-71).

The era of 90s and especially the 2000s was tagged digital revolution because of emerging technological advancement in all sorts of gadgets that were portable and mobile and thereby convenient for its users to carry it anywhere and utilize it everywhere. Lievrouw and Livingstone (2006:252), analyses the evolution of new media as thus:

starting with early experiments in teleconferencing (audio and video) conferencing in the 1970s, and continuing with proprietary computer- mediated communication systems in the 1980s, the rise of the internet and the web as open communication networks in the 1990s, and the ubiquitous, pervasive and mobile communication environment that ushers us into the 21st century.

The evolving trend in new media from the 70s till date leaves an indelible mark on the society. The growth and dynamic nature of new media outlets leads to convergence in both media forms. The divergence of the traditional media from the new media lies in its functions and utilizations by diverse users. As summed in The Lievrouw and Livingstone (2006:10),

The prominent difference between new media and earlier mass media channels is its interactivity which allows its users to attain information from various sources and interactions with other people. The prompt response and social presence made possible through new media creates a unique experience that was not possible via earlier mass media channels.

In essence, new media provides the platform for its users to interact and access information conveniently than earlier mass media channels.

The advent of a wide range of new communications technologies results in an information society or information age also described as knowledge society (Drucker, 1994), a network society (Change, 1995), the third wave civilization (Toffler, 1995), the intelligent state (Connors, 1993), the infomedia age (Koelsch, 1995), cyberspace (Time, special issue, 1995) and cybersociety (Jones, 1995). (Marien, 2006:41). This denotes changes the society is tagged with as media evolves thereby influencing society. It is also referred to as the 'second media age' which heralds the emergence of global interactive technologies, exemplified by the Internet is believed to have drastically transformed the nature and scope of communication mediums. (Holmes 2005:4).

The New Media Theory Reader gives a synopsis of the evolution of new media and explains it thus:

...just as the printing press in the 14th century and the photography in the 19th century had a revolutionary impact on the development of modern society and culture to computer mediated forms of production, distribution and communication. This new revolution is arguably more profound than the previous ones, and we are beginning to register its initial effects. Indeed, the introduction of the printing press affected only one type of cultural communication-the distribution of media. Similarly, the introduction of photography affected only one type of cultural communication- still images. In contrast, the computer media revolution affects all stages of communication, including acquisition, manipulation, storage and distribution. (Manovich, 2006:5)

Thus, transformations in media create a new set of possibility which this media can operate such as: storing, synthesizing and ability to manipulate different forms of media.

This new media embodies traditional forms of media such as images, sounds, text, and it does this through convergence. This leads to what new media really is.

According to Lievrouw and Livingstone (2006:64), ‘newness’ is a relative notion with regard to both time and space. What is new today is old tomorrow, and what is new in one cultural context may be unknown or outmoded in another context...’what is new about new media’ was considered by ten leading communications scholar published in a series of essays in the maiden issue of “New Media and Society” in 1999. Although no consensus was achieved, it is interesting to note that much of the newness addressed had to do with transformations in the ways individuals are able to relate to media and to determine the place and functions of these media in their everyday lives. New media, to a large degree, is a socially constructed phenomenon and often deviate substantially from the designers’ original intent.

Mcquail cited in Lievrouw and Livingstone (2006:64) suggest that,

new media generally involve decentralization of channels for the distribution of messages; increase the capacity available for transfer of messages through satellites, cable and computer networks; increase the options available for audience members to become involved in the communication process, often entailing an interactive form of communication; and increase the degree of flexibility for determining the form and content through the digitalization of messages.

The features of the new media highlighted above are what distinguish it from earlier media channels. The new medium is more flexible entailing interactivity, that is, in being a two-way form of communication unlike the traditional form of media that was one-way. According to Lievrouw and Livingstone (2006:29), “Information and communication technologies and their associated contexts incorporate the artefacts/devices that enable and extend our abilities to communicate, the communication activities/practices we

engage in to develop and use these devices and their social arrangements/organizations that form the devices and practices”.

In establishing new media practices, artefacts necessary to foster effective two-way communication is used. The common terms used in the discourses of new media are digital, interactive, hypertextual, virtual, networked, and simulated. The characteristics and developments in new media are:

- Computer-Mediated Communications: email, chat rooms, avatar-based communication forums, voice image transmissions, the World Wide Web, blogs, social networking sites and mobile telephony.
- New ways of distributing and consuming media texts characterized by interactivity and hypertextual formats- the World Wide Web, Compact Disc (CD), Dissociated Vertical Deviation (DVD), podcasts, and the various platforms for computer games.
- Virtual realities: simulated environments and immersive representational spaces.
- A whole range of transformations and dislocations of established media (such as photography, animation, television, journalism, film and cinema). (Lister *et al*, 2009:13).

These examples connote innovation and the growth of the media industry inclusive of this emerging digital/interactive technology embodying the web 2.0 applications. Barr (2000:118) breaks down the different kinds of interaction on the internet into 6 categories namely:

1. One-to-one messaging (such as e-mail)
2. One-to-many messaging (such as listserve)

3. Distributed message databases (such as USENET news group)
4. Real-time communication (such as ‘Internet Relay chat’)
5. Real-time remote computer utilization (such as ‘telnet’) and
6. Remote Information retrieval (such as ‘ftp’, ‘gopher’ and the World Wide Web)

Media development today is the convergence of different media industries and digital technologies to produce multimedia. Fidler (1997). Mass media grows from one way communication to incorporate interactive communication. Interactivity allows feedback to enter the system at every stage of the communication process, from acquiring and processing and storing and distributing. New media technology blurs time and space, geographic and cultural distances, and puts us into a global communication environment. This in turn changes societies, economics, and the audience of mass media. Hogart (1999). New media has more to do with convergence of what is in vogue in terms of the most prominent media in which people communicate and utilize more presently and what was formerly been utilized. In essence, it is a convergence between traditional forms of media and the emergent form of media.

2.1 Web 2.0 Applications and Services

With rapid innovations in information and communication technologies applications of the web, the research puts into cognizance the trendy technologies applications utilized by students since they form the basis of the study and how these applications directly or indirectly affect their study culture. Thus, the web 2.0 application which is a build on web 1.0 is explored. Web 2.0 services are a number of web-based services and applications that demonstrate the foundations of the web 2.0 concept; they

are already being used to a certain extent in education. These are not already made technologies as such, but services (or user processes) built using the building blocks of the technologies and open standards that underpin the internet and the web. These include blogs, wikis, and multimedia sharing services, content syndication, pod casting and content tagging services. Anderson (2007:13).

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

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

The web 2.0 applications enhances the ground up approach rather than the rigid top down approach of earlier media systems and web 1.0 although the earlier media helps regulates

and act as gate keepers of information dissemination as well as being producers of content for its audience; the flexibility and easy to use features of the web 2.0 platforms accounts for large usage and patronage. Zimmer 2008 surmises that,

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

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

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

Gane and Beer (2008:80) reiterate thus, “In the world of web 2.0 notions of property and ownership became even harder to define, let alone upload”. The web 2.0 technology promotes ‘wisdom of the crowd’ which is referred to as collective intelligence of its

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

Studies carried out by other researchers on social networking sites shows that the social sites are patronized by students and the various purposes for which they utilize these sites. Boyd and Ellison (2007:210-230) defined social network sites as public web-based services that allow users to develop a personal profile, identify other users/friends with whom they have a connection, read and react to postings made by other users on the site, send and receive messages either privately or publicly, organize social activities. (Tufecki 2008) buttresses this point further that, users can limit themselves on what information they would like to share publicly with others. Some items they may choose to include are: pictures, favourite books and movies, birthday, relationship status, and location. Sponcil

and Gitimu (2013:7) in their findings discovered that college students update 'facebook' page the most (88.5%) and twitter (11.5%). Frequency of use indicated that 57(59.4%) students visited a social networking sites varied. Communication with family and friends was the most popular reason students use social media, with 91.7% of participants indicating this was the reason. Also, 59.4% said they used sites for entertained and 57.3% said they used the sites when they felt bored. Additional reasons reported included planning activities (33.3%), companionship (11.5%) and other reasons such as communicating with people far away (10.4%).

Sheldon (2008) and Quan-Haase (2010) reported that college students visited their social networking sites several times a day, and this shows that the extent of social media sites is frequent. Several views were given as to why college students were utilizing social networking websites. These findings are supported by Sheldon (2008) who found that students use 'facebook' and other websites to pass time, be entertained, and maintain existing relationships with others. It seemed that college students were using social media sites to communicate with others as well as to occupy free time when they were bored.

2.2 Theoretical Framework

Technological Determinism; and Uses and Gratifications theories forms the spine of this research. Computer Mediated Communication (CMC) approach gives an overview and provides insight to understanding new media and the utilization of web 2.0 technologies. Computer Mediated Communication (CMC) which is associated with communication carried out through computer rather than face to face utilizing such services as the email, list serves, usenet groups, chat rooms, in its mode of

communication. Arguments surrounding these theory entails whether it can help improve personal communication or reduce interaction by individuals. (Dietrich, Gear and Ruth, 2002). The CMC perspective overlaps with the second media age perspective but is distinctively concerned with the way in which computer communication extends and mediates face-to-face models of communication. In this perspective, the computer is as much a too as a window onto cyberspace.

CMC is concerned with how individuals try to develop ways of substituting the absence of face-to-face relations on the Internet: for example, by observing netiquette (the idea that cyberspace demands forms of polite protocol one would expect in embodied life), or by growth of emoticons- the symbols used in email denoting facial expressions. (Ang 1996,Ang 1991). This theory embodies three other theories that help explain and understand CMC further. They are Reduced Social cues Approach, Social Presence theory and Social Identity Model of Deindividuation Effects.

Reduced social cues approach provides an insight into CMC and interpersonal interaction. The major difference between CMC and interpersonal communication is an approach called cues filtered out approach and also known as the absence of social context cues because participants cannot see others' facial expressions, gestures, voice intonations, appearance, or physical adornments. The implication of this type of communication is misinterpreting opinions, distrust but studies show that constant communication could rectify this. Studies carried out by Walter and Burgeon on CMC groups over a period of time shows that CMC groups do develop in relationally positive directions, as long as they are allotted sufficient time to mature leading to easy

communication by both parties whereby they can now utilize symbols, verbal shortcuts in communicating. (Walther and Burgoon, 1992:50-81).

Although for some other participants in CMC reverse is the case because people are less concerned about the impression they are making due to the inherent anonymity of the medium and as such it can eliminate a person's anxiety over how he or she will be judged based on his or her opinions, and it leads to a medium in which people feel more free to express themselves and to stand up for their rights. (Spears and Lea, 1994).

Social presence theory is an off shoot of CMC used by CMC researchers to explain how people use the internet to interact. The theory was originally developed by Short, William and Christie in 1976 to explain the effect telecommunications media can have on communication. They however defined social presence as the degree of salience (that is, quality or state of being there) between two communicators using a communication medium. They noted that communication media differ in their degree of social presence and that these differences play an important role in how people interact. Biocca *et al* (2003:456) defined social presence as the "sense of being with one another" whether that other is human or artificial. Gunawardena (1995:151) defined social presence as the degree to which a person is perceived as a 'real person' in mediated communication. Garrison *et al* (2000:94), sees it "as the ability of participants in a community of inquiry to project themselves socially and emotionally, as 'real' people (that is, their full personality), though the medium of communication being used. Tu and Isaac (2002:140) defined social presence as "the degree of feeling, perception, and reaction of being connected by CMC to another intellectual entity through a text based encounter"

From Short, William and Christie 1976 research on social presence, they deduced that communication media differ in their degree of social presence and that these differences play an important role in how people interact. From their perspective, people perceive some media as having a higher degree of social presence (example video) and other media as having a lower degree of social presence (example audio). (Lowenthal 2009:4-15).

Consequently, more research was conducted and it was discovered that the value of a visual channel was more situational than originally thought in carrying out a task. Williams (1975:128) deduced that telephone is more suitable for very embarrassing personal or conflictual conversation than any other medium. Williams (1978:127) asserts that, less confrontational task can be carried out by audio and video conferencing and tasks that are higher on interpersonal involvement “are sensitive to the substitution of telecommunications for face-to-face interaction. However, the social presence keeps expanding evolving from the 1970s which their research focused more on telecommunications, to the 1980s on CMC and presently on online learning.

The Social Identity model of Deindividuation Effects (SIDE) postulated by Reicher, Spears and postmes 1995 is an alternative to the Deindividuation model. (Moral-Toranzo *et al*, 2007:3). The deindividuation model describes the effects of a crowd or group on the behaviour of an individual, the group effect on the individual makes the individual to be able to indulge in forms of behavior in which, when alone, would not indulge (Festinger *et al* 1952: 382). This model suggests that an individual exhibits anti-social behaviour such as ‘flaming’ which includes sending hostile and threatening messages to others online in chat rooms or through instant messaging, sharing and

disclosing sexual information to others through the Internet. Chiou (2006), which is not in accordance with societal norms and you find individuals who assume anonymity displaying such negative behavior.

The model also stipulates that individuals lose their identity when they assume anonymity in CMC and this thus gives them the platform to exhibit negative characteristics they would normally not exhibit in their identified form. The SIDE model suggests that when a set of individuals define themselves as a group they tend to uphold the group's interests rather than their own positively and it also seeks to explore the identity of the individual both inside and outside of the group. Moral-Toranzo *et al* (2007:3). The SIDE model looks at the possibilities of individuals breaking more grounds and achieving a common goal as a group because they can express themselves wholly and also giving them a voice and a platform to be heard without necessarily exhibiting deviant behaviours and without even the individual losing his or identity.

However, when the SIDE model was initiated, the concepts of anonymity and group situations were inculcated into the field of new information and communication technologies, especially in some Internet services such as chats, e-mails, newsgroups, etc, where social interactions and communication are key elements. The research discovered that when individuals within the group were deindividuated there was a greater compliance to the norms of a given situation. Postmes and Spears cited in (Moral-Toranzo 2007:4). SIDE model stipulates two types of deindividuation effects in understanding group behaviour and they are: cognitive or self-categorical effects, which deal with situations where others are anonymous or identifiable to the self; and strategic

effects, which deal with situations whereby the individual is identifiable to others. (Douglas and Mcgarty, 2001: Reicher et al 1995) cited in (Chang 2008:4).

These three approaches Reduced Social Cues approach, Social Presence and SIDE embodied in CMC all attempt to understand the relationship of individuals in Computer Mediated Communication usage. Reduced social cues looks at how individuals communicate in CMC without seeing the person's facial expressions, gestures, instead the individual uses emoticons provided in the device to express various emotions and it questions how effectively the individuals are able to connect than in face-to-face communication. Social Presence examines how salience, that is, the quality or state of being present, affect communication between or among users and SIDE examines how anonymity of individuals or group plays a role in CMC and the effect it has on the individuals.

CMC is said to have a stronghold in society because it has revolutionized communication which has influenced almost all aspects of the society. Although, some staunch activists of CMC claimed that it will replace face-to-face communication especially with recent advancement in technological devices which is being made portable, fanciful, and classy and to some extent affordable for individuals in the society. Notwithstanding, this changes helped foster the 'global village' phenomenon, diminished boundaries in terms of time and space, information travelling faster, but CMC replacing face-to-face communication is a facile notion that needs to be addressed.

Marshall McLuhan is credited to have molded the communications theory of Technological Determinism. In the 1960s, he foresaw the world becoming a 'global village' which is now been catapulted by the Internet and World Wide Web. He believes

that a change in the way humans communicate is what shapes our existence. His view points that shaped the theory are inventions in communication technology caused cultural change; changes in mode of communication shape human life; and we shape our tools, and they in turn shape us. He outlined and categorized communication inventions into four periods in which we are namely the tribal age which is associated with the oral culture based on hearing; the literate age associated with sight; the print age which he called the 'forerunner' of the industrial revolution; and the electronic age which is the rise of the global village is the stage where we are now. He concentrated more on the medium rather than the contents of a communication for the message. (Anonymous, 2013).

Technological determinism is a theory associated with particular technical developments, communications technologies or media and it attributes technology in general as the sole antecedent causes of changes in the society and as such underlying the pattern of social organization. Technological determinists interpret technology in general and communications technologies in particular as the basis of society in the past, present and even the future. They say that technologies such as writing or print or television or the computer 'changed society'. In its most extreme form, the entire form of society is seen as being determined by technology: new technologies transform society at every level, including institutions, social interaction and individuals. At the least a wide range of social and cultural phenomena are seen as shaped by technology. 'Human factors' and social arrangement are seen as secondary. Chandler (1995:1-2). The theory puts forth that as our technology changes, so does our society because it is affecting how we think, feel, and operate. It further stipulates that the main reason this happens is because of communication and that technology developments are what dictate how we communicate

with one another and how that affects the messages that we are sending and receiving. (Jones, 2012:1).

Technological determinism has generated a lot of debates on whether technology is neutral or not. Proponents for neutral technology believe that technology is neutral but it is the intention of users that matters. The popular adage commonly used amongst these proponents is “guns don’t kill, people do” or that a knife can be used to cook, kill, or cure. Sanjana and Rule advocates for technology is neutral but they focus more on applied technology than technology in the abstract. Sanjana cited in Rule (2006:1) writes in his blog post ‘Is Technology Neutral II?’ that, ‘technology can only play a supporting role to (socio-political) processes that are engineered by humans’. (Rule 2006:2) buttresses this point when he espouses that “some individuals may have an agenda when they introduce particular applied technology into new areas (Internet into rural Africa, AK47s into Angola, or arsenic-based gold mining into Brazilian rainforests) but the underlining technologies are neutral to the applications.

Opponents to neutral technology strongly refute this claim and rather see technology in the light of being non-neutral. Jacques Ellul (1990: 35-37) a strong advocate argues that:

Technique carries with its own effects apart from how it is used...no matter how it is used; it has of itself a number of positive and negative consequences. This is not just a matter of intention and he reiterates that technical development is neither good, bad, nor neutral that we become conditioned by our technological systems or environments.

Technology has its own effects which embodies the techniques politics. Nolan (2009:1) argues that “the computer, and indeed many technologies, is not neutral. They are not neutral in relation to their origins, because technological development often has political

ends and motives, and therefore non-neutral properties...if a technology is associated with particular patterns and effects, no matter how it is used or who controls it, and then it is not neutral". In essence, technology always has a purpose for its creation no minding whom it benefits or to whose detriment denoting the non neutrality of technology.

The academicians that rejected the notion that technology is neutral assent that technology is more than an idle object and the intentions of its user; rather it bears: the intention of its creator, the possibilities and limits of its design and the foreseen and unforeseen results of its implementation. Watts (2011:1). Ellul seconds the unforeseen effects of technology because, "Technology leads a double life, one which conforms to the intentions of designers and interests of power and another which contradicts them-proceeding behind the backs of their architects to yield unintended consequences and unintended possibilities". Ellul (1990:39).

Users especially hackers have gone ahead of technology programming and the device machinations through decoding and disrupting the device coding to their own advantage. (Postman, 1993:7) insists that, 'the uses made of technology are largely determined by the structure of the technology itself'. He buttresses that: The medium itself 'contains an ideological bias'. He further argues that;

1. Because of the symbolic forms in which information is encoded. Different media have different intellectual and emotional biases;
2. Because of the accessibility and speed of their information, different media have different political biases;
3. Because of their physical form, different media have different sensory biases;

4. Because of the conditions in which we attend to them, different media have different social biases;
5. Because of their technical and economic structure, different media have different content biases. (Postman 1979: 193).

To crown the argument, Sanjana (cited in Rule 2006:1) 'Is Technology Neutral part II?' asserts that, "...the final use of Information Communication Technologies in a specific setting, and ontological perspective that will ultimately decide if technology is neutral or not? It does not make sense to address the question when technology is detached from the context it is meant to be part of". Basically, technology cannot be looked at in isolation; you have to put into consideration, for instance, the technology being used, the individual utilizing it, the environment it is being used, amongst other factors. Finnegan (1988: 176-177) seconds this that the neutrality of technology is determined by; "who uses it, who controls it, what it is used for, how it fits into the power structure, how widely it is distributed".

One of the backbones of Technology determinism is that 'we shape our tools and they in turn shape us', meanwhile reverse might be the case because technology is not created in isolation, it comes with its own politics and effects. Its creation results either because society demands it or through the machinations of some individuals, organizations, government to satisfy their own needs by creating profit from the society's usage. Fushs (2008:110) explains that, "The need to find new strategies for executing corporate and political dominion has resulted in a restructuring of capitalism that is characterized by the emergence of transnational, networked spaces in the economic,

political and has been mediated by cyberspace as a tool for global coordination and communication”.

This statement by Fushs is one of the reasons why technology could be shaped by some group of individuals and adapted by the society without members of the society being aware that their need for one form of technology or the other might be influenced; thus, fostering capitalism. Mckenzie (1993:384) buttresses this point further: “technological change is social through and through. Take away the... structures that support technological change of a particular sort, and it ceases altogether”. It is influenced by an immense number of factors: “the biases of Professional Group on Information Theory, Shannon’s personal opinions, the cost of hardware technology, the interest of the military, external events such as the launch of the sputnik”. Aftab *et al* (2001:12). Chandler (1995: 15) seconds the claims that technology is non-neutral especially in its usage which he attributes to having effect on the society. He attests that, “Technology is one of a number of mediating factors in human behavior and social change, which acts on and is acted on by other phenomena. Being critical of technology determinism is not to discount the importance of the fact that the technical features of different communication technologies facilitate different kinds of use, though the potential application of technologies are not necessarily realized”. This shows that there are a number of factors responsible for the creation of technology. Therefore, whatsoever is the reason for the creation of technology in general be it capitalism, globalization, military or individual interests, etc. It is what the technology in question is been put to end that matters and makes the difference. Hence, it could be put to productive use rather than utilizing it for dubious purposes by students.

Furthermore, the next theory which this study is hinged on is Uses and Gratifications theory. According to Shoki and Ufuophu-Biri (2007:183), it has its origin from the functionalist paradigm which influenced studies on communication from the 1920s to the 1940s. Maslow's theory of people seeking to satisfy a hierarchy of needs and how the satisfaction of one need gives rise to another need motivated scholars such as Elihu Katz, Blumler Jay G and Gurevitch Michael to conduct a study on how people consume mass communication. Their findings in 1974 thus laid the foundation for understanding how audience use media and the gratifications it derives from it gave birth to the uses and gratifications approach. Scholars prominent under this school of thought believe that people use media according to their gratifications generated from their personal needs. Ruggiero (2000:4)

The theory assumes that members of the audience are not passive but take an active role in interpreting and integrating media to their own lives. It also holds that audiences are responsible for choosing media to meet their needs and suggests that people use media to fulfil special gratifications. Katz, Blumler and Gurevitch , cited in Cruickshank (2011:2). (Folarin 2001: 22) notes that, "the theory is basically concerned with the questions of whom, which media, which content, under which conditions and for what reasons? The theory is concerned with what media the people use, how they use them and what gratifications they expect from the usage". Baran (2002:384) reiterates that, "media do not do things to people, rather, people do things with media... the influence of media is limited to what people allow it to be". Okenwa (2002:97) also notes that the theory, "concerns the audiences who derive some level of satisfaction/reward

from using particular contents of particular media, people seek out and use media to gain several gratifications”.

Uses and Gratifications theory has to fulfil one of the following when we choose a form of media: Identify- being able to recognize the product or person in front of you, role models that reflect similar values to yours, aspiration to someone else. Educate- being able to acquire information, knowledge and understanding. Entertain- what you are consuming should give you enjoyment and also form of escapism enabling us to forget our worries temporarily. Social interaction- the ability of media products to produce a topic of conversation between other people, sparks debates”. Cruickshank (2011:3). Grunig cited in (Ruggerio 2000:18) suggested that people sometimes seek media content that has a functional relation to situations in which they are involved.

Furthermore, Uses and Gratifications theory performs some major functions which is highlighted by Katz, Gurevitch and Haas, in developing 35 needs taken from social and psychological functions of the mass media and put them into five categories:

- Cognitive needs; including acquiring information, knowledge and understanding
- Affective needs; including emotions, pleasures, and feelings
- Personal Integrative needs; including credibility, stability, status
- Social integrative needs; including interacting with family and friends
- Tension Release needs; including escape and diversion. Katz, Gurevitch and Haas (1973).

These are some of the needs that are generated and could gain gratifications depending on the medium the user intend using.

Uses and Gratifications theory has always provided a distinct theoretical approach in the initial stages of each communications medium such as newspapers, radio, television, and now the Internet. It is giving prominence in helping stimulate an insight into the understanding of Computer Mediated Communication (CMC) medium. Ruggiero (2000:25).

The various uses and gratifications gotten from Internet use by participant ranges from one user to another. The Internet can provide a relatively safe venue to exchange information, give support, and serve as a meeting place without fear of persecution Tossberg (2000). It provides an accessible environment where individuals can easily find others who share similar interests and goals. Ferguson and perse (2000) found four main motivations for internet use: entertainment, passing time, relaxation/escape and social information. Pavlik (1996) supports also that online, people are empowered to act, communicate, or participate in the broader society and political process. This type of use may lead to increased self-esteem, self-efficacy, and political awareness Lille (1997). Another survey carried out by Choi and Hague (2002) found anonymity as a new motivation factor for internet use. Ryan (1995) indicated that anonymity motivates users to speak more freely on the Internet than they would in real life. This shows that users generate various gratifications from the Internet according to varying needs.

The theory doesn't put into the consideration the effect of the media content on its users rather it is more concerned about how its audience utilizes media and to what purpose or the gratification they benefit from it. Hence, users are responsible for what media they use ignoring the fact that the media has a huge influence on its audience and it has its own politics. Also, little attention is paid to the effect of media content on the

attitudes and behaviours of its users rather researchers focus more on why people use media and less on what meanings they derive from media use.

This study is hinged on the theory of Technological Determinism and Uses and Gratifications theory and thus forms the crux of this research because it shows the relationship between the media being used and the audience itself, which in turn contributes largely to the research. It also produces a framework for the research to be critically analysed unlike the other theories that focus more on the media or the audience but does not show distinct relationship between the medium and the user which is very important to this work. It also helps realise the study's objectives which is fundamental to this research. The two theories complement each other, technological determinism helps understand the role and effect of new media on the society and uses and gratifications explores why individuals use media, what media they use and the need they gratify in utilizing such medium.

The relationship of these theories to the case study is that the university has witnessed a change. The hype for ownership of new media technologies is evident in students' acquisition of smart phones, laptops and notebooks with modem being used to gain access to the Internet and the university's provision of Internet services in Kashim Ibrahim Library (KIL) and in various faculties. MTN digital library and the university are taking it to another level with the provision of wired and wireless connection in the campus. These will definitely influence the study culture of ABU students directly or indirectly.

There is evidence of boundaries diminishing due to globalization, virtual communities are being formed every day, online library for research and articles/

journals/ recent books on different subjects are available online. Students partake in various online activities but how the students use new media or what aspect of these activities they indulge most and how it influences the study culture is addressed in this study with various students input through data collection and analysis.

CHAPTER THREE

METHODOLOGY

3.0 Qualitative and Quantitative Methodological Approach

This chapter espouses on how the research was carried out and what tools would be used to bring the project topic to fruition. A general overview of key research concepts is explored and the methodology to be used is analyzed in relation to the research topic.

A methodology is a strategy, which researchers follow in order to gain knowledge of study phenomena, and it usually broadly consists of the quantitative and qualitative approaches McNabb (2004). Quantitative research has to do with numbers, figures being quantified in terms of statistical analysis. It is usually driven by the researcher's concerns. It deals with measurable and quantifiable aspects of the phenomena under study and it focuses on the questions to what extent? By how much? What relationships exist between factors? What causes particular processes or situations. Silverman and Marvasti (2008:170). It is also an inquiry into an identified problem, based on testing a theory composed of variables, measured with numbers, and analyzed using statistical techniques; the goal is to determine whether the predictive generalizations of a theory hold true. Creswell (1994).

Qualitative research focuses on investigating the behavior, motivations, desires, attitudes, beliefs, choices and opinions of persons or group of persons. It seeks to understand the phenomena from 'why' and 'how' perspectives, in order to describe and characterize the phenomenon. Silverman and Marvasti (2008). Basically, it is defined as "...gaining emphatic understanding of societal phenomena, and recognizing both the historical dimension of human behavior and subjective aspects of the human experience".

(Franfort and David, 1992:171-172). It could also be described as a set of non-statistical inquiry techniques and processes used to gather the data about social phenomenon. Qualitative data refers to some collection of words, symbols, pictures, or other non-numerical records, materials, or artifacts that are collected by a researcher and is data that has relevance to the social group under study. The uses for these data go beyond simple description of events and phenomena; rather, they are used for creating understanding, for subjective interpretation, and for critical analysis as well. McNabb (2004).

Qualitative research methodology was used in investigating the phenomena under study which will constitute the students of the Faculty of Arts, A.B.U Zaria. It is important to the project topic being researched on because it seeks to understand the effect of new media on the study culture of students in the Faculty of Arts based on the opinions, attitudes gotten from new media use by students and from participant observations of such behaviours in drawing inferences for the study. Quantitative method was also used because it is important to know the number and percentages of the sample population disaggregated by sex and level that are digitally 'nativized' or by virtue of being digital immigrants in the utilization of these digitalized technologies and thereby gradually adapting to these changes in the Faculty of Arts.

3.1 The Divide between Qualitative and Quantitative

There are however differences that exist between the two methodologies and it will be explained thus in terms of the data required, method of data collection, nature of the outcomes of the research and contextuality.

Qualitative Research	Quantitative Research
It involves non-numeric forms of number but rather involves narrative descriptions and analysis. The data is process-oriented and mostly subjective as it is based on perceptions, opinions and actor's insights.	It is concerned with collection and analysis of data in numeric form. It emphasizes relatively large-scale representative data sets which involves rigid and formal data being subjected to rigorous quantitative analysis. It concerns outcome-oriented and objective data.
It uses flexible and co-operative phenomenon under study. The approach to observation is uncontrolled and naturalistic.	It focuses on measurement that is verifiable and replicable.
It is primarily based on inductive forms and aimed at generating basis for theory and hypothesis.	It is based on deductive forms of logic whereby it takes a proactive stance in testing hypothesis and theories.

(Silverman and Marvasti, 2008:5)

The divide between the qualitative and quantitative research can be stated in terms of their contextuality, that is, the degree to which they attempt to understand human behavior in the social, cultural, economic and political environment of a locality. There are instances whereby qualitative research involves quantification, that is, non-numeric data which is collected by qualitative method and thus categorized and characterized in numeric fashion and analyzed quantitatively. Also, qualitative research may need some

quantitative investigation to bridge some gaps in the qualitative method. (Silverman and Marvasti, 2008:58).

Therefore, this research used both qualitative and quantitative methods for the two are needed to address the research topic in accordance with the research objectives. According to Silverman and Marvasti (2008:147), “there is no right or wrong methods. There are only methods that are appropriate to your research topic and model with which you are working”. Secondly, the study uses the two methods because of their determinant, flexible nature that will assist in the collection of data on the phenomenon under study. This methods enable the collation of the extent of digital media penetration and in depth analysis of the behavior, motivations, desires, attitudes, beliefs, choices and opinions of the subject which are the students being studied. They answer the questions ‘what’, ‘when’ ‘how’ and ‘why’ so as to describe and characterize the individual(s) being studied.

Furthermore, the research integrated multiple methods whereby the quantitative implored the use of survey encompassing the questionnaires and the in-depth interviews in data collection while the qualitative utilized explanatory responses to some of the questions which provided answers to the ‘why’. The participant observation helped in the collecting of detailed information about the effect of new media on the study culture of students in the Faculty of Arts.

Hence, the key questions that these tools will generate are:

1. What are your sources for reading?
2. How often do you visit the library?
3. How do you source for materials for assignment/project?

4. Do you have Internet access on your phone?
5. Do you use your phone in class and for what purpose?
6. How many hours do you spend on your phone daily?
7. Do you have computer and how do you get Internet access?
8. What do you mostly use the Internet for?
9. Do you think the social media (Facebook, 2go, Whatsapp, etc.) is addictive and distractive?
10. Do twitting and SMS writing/GSM language affect your writing?
11. Has the phone/computer helped in your studies?

3.2 Sampling and Techniques

The concept of sampling is utilized in this study and the probability sampling technique comprising of simple random and stratified random sampling method was used in taking sample from the subset of the population to represent the entire population of students in the Faculty of Arts.

For clarification purposes, sampling is the selection of a number of study units from a predefined study population. The simple random sampling technique ensures that every unit in the study population has a known and equal chance of being included in the sample while stratified random sampling means dividing the study population into mutually exclusive subpopulations called strata and drawing a sample in a random manner. (Eboh, 2009:67-78). The methods and how it was used in the study is thus explained below.

The unit of sampling for this study is students from the Faculty of Arts, A.B.U and the units is the study population from which the sample is drawn from the various departments in the Faculty of Arts which consists of African Languages and Culture, Arabic, Archaeology, English and Literary Studies, French, History, Theatre and Performing Arts. The entire population of registered students in the Faculty of Arts for the study period is two thousand three hundred and nine (2,309) out of this, the sample size for the study is determined. The sample size was drawn from the various departments in the Faculty of Arts based on the population of male and female students found thus. This helped draw the study's conclusions on the entire population about the topic researched.

According to Yamane (1967), sample size can be determined by the following formula:

$$\frac{n=N}{1+N (e)^2}$$

Where:

N=Total Population

E=error or level of precision =5% or 0,05

n=Sample size

$$\begin{aligned} N &= \frac{2,309}{1+ (2,309 \times 0.05 \times 0.05)} \\ &= \frac{2,309}{6.7725} \end{aligned}$$

$$n = 340.937615$$

$$n=341$$

Creating room for inaccurate filling of questionnaire and drop outs (5%):

$$\frac{5}{100} \times \frac{341}{100} = 17$$

$$341 + 17 = 358$$

Sample Size for 2,309 students =358

The three hundred and fifty eight (358) which is 15% of the subset of the population was distributed among the seven departments in the Faculty of Arts using the stratified and simple random sampling technique.

The simple random sampling technique will help bridge any gap left in the stratified random sampling technique. The sample size of 358 of the population was analyzed based on those who own and utilize these technologies such as computers, phones with Internet access and those that do not in order not to be biased in the final presentation of the data and analysis carried out in case study.

Data collection was done through questionnaires, participant observation and indepth interviews with students who are my primary target and also lecturers who helped provide insight to observable traits in digital use amongst students in the Faculty of Arts. Secondary data was generated through Internet sourcing, library sourcing of materials, etc. The research was carried out by survey which entails the distribution of questionnaire, participant observation and interview which was explored with the help of possible research questions in attaining and fulfilling the objectives of the study. Thus, an understanding of key concepts is however necessary for better insight to the methods being implored and its relevance to the study.

According to Kelley et al (2003:1), survey is "...the selection of a relatively large sample of people from a predetermined population (the 'population of interest'; this is the wider group of people in whom the researcher is interested in a particular study), followed by the collection of a relatively small amount of data from these individuals. The researcher therefore uses information from a sample of individuals to make some inference about the wider population. It is also used to describe a method of gathering information from a sample of individuals. This 'sample' is usually a fraction of the population being used. (Scheuren, 2004:9)

Questionnaires: It is a written set of questions used to gain insight on what the target respondents feel about the subject matter being investigated. Key (1997:1) asserts that "It is a means of eliciting the feelings, beliefs, perceptions, attitudes of some sample of individuals. As a data collecting instrument, it could be structured or unstructured". The format of the questionnaire could be open, close or could consist of both. The open questionnaire as the term open implies, is the type that allows the respondents to give his or her answers to the questions provided by the researcher. The close questionnaire format restricts the respondents because the respondents are to use the options provided by the researcher to answer the questions provided. The open and close questionnaire uses both the open and close format whereby one section consist of the open and another section could consist of the close format. However, it all depends on what the researcher seeks to explore and what format is suitable to his research that he implores in the research.

Interviews: It deals with exploring the opinions, knowledge, beliefs of an expert or an individual knowledgeable in the field of study the researcher is investigating. The

interview could be face-to-face or done through telephone. It consist of the structure and unstructured. In the structured interview, the interviewer prepares specific questions he intends asking the interviewee in relation with the research and adheres strictly to the questions and does not deviate. In the unstructured interview, the interviewer is more flexible though he sets questions; he might deviate when necessary depending on how the interviewee answers to gain more insight to his research.

Participant observation: This involves the researcher learning the subject's mannerisms, language, work patterns, etc through observation. The researcher assumes either a complete participatory role or a participant observer role. In the complete participant role, he integrates himself with the subject matter without the knowledge of the observed and does not disclose his research objectives. Hence, he carries out his research integrating himself into the target group without their knowledge. In the participant-as-observer role, he aligns himself with the group under study making his research and research objectives known to the observed. Consequently, the group under study acts as informants and respondents. (Frankfort-Nachmias and Nachmias, 1992 :282).

The research therefore used survey against the backdrop of the close and open questionnaire format, unstructured interview and the complete participant role in carrying out the research.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.0 Introduction

Understanding the behavioural patterns of Faculty of Arts students tagged as Digital Natives especially in the use of digital technologies and the effect on their study culture is the crux of this study. However, this chapter deals with the analysis of data collected through the administration of questionnaires, participant observation and the conduct of an in-depth interview which was used in discussing the findings on *Students as Digital Natives: The Effect of New Media on the Study Culture of Arts Students, Faculty of Arts, A.B.U (2011-2012)*. The data collated was coded using Statistical Package for Social Sciences (SPSS) software. It was then interpreted and analyzed using descriptive tools in form of tables, bar and pie charts for better understanding and interpretation of findings. The data analysis was designed in such a way that every question is analyzed based on frequencies and their equivalent percentages in addressing the objectives of the study.

4.1 Response Rate

Three hundred and fifty eight (358) copies of the questionnaire were administered to the students in Faculty of Arts. Three hundred and eight (308) were returned and these values will be used to draw conclusion on Arts students.

4.2 Data Presentation and Interpretations

The data collated was divided into two sections: Section A represents Bio Data of Respondents and Section B represents Responses to the Research Questions.

Table 1: Sex Distribution of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	188	61.0	61.0
	Female	120	39.0	100.0
	Total	308	100.0	

The response rate on gender type reveals that they were 188 (61%) male respondents in comparison to 120 (39%) female respondents. The high percentage of male population in the Faculty of Arts is as a result of more male students in four departments namely Nigerian Languages and Culture, Arabic, Archaeology and History. Then, English and Literary Studies has a record of more female students, then an alternate exists between the population of female and the male depending on the level as evident in French and Theatre and Performing Arts.

Table 2: Age Distribution of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15-20years	60	19.5	19.5
	21-25years	123	39.9	59.4
	26-30years	92	29.9	89.3
	31-35years	23	7.5	96.8
	36-40years	10	3.2	100.0
	Total	308	100.0	

The demography of respondents shows that the age brackets of 21-25 years had the highest frequency of 123 (39.9%), followed by 26-30 years with 92 (29.9%), ages 15-20 years had 60 (19.5%), 31-35 years had 23 (7.5%) and finally 36-40 years with 10 (3.2%) respondents. The 21-25 years bracket has the highest number of respondents depicting the ‘born digital’ generation of those born after the 1980s who are vast in utilizing digitalized technologies in their environment.

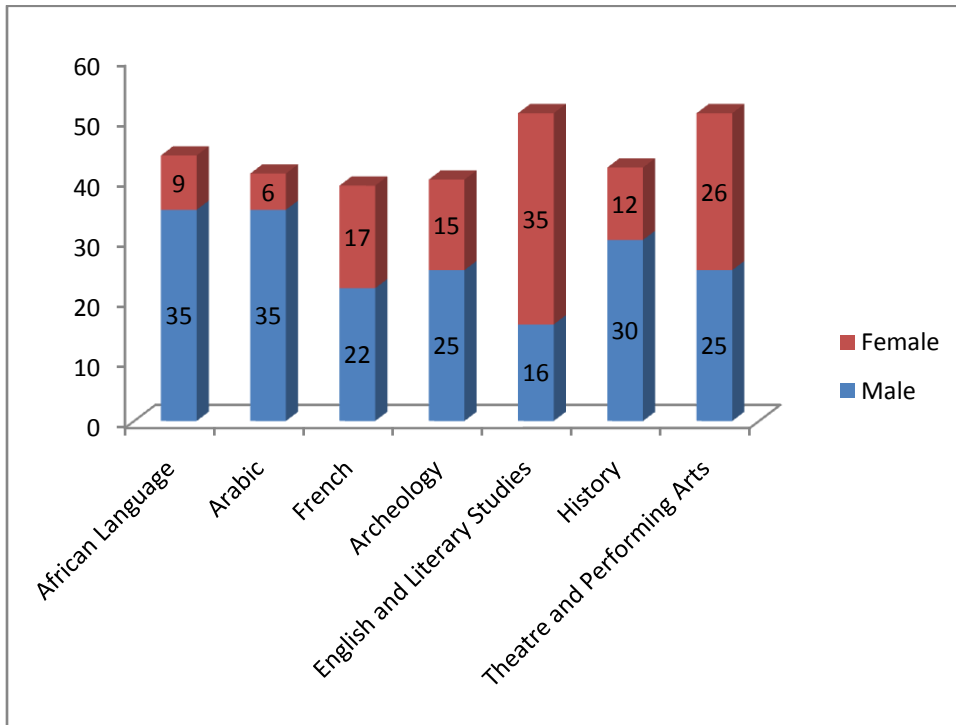
Table 3: Level Distribution of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
200	25	8.1	8.1	8.1
300	154	50.0	50.0	58.1
400	129	41.9	41.9	100.0
Total	308	100.0	100.0	

Source: (Author’s Computation Using SPSS)

Two levels were used, that is, 300 level and 400 level students with the exception of French students whose 300 level students were not available due to their field school, the 200 level students were then used in their place and they were able to provide the necessary information needed. 300 level students have the highest frequency with 154 (50.0%) and 400 level with 129 (41.9%) and 200 level with 25 (8.1%).

Figure1: Department Distribution of Respondents



Source: (Author's Computation Using SPSS)

The above bar chart displays the various departments in Faculty of Arts according to male and female distribution based on subset of the entire population according to the percentages and frequencies of those that filled the questionnaire in the different departments in the Faculty.

Responses to the Research Questions

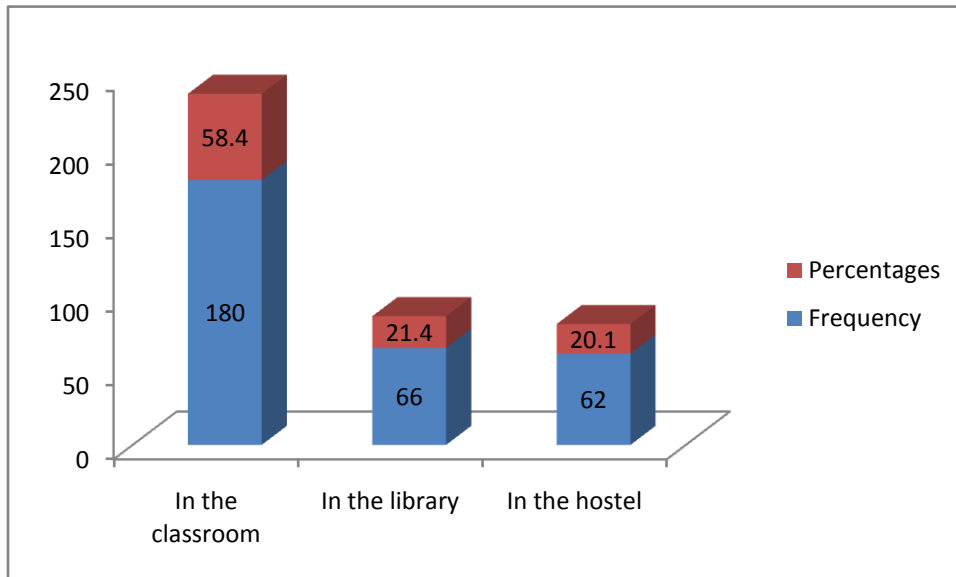
Table 4: Sources of Reading

	Frequency	Percent	Valid Percent	Cumulative Percent
Lecture notes	120	39.0	39.0	39.0
Browsing	30	9.7	9.7	48.7
Valid Hard copy books and e-books	45	14.6	14.6	63.3
All	113	36.7	36.7	100.0
Total	308	100.0	100.0	

Source: (Author's Computation Using SPSS)

The sources of reading for Faculty of Arts favours the 'lecture note' with 120 (39.0%), followed by 'All' which denotes lectures notes, browsing, hardcopy books and e-books with 113 (36.7%), 'hardcopy books and e-books' is next with 45 (14.6%) and the least is 'browsing' with 30 (9.7%). The findings reveal that students are more likely to use lecture notes and preferably a combination of all the sources available to them for study purpose.

Figure 2: Students study location preference



Source: (Author's Computation Using SPSS)

Students in the Faculty of Arts from the findings prefer to study most 'In the classroom' 180 (58.4%), than 'In the library' 66 (21.4%) and the least 'In the hostel' with 62 (20.1%). This might be as a result of high Internet access in Room 86, 87, and 88 in the Faculty of Arts whereby students are more comfortable to browse and Interact without strict regulation as operates in the library.

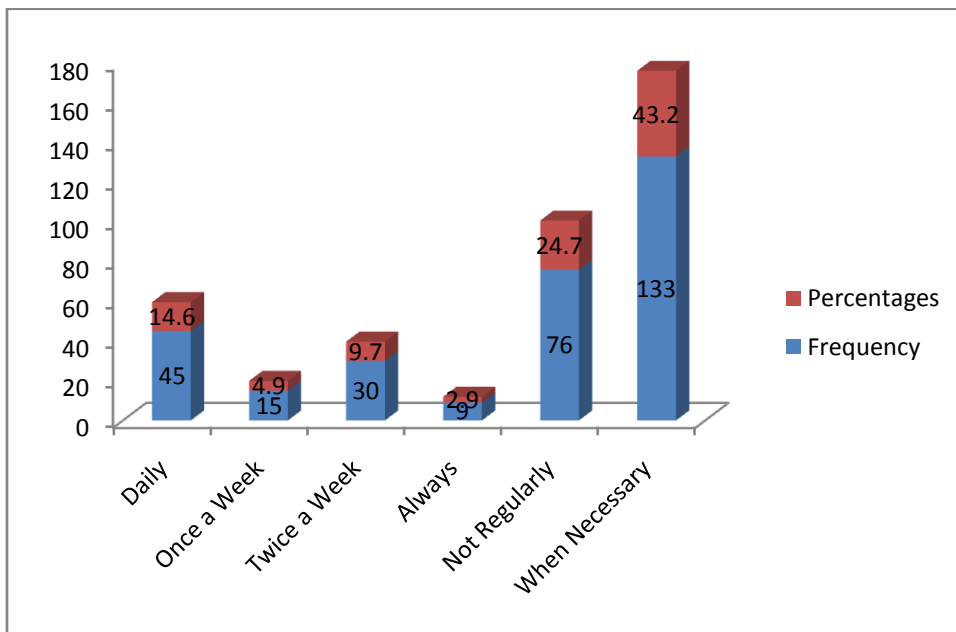
Table 5: The Facility Students' Utilize in Studying

	Frequency	Percent	Valid Percent	Cumulative Percent
Table and chair	75	24.4	24.4	24.4
Classroom chair/bench and table	195	63.3	63.3	87.7
on your bed	38	12.3	12.3	100.0
Total	308	100.0	100.0	

Source: (Author's Computation Using SPSS)

The facility students utilize in studying most is the ‘classroom chair/bench and table’ 195(63.3%), ‘Table and chair’ 75(24.4%), ‘on your bed’ is least with 38(12.3%). From the findings of where students study most as seen in figure 2, the classroom has the highest frequency. It thus has an influence on students utilizing the classroom chair/bench and table more than the other options available.

Figure 3: The Number of Times Students Visit the Library



Source: (Author’s Computation Using SPSS)

This chart displays how often students in Faculty of Arts visit the library. In the order of highest frequency of attendance, foremost is the option ‘when necessary’ 133 (43.2%), ‘Not regularly’ 76 (24.7%), ‘Daily’ 45 (14.6%), ‘Twice a week’ 30 (9.7%), ‘Once a week’ is 15 (4.9%), and the least is ‘Always’ with 9 (2.9%). From the findings, it can be deduced that students go to the library ‘when necessary’ denoting when there is an

assignment, project or examination especially when there is a textbook, project work, presentations they can access there. However, the ‘when necessary’ does not necessarily mean they have stopped studying, it just means they have an alternative where they can access these materials. The Internet is that alternative where students can easily access information with just a click of the mouse or just a tap of the browser on their mobile phones.

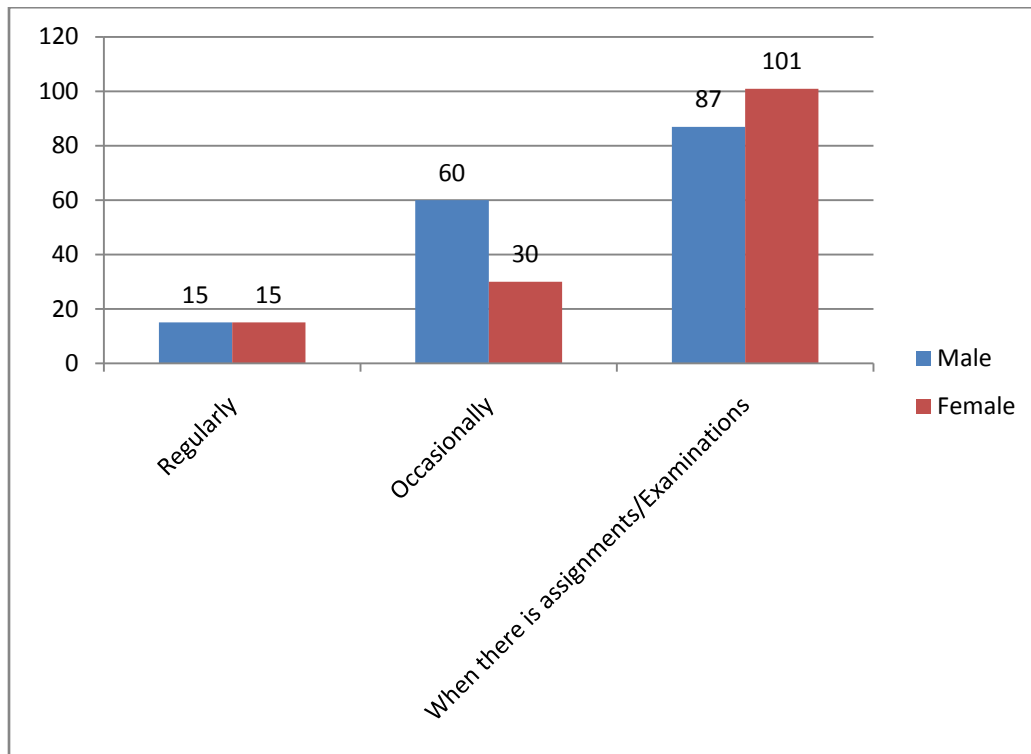
Table 6: Students Source of Materials for Assignments/Projects

	Frequency	Percent	Valid Percent	Cumulative Percent
Phone	30	9.7	9.7	9.7
computer	60	19.5	19.5	29.2
library	36	11.7	11.7	40.9
cyber cafe	182	59.1	59.1	100.0
Total	308	100.0	100.0	

Source: (Author’s Computation Using SPSS)

The table reveals that students source for materials for their assignments/ projects firstly, through the cybercafé 182 (59.1%), computer 60 (19.5%), library 36 (11.7%) and the least is phone 30 (9.7%). The findings denote the rise of the cyber culture which was predicted and named Cyberspace by (Time Special issue, 1995), the Infomedia age (Koelsch 1995) and Cybersociety (Jones, 1995) cited in (Marien, 2006). Students as immigrants are gradually learning to utilize the Internet in their studies.

Figure 4: Students Study Times



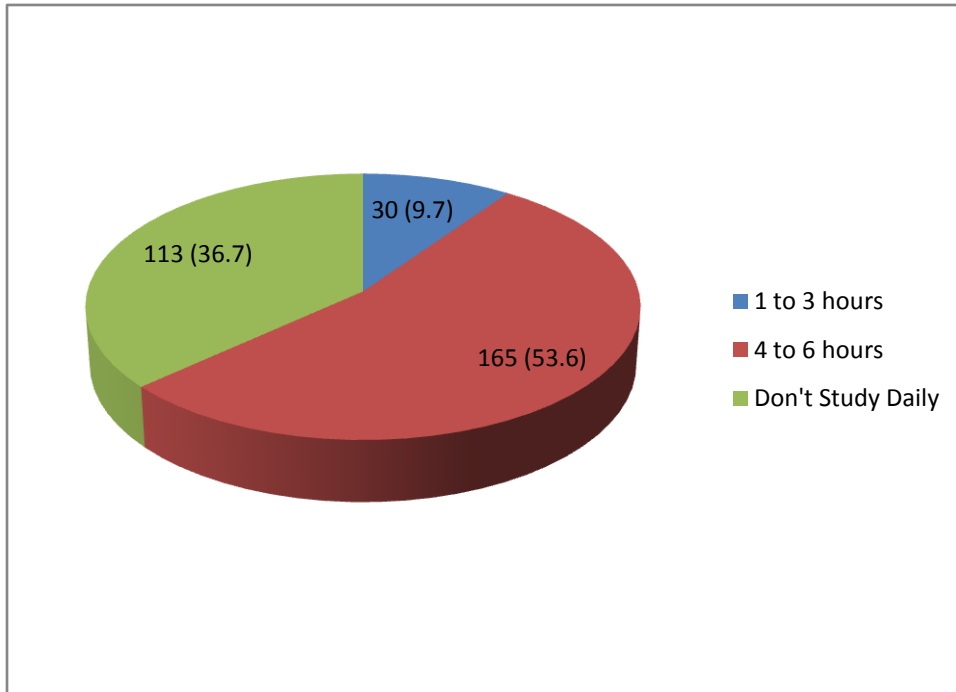
Source: (Author's Computation Using SPSS)

As reflected in this bar chart, the male and female share the same frequency in studying 'regularly' in a ratio of 15:15. The option 'occasionally' has more male than female respondents with a frequency of 60:30. The last option indicates that female study more 'when there is assignments/examinations' than their male counterpart with a frequency of 101:87.

It can be deduced that female students actively study 'when there is assignments/examinations' than when none of these is involved. Though, there is no remarkable difference between the female and male frequency. Studying should not be limited to just when there is examinations, projects, assignments rather it should be done

regularly and becomes a habit every student should imbibe. When it is ingrained in each student, it would not just improve their academics but every other aspect that is beneficial to them and the society at large especially in this digital age.

Figure 5: Students' study hours



Source: (Author's Computation Using SPSS)

This chart shows that students spend '4-6 hours' studying daily with 165 (53.6%), the option 'don't study daily' with 113 (36.7%) and '1-3 hours' has the lowest frequency of studying daily with 30 (9.7%). This finding depicts that students are motivated to actively study for 4-6 hours daily especially when there is examinations or assignment to submit as shown in figure 4 than when there is nothing at stake like marks.

Table 7: Websites Students Patronize Most

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Google	90	29.2	29.2
	Wikipedia	60	19.5	48.7
	E-library	120	39.0	87.7
	others	38	12.3	100.0
	Total	308	100.0	

Source: (Author's Computation Using SPSS)

The website most patronized for academic information is E-library with a total of 120 (39.0%), next is Google with 90 (29.2%), Wikipedia with 60 (19.5%) and 'others' at the bottom with 38 (12.3%). The implication of this findings is that students decline in going to the school's library is as a result of students' preference for the electronic library which is now being used to acquire academic information on various subjects. The adverse usage of the Internet even in their academics is why they are tagged as 'Generation y', 'Strawberry Generation', 'Born Digital', 'Wired Generation', 'Mobile Maniacs', 'Techno-Tots' (Stanat 2005, Shah 2009, Gasser and Palfrey 2008, Kot 2009, Sweeny 2009, Turkle 1998). Cited in (Shah, 2010:13).

Table 8: Search Engine Utilized

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Google	150	48.7	48.7	48.7
Ask	90	29.2	29.2	77.9
Devil's finder	30	9.7	9.7	87.7
Others	38	12.3	12.3	100.0
Total	308	100.0	100.0	

Source: (Author's Computation Using SPSS)

The search engine accessed most is 'Google' with 150 (48.7%), 'Ask' 90 (29.2%), 'Devil's finder' 30 (9.7%). According to an article why is Google popular? By Blachman and Peek (2011) "Google has become one of the most sought after search engine because of its mission statement which is to organize the world's information and make it universally accessible and useful". This makes it easy for users to access various information based on what the user is searching for, all the user needs to do is to type in key words and Google pops up all sorts of information on the subject. To a large extent, it is succeeding in achieving its mission which is evident in its large followership even amongst Faculty of Arts students.

Table 9: Easiest Way to Source Materials from the Internet

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Copy and paste	180	58.4	58.4	58.4
Download and edit	128	41.6	41.6	100.0
Total	308	100.0	100.0	

Source: (Author's Computation Using SPSS)

From this table, it can be deduced that the easiest way students in Faculty of Arts source for materials from the Internet is through ‘copy and paste’ 180 (54.4%) and ‘download and edit’ 128 (41.6%). The copy and paste syndrome is on the rise and common amongst students who wait till the last minute to turn in their assignments and also for those set of students who prefer using shortcut in using materials from the Internet without critically analyzing the material and acknowledging the source. Onwabalili (2004:83) that, “the Internet encourages intellectual indolence among students who can lift their assignment from web with no personal inputs”.

Table 10: Do you have a phone?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	285	92.5	92.5	92.5
No	23	7.5	7.5	100.0
Total	308	100.0	100.0	

Source: (Author’s Computation Using SPSS)

This table reveals that a high percentage of students in Faculty of Arts have phones. The frequencies of those that have phones are 285 (92.5%) while those that don’t have are on the low side with a frequency of 23 (7.5%). However, this is in line with the Gallup/ BBG survey (2012) that finds that, “mobile phone ownership continues to grow; almost 2/4 of Nigerians (73.9%)now say they have their mobile phone, compared with 62% in late 2010”.

Table 10b: Students' with Mobile Devices

Age	Gender			
	Male		Female	
	Yes	No	Yes	No
15-20years	43	1	27	2
21-25years	42	0	70	0
26-30years	22	8	23	5
31-35years	16	2	16	3
36-40years	15	1	11	1
Total	138	12	147	11

Source: (Author's Computation Using SPSS)

This table is a derivative of the above table. It further disintegrates the table to reveal the age range and gender units that possesses a phone. In the age bracket of 15-20 years, you have the male students possessing more phones than the female with a frequency of 43:27 and 1:2 ratio of not having phones. In the 21-25 age range, you have more female students having more frequency with 70:42 ratio and all possessing phones. In the 26-30years bracket, female students have more frequency with 23:32 ratio and those that don't have phones with a ratio of 8:5. In the 31-35 years range, there are equal representation of both genders with a frequency of 16:16 and those not having phones with 2:3 in favour of the male students. In the age bracket of 36-40 years, there are more male students having phones with a frequency of 15:11 and an equal representation of both genders having 1:1 ratio of those not possessing a phone.

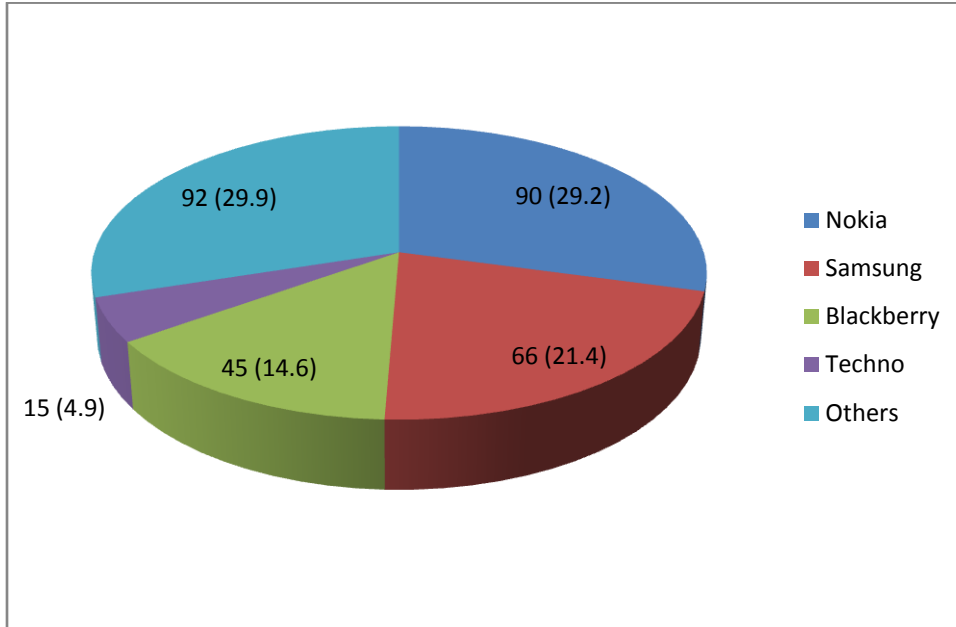
Table 11: Students that have Internet Accessed Phone

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	255	82.8	82.8
	No	53	17.2	100.0
	Total	308	100.0	

Source: (Author's Computation Using SPSS)

Students with phones that have Internet access are 255 (82.8%) and those that don't have 53 (17.2%). Mobile technology companies are making phones with Internet browser affordable and from the table it can be drawn that 82% of students with Internet access is a reasonable high number, compared to those that don't have 17.2%. This findings support Shah and Jansen (2011: 101) that, "The younger generation have their attention generally invested in mobile technology. They form amongst the highest senders of text messages and chat messages. They also download the most content both useful and obscene".

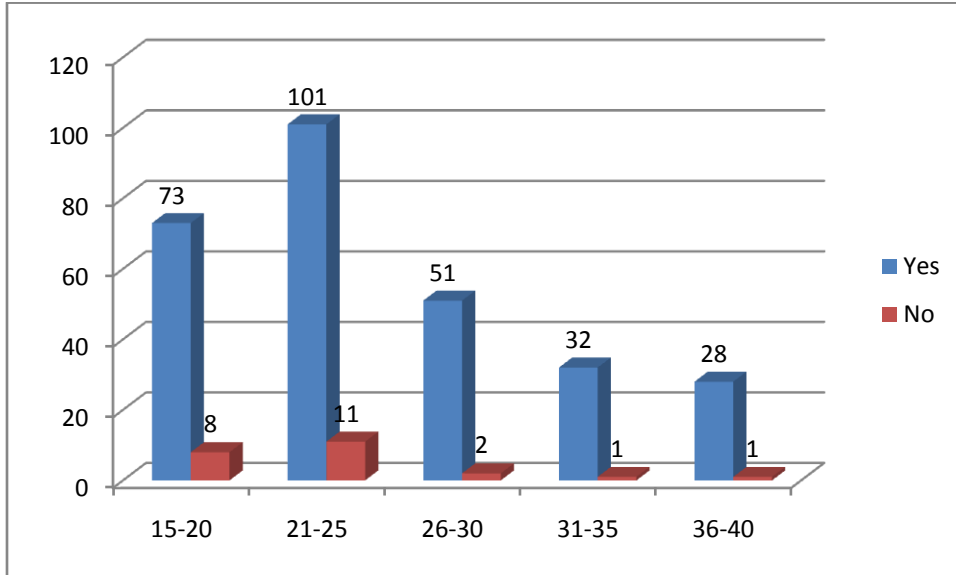
Figure 6: Brand of Phone Used



Source: (Author's Computation Using SPSS)

From the observation of the chart inputs, the respondents answer to what brand of phone they use. 'Others' has the highest frequency with 92 (29.9%) the 'others' denotes other brands such as LG, Alcatel, Sony Ericsson. Secondly, is Nokia with 90 (29.2%), Samsung 66 (21.4%), Blackberry 45(14.6%) and finally Techno with 15 (4.9%). These brands of phones has a lot of applications such as the browser which links users to the Internet, games, social networking sites and users can go as far as downloading any application from the Internet that is not embedded in their phones; though, it depends on the memory capacity of these devices. Mobile technology providers have recognized the networking and interconnectivity needs of their users especially youths which these Arts students form part of. They have gone ahead to provide mobile devices that are user friendly, accessible, portable, Internet oriented at very affordable prices leading to high patronage and satisfaction of their users needs also.

Figure 7: Students with Internet Access on their Phones



Source: (Author's Computation Using SPSS)

This bar chart shows students that have Internet access on their phones based on their age range. The 15-20 age brackets have 73 exclusive of 8 students who don't have. The 21-25 brackets have the highest frequency with 101 exclusive of 11 students. In the age bracket of 26-30 years, 51 students have Internet access and 2 don't have. In the 31-35 years bracket, 32 students have Internet access and 1 doesn't have. Lastly, 36-40 years brackets, has 28 students who have Internet access and 1 don't have.

It is noticed that the values of students that have Internet access fluctuates as it gets to the 31-40 years bracket. The 15-25 age range has the highest frequencies than the 26-40 years bracket. This depicts that the younger generation invest in mobile devices that have Internet access and has the ability to readily connect them online. The implication of this findings is that Digital Natives which the 15-30 age range falls under, basks in this era of interconnectedness and network society, where their ability to interact, make friends, get

information, download any content, contribute their own content, play games is on the rise.

Table 12: Students Usage of Phones

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Morning	60	19.5	19.5
	Afternoon	30	9.7	29.2
	Evening	45	14.6	43.8
	Night	50	16.2	60.1
	Always	123	39.9	100.0
	Total	308	100.0	100.0

Source: (Author's Computation Using SPSS)

This table reflects that Arts students use their phone 'always' with a percentage of 123 (39.9%), some chose the option in the 'morning' 60 (19.5%), others utilize their phones in the 'Night' 50 (16.2%), 'evening' with 45 (14.6%) and finally in the 'Afternoon' with the lowest percentage 30 (9.7%). This table corresponds with the justification of this study and also in (Flor, 2010:41-45) that,

digital technologies are now part of students' everyday companion, it follows them from the time they wake up till they go back to bed because it is always within their range, under the pillow, by the bedside, on the table while they are eating or even holding it and eating, inside their bags, while attending classes, even while conversations is going on with their friends they still fiddle with their phones and chat while at the same time contributing to the gist.

Thus, the high response of the option 'always' connotes that mobile devices forms part and parcel of the students of Faculty of Arts being 'nativized'.

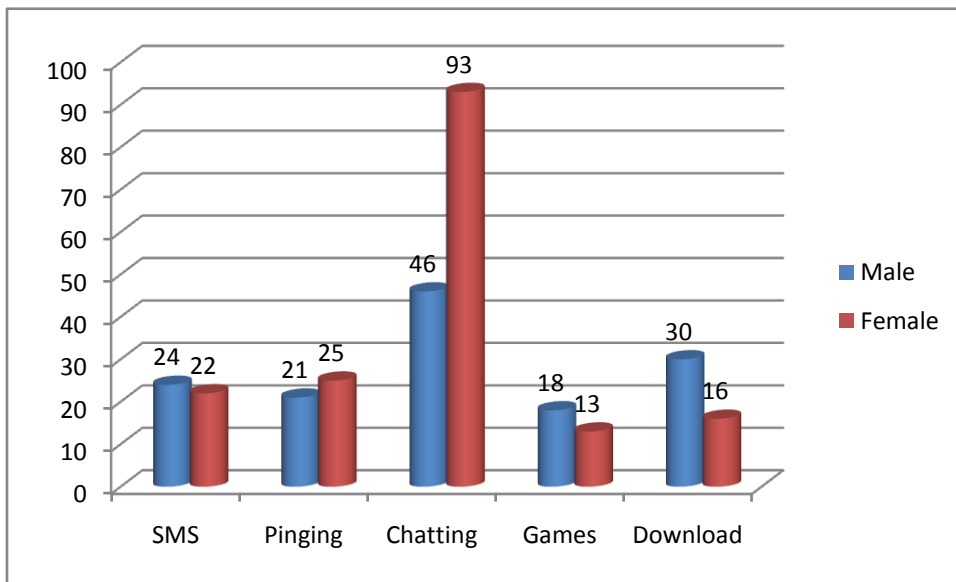
Table 13: Do you use your phone in class?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	180	58.4	58.4	58.4
No	128	41.6	41.6	100.0
Total	308	100.0	100.0	

Source: (Author’s Computation Using SPSS)

The percentage of those that utilize their phones in class is 180 (54.4%) as attested by respondents who answered ‘yes’ while those that do not use their phone in class is 128 (41.6%). The response in Table 12 shows that students use their phone always and the classroom is inclusive. The beep and chat sounds, vibration, as messages and pings enter their devices makes students restless to know the contents of the chat and SMS messages which prompts them to answer immediately rather than responding later.

Figure 8: Phone usage purposes

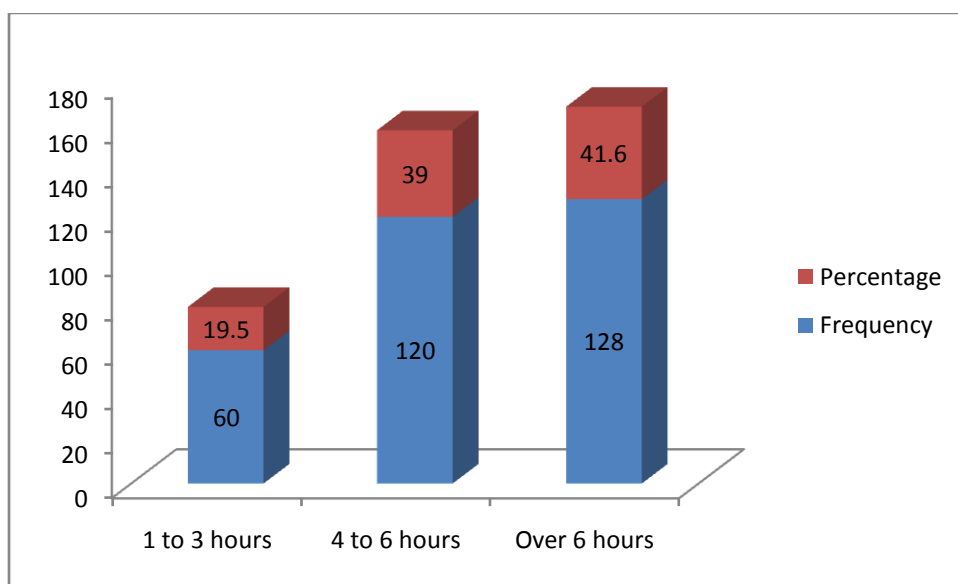


Source: (Author’s Computation Using SPSS)

This bar chart indicates what purpose students utilize mobile devices for based on gender. The option ‘SMS’ has 24:22 frequency in favour of the male, ‘Pinging’ has 25:21 frequencies in favour of the female students. ‘Chatting’ has the highest frequency in the list of options with a frequency of 93:46 in favour of the female students. ‘Games’ has 18:13 frequency in favour of the male students. ‘Download’ has a frequency of 30:16 tilting more to the male students than female.

The option ‘chatting’ takes prominence amongst female students as evident in both figure 8 and figure 11. It transcends the physical to the virtual world, where the female love to ‘chit chat’ about any and everything. The male students are more attuned to the option ‘SMS’, ‘Games’ and ‘Download’. The findings supports the observation of Shah and Jansen (2011:65) that, “Digital technology does not only offer people a place to search for information and express ones opinions, it also enables people to network, engage and participate with other users of Technology as well as digital objects like the hash tag, the page rank, and the status update”.

Figure 9: Hours Spent on Phone Daily



Source: (Author’s Computation Using SPSS)

This chart reveals how many hours Faculty of Arts students spend on their phone daily. The option ‘over six hours’ has the highest of 128 (41.6%), followed by ‘4-6 hours’ with 120 (39.0%) and ‘1-3 hours’ with 60 (19.5%). The overt usage of phone for over six hours is synonymous with digital natives wanting to communicate, network and know what is happening, that is why their phone is always within their reach and fiddling with it even while conversing with others or even while lectures are ongoing.

Table 14: Do you have a computer?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	120	39.0	39.0	39.0
No	188	61.0	61.0	100.0
Total	308	100.0	100.0	

Source: (Author’s Computation Using SPSS)

From this table, there are a relatively high number of Faculty of Arts students who don’t own computer. 188 (61.0%) answered ‘No’ and 120 (39.0%) answered ‘yes’. This reduced number of not owning computers results in the cause of using the cyber café more as evident in table 6.

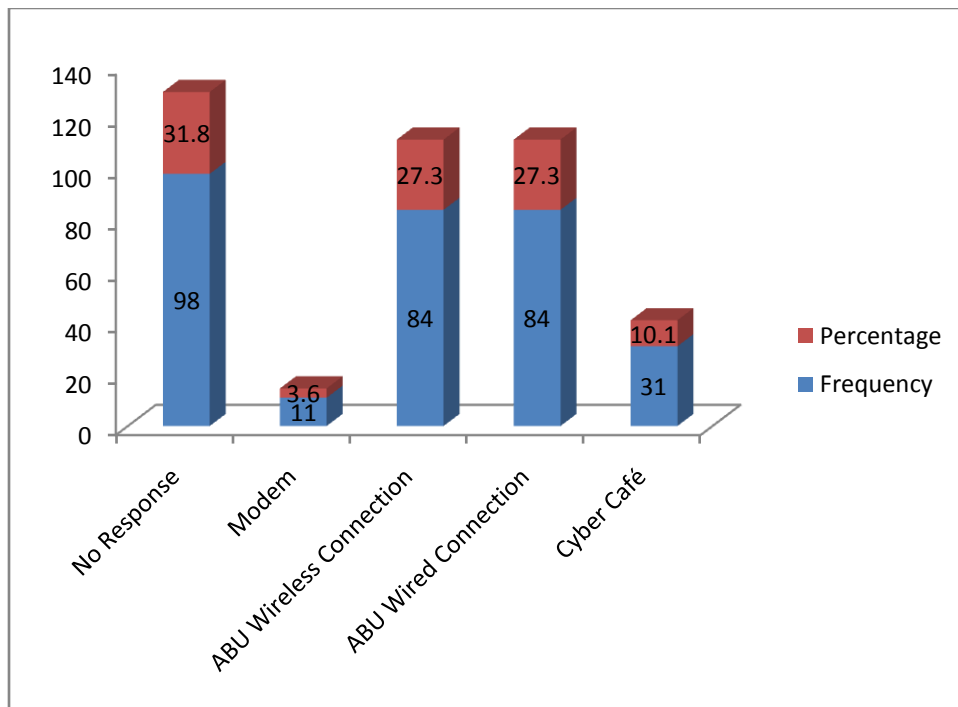
Table 15: Do you browse with it?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	210	68.2	68.2	68.2
No	98	31.8	31.8	100.0
Total	308	100.0	100.0	

Source: (Author’s Computation Using SPSS)

This table shows that from those that own computer in table 14, a high percentage of 210 (68.2%) browse with it compared with those that don't browse with it 98 (31.8%). The wired and wireless connections provided by A.B.U. has made it easy for students to access the Internet freely from strategic spots such as the library, in front of the bookshop, various faculties, and even in the comfort of their hostels. This finding denote that students are adapting to the changing technological environment and are realizing the potential of the Internet but it does not necessarily mean they use it just for academic purposes only, even if the user is in a school environment.

Figure 10: The Means Students get Internet access

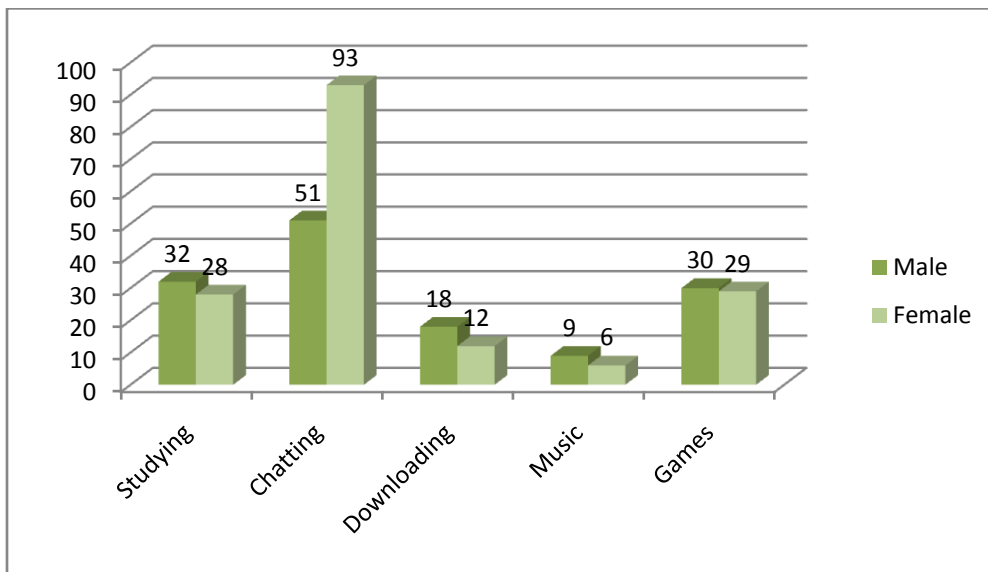


Source: (Author's Computation Using SPSS)

From this chart, it can be deduced that a large percentage of Faculty of Arts students utilize the A.B.U wireless and wired connection. The frequency of those that use both

connections are the same with 84 (27.3%), there is a reduction in those that use the cyber café but those that don't own computers still patronize their services. Hence, the cybercafé option has 31 (10.1%) and the least is modem with 11 (3.6%). This is a result of the free network service offered by the university. Hence, students are more likely to use the cheaper means to get Internet access which is more economical than the use of modem that you have to recharge every time you want to use it or the cybercafé that you have to buy time before you can access the Internet.

Figure 11: The Purposes for Internet Usage



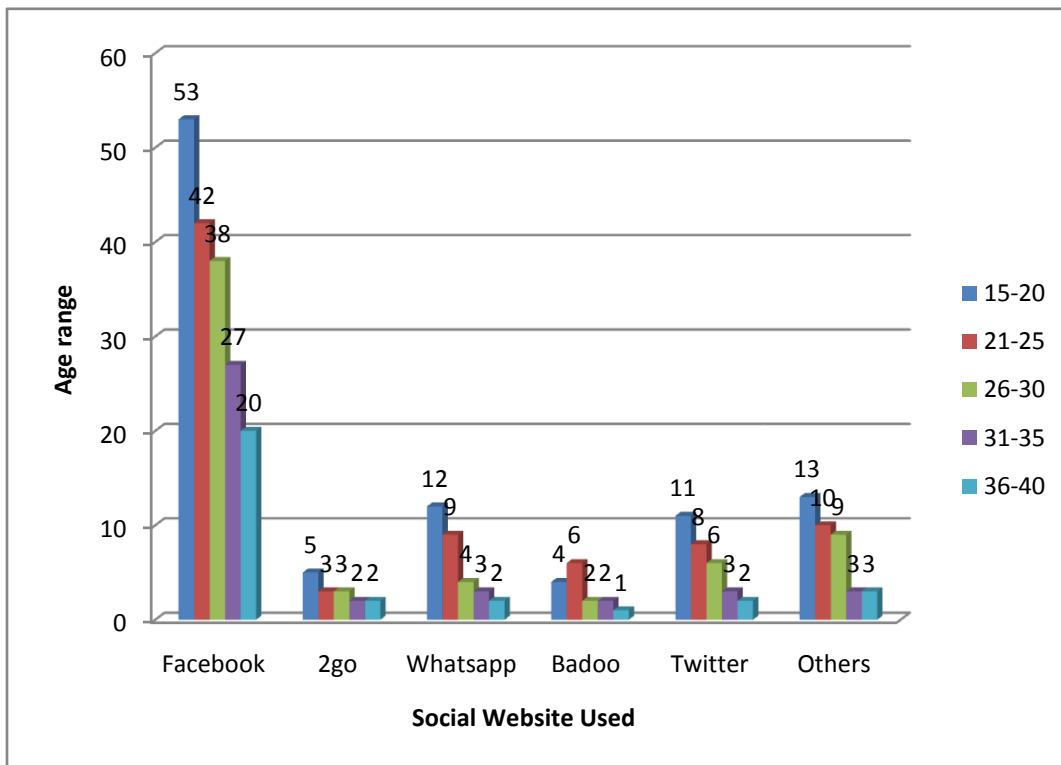
Source: (Author's Computation Using SPSS)

This bar chart reflects what Arts students use the Internet for, in the order of the highest chosen option. 'Chatting' has the largest number with more female students utilizing it than the male students with a frequency of 93:51. Secondly, is 'Studying purpose' with a frequency of 32:28 which is tilting more to the male students. Thirdly, is 'Games' with a ratio of 30:29 in favour of the male counterpart. 'Downloading' is next with 18:12 ratio

still tilting to the male students and the least in relation to frequency is ‘music’ with 9:6 ratio tilting more to the male students.

Students’ preference in chatting than studying as shown in the high frequency rate indicated as the reason for Internet usage becomes a cause for concern because the option ‘Studying’ is not even up to half of the option ‘Chatting’ which shouldn’t be so. This further indicates that students use the Internet mainly for pleasure than studying.

Figure 12: The Social Website Visited Often



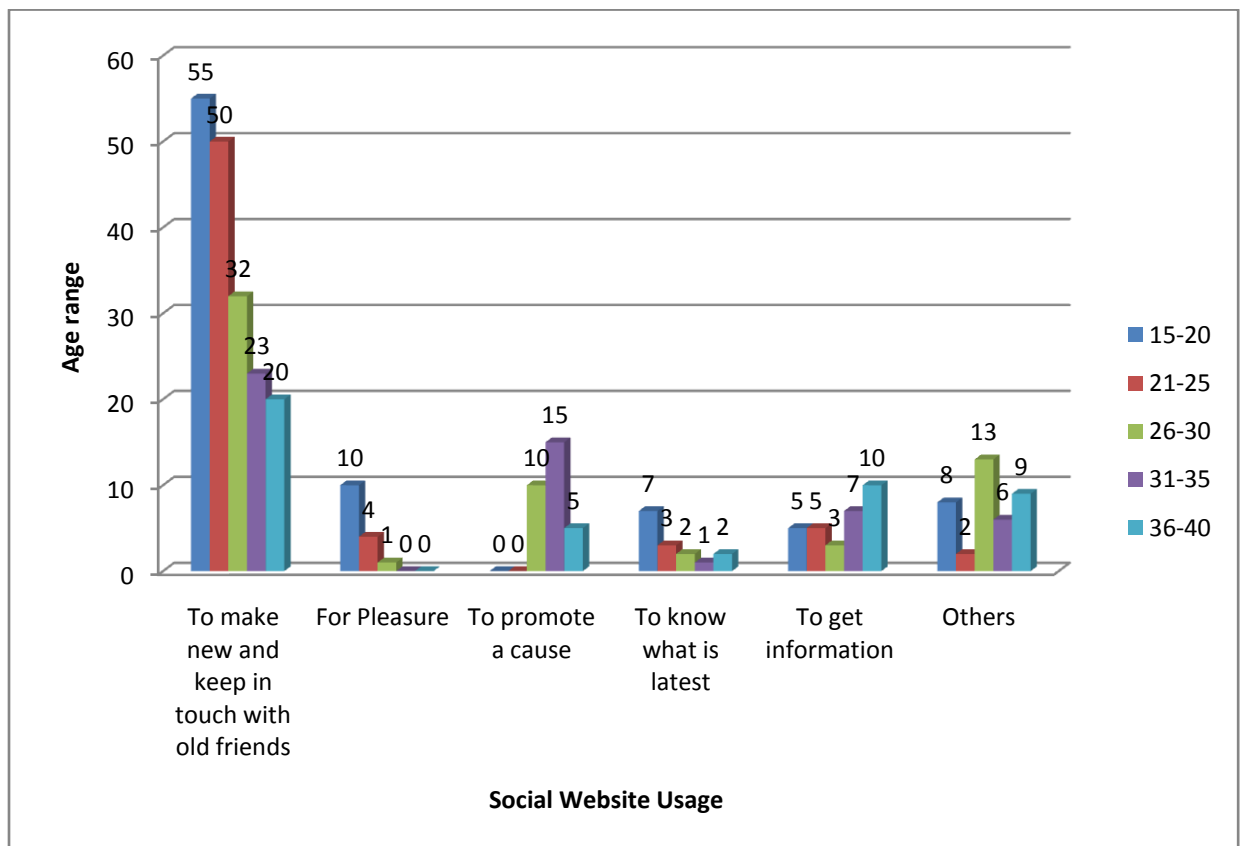
Source: (Author’s Computation Using SPSS)

The social website highly patronized by Arts students according to age range is ‘Facebook’. The 15-20 years has 53, 21-25 years has 42, 26-30 years has 38, 31-35 years has 27 and the 36-40 years has 20. Next, is ‘others’ denoting ‘Instagram’, ‘my space’,

‘skype’ with the 15-20 years having the highest frequency with 13, 21-25 with 10, 26-30 years with 9, then 31-35 and 36-40 years having the same frequency with 3. Thirdly, is ‘whatsapp’ and ‘twitter’ with the same frequency of 30 but with different variables based on age range. Lastly, ‘2go’ and ‘badoo’ have the same frequency with 15 but varying in age grade too.

The overt usage of ‘Facebook’ as attested by Fagorusi (2013:1) who espouses that, “Facebook is a well patronized social media platform with an estimated 6,685,280 users in Nigeria...if it were a country; it would be the third most populated country in the world next to China and India with over one billion users”

Figure 13: Reasons for Social Site Usage



Source: (Author’s Computation Using SPSS)

This bar chart represents the reasons why Arts students use the social website. The reason with the highest frequency is ‘To make new and keep in touch with old friends’. The 15-20 years has 55, 21-25 years has 50, 26-30 years has 32, 31-35 years has 23 and the 36-40 years has 9. The reasons ‘To promote a cause’ and ‘to get Information’ have the same frequency with 30 though varied frequency based on age grade. Lastly, the reasons, ‘for pleasure’ and ‘to know what is latest’ have the least frequency with 15 which also has varied frequency based on age grade.

From the findings, it can be deduced that the 15-25 age bracket dominate and has a remarkable frequency especially with the reason ‘to make new and keep in touch with old friends’ and also ‘for pleasure’ and ‘to know what is latest’. These reasons point towards the networking culture imbibed by these Digital Natives. It also relates to reason why they love chatting and being online always as seen in figure 8 and table 12.

Furthermore, the 31-40 age range favours the reason ‘to promote a cause’ and ‘to get information’. This bar chart thus reflects, that the 31-40 age range have learnt the potentials of utilizing these digital technologies in their environment for positive impact unlike their younger counterparts whose use is tilted more to pleasure than any other factor.

Table 16: Is Social Media (facebook, 2go, Whatsapp, etc) addictive and distractive?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	180	58.4	58.4	58.4
No	128	41.6	41.6	100.0
Total	308	100.0	100.0	

Source: (Author’s Computation Using SPSS)

These findings show that students agree that the social media is addictive and distractive given the large percentage that chose ‘yes’ with 180 (58.4%) and ‘no’ with 128 (41.6%). Social media platform being addictive has raised a lot of concerns since the 90s and the Arts students are not exempted as shown by their response. Shek et al (2012:1) in their article, *Internet Addiction* outlined academic problems and the effect it could have on students as; “decline in study habits, significant drop in grades, missing classes, increased risk of being placed on probation”.

Table 17: If yes, why?

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	128	41.6	41.6	41.6
It makes one lazy	18	5.8	5.8	47.4
It is not easy to quit	36	11.7	11.7	59.1
It is time consuming	36	11.7	11.7	70.8
Valid It updates your knowledge	54	17.5	17.5	88.3
It is a distraction	36	11.7	11.7	100.0
Total	308	100.0	100.0	

Source: (Author’s Computation Using SPSS)

This table reflects that 54 (17.5%) of Arts students answered ‘it updates your knowledge’. ‘It is not easy to quit’, ‘It is time consuming’ and ‘It is a distraction’ tallies wit 36 (11.7%) and the least is ‘It makes one lazy’ with 18 (5.8%). ‘It updates your

knowledge’ option deals with exchange of information with other individuals on various issues or topics that could be of similar interests on the social media platform. The other options, ‘It is not easy to quit’, ‘It is time consuming’, and ‘it is a distraction’ points to chatting habits obtainable among Arts students whom these social networks has become second nature to them . The last option ‘It makes one lazy’ denotes addiction to these social media sites which makes students devote most of their time chatting rather than academic work. This observation is buttressed by their studying ‘when necessary’ and ‘when there is assignment or examinations’ as depicted in figure 3 and figure 4 respectively.

Table 18: Do you think social media promotes social vices?

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	12	3.9	3.9	3.9
Valid Yes	90	29.2	29.2	33.1
No	206	66.9	66.9	100.0
Total	308	100.0	100.0	

Source: (Author’s Computation Using SPSS)

Respondents that think social media promotes social vices is low with 90 (29.2%) in comparison with those that do not think social media promote social vices with 206 (66.9%). Social vices which are becoming rampant with such cases of ‘yahooyahoo’ fraudulent practices, incidences of hacking of individuals or institutions private account and even one’s personal social media account, etc. are all evidences of cybercrime rate increasing contrary to what students ascertain. Cole (2012:1) listed in his article “*What*

are the Negative Effects of the Internet and Technology”, these social vices as: “Identity theft, cyber bullying, loss of privacy caused by computer hackers, and indiscreet exposure of innocent youths to horrific images of brutality, violence, not to mention the rampant sexual images available online”.

Table 19: If yes, why?

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	218	70.8	70.8	70.8
Valid It promotes cyber crime	54	17.5	17.5	88.3
It provides a link with corrupt minds	36	11.7	11.7	100.0
Total	308	100.0	100.0	

Source: (Author’s Computation Using SPSS)

The respondents that ticked yes option gave their reasons to be ‘It promotes cybercrime’ with 54 (17.5%) and ‘it provide links with corrupt minds’ with 36 (11.7%). This shows that respondents are more co-operative in attending to questions that are close-ended than those that do not involve giving reasons for their answers. This reluctance on their part to provide the required answers needed could lead to them ticking the option ‘No’ to avoid responding.

Table 20: Do new media promote plagiarism?

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	9	2.9	2.9	2.9
Valid Yes	115	37.3	37.3	40.3
No	184	59.7	59.7	100.0
Total	308	100.0	100.0	

Source: (Author's Computation Using SPSS)

This table shows that 115 (37.3%) of Arts students think the new media promote plagiarism as against 184 (59.7%) who do not think new media promotes plagiarism. The number of students that don't think it promotes plagiarism is on the high side though lecturers opined differently based on their observable traits of new media use by Faculty of Arts students. They frowned at the uncritical use of Internet materials by students, whereby students just copy and paste without interrogating the materials that is supposed to promote knowledge and not impede creative and critical thinking abilities of students; although, it does not apply to courses where translations is needed.

Table 21: If yes, how?

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	193	62.7	62.7	62.7
Valid Students copy word for word	115	37.3	37.3	100.0
Total	308	100.0	100.0	

Source: (Author's Computation Using SPSS)

The percentage of Arts students that answered yes is 115 (37.3%) and the reason given is that ‘students tend to copy word for word’ without critiquing, acknowledging and interrogating perspectives to build their work on. Cole (2012) criticizes this upcoming trend in students’ preference in using shortcut in their studies and asserts that: “The reliance upon the Internet to complete homework assignments has also led students to become lazier. The ability to copy and paste has given rise to plagiarism, and taught students how to look for shortcuts”.

Table 22: Do twitting and SMS writing/GSM language affect your writing?

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	11	3.6	3.6	3.6
Yes	173	56.2	56.2	59.7
No	124	40.3	40.3	100.0
Total	308	100.0	100.0	

Source: (Author’s Computation Using SPSS)

It shows that Faculty of Arts students agree that twitting and SMS writing/ GSM language affect their writing. 173 (56.2%) agreed that it affects their writing and 124 (40.3%) refute the claim that it affects their writing and 11 (3.6%) gave no response. However, this response affirms the problem statement of this study. “...there are changes in the way students speak and even write because in chatting and pinging they have found a new way of communicating faster which brings about replacing words into codes whereby users adapt to and unconsciously utilize such codes and slangs into everyday usage including their academic writing and thinking”. The implication of this is that, if it

is not properly tackled, it will affect the quality of students Faculty of Arts is producing especially when the humanities is reputed for having seasoned linguists and authorities in the use of language and pronunciation.

Table 23: If yes, give examples

		Frequency	Percent	Valid Percent	Cumulative Percent
	No response	135	43.8	43.8	43.8
Valid	It uses shorthand a lot	173	56.2	56.2	100.0
	Total	308	100.0	100.0	

Source: (Author's Computation Using SPSS)

Those that don't agree that it affects their writing and those that gave 'No' response have a percentage of 135 (43.8%). Those that gave response answered 'It uses shorthand a lot' denoting such examples as D- the, k-ok, Dat-that, U-you, B4- before, Bn-been with a percentage of 173 (56.2%). Some students unknowing utilize these examples in their assignments, projects, examinations. Although, students being aware of using these informal connotations in formal writing as seconded by their lecturers of this, creates room for improvement in ensuring they consciously go through their work correcting such slips found in their work.

Table 24: Has the phone/computer helped your studies?

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	9	2.9	2.9	2.9
Yes	119	38.6	38.6	41.6
No	180	58.4	58.4	100.0
Total	308	100.0	100.0	

Source: (Author's Computation Using SPSS)

The 'No response' to this question had a percentage of 9 (2.9%), 'yes' option has 119 (38.6%) and the 'No' option has the highest percentage with 180 (58.4%). This table shows that Faculty of Arts students assert that the phone or the Internet has not reasonably helped their studies given their 'No' response being higher than their 'yes' response. This implies that they have either not being able to fully utilize it properly in their studies because they tend to patronize social media platforms more, inability to know the right search engine that attends to academic work, inability to source for materials online, they could even join academic groups such as 'listserv' which cater to the needs of people in the academics. Notwithstanding, this finding has a negative undertone especially if students are not appropriately channeling the phone/computer with Internet access to improve their academic work by getting necessary materials on various courses to further help boost their performance.

Table 25: If yes, how?

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	189	61.4	61.4	61.4
It promotes a person's ability to read and write.	46	14.9	14.9	76.3
Valid It serves as a source of information for assignment and projects	73	23.7	23.7	100.0
Total	308	100.0	100.0	

Source: (Author's Computation Using SPSS)

The reasons students gave of how phone/computer help in their studies are; 'It promotes a person's ability to read and write' with 46 (14.9%) and 'It serves as a source of information for assignments and project' 73 (23.7%). 'No response' with 189 (61.4%). From the 'yes' response, it shows that students are using the Internet to gain access to information needed to improve their academic work even their study culture which their lecturers advocate for especially when materials gotten online is applied appropriately. Notwithstanding, the 'No' response far outweighs the positive response. This depicts that the Internet/phone culture is gradually taking its toll on Faculty of Arts students without them realizing the effect of Internet on their study culture. This needs to be curtailed before it affects the general performance of Arts students.

Table 26: Does phone/Internet/browsing affect your studies?

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	9	2.9	2.9	2.9
Yes	90	29.2	29.2	32.1
No	209	67.9	67.9	100.0
Total	308	100.0	100.0	

Source: (Author's Computation Using SPSS)

From this table, it shows that students do not think phone/computer/browsing affect their studies because a large proportion of them ticked the 'No' option with a percentage of 209 (67.9%) in comparison with those who chose 'Yes' with 90 (29.2%) and 'No response' with 9 (2.9%). There is a contradiction with the response given in this table especially if students attest to using their phones 'always', even in class 'for chatting purposes' and if they study 'when necessary' 'when there is assignment or project' as shown in table 12, figure 8, figure 3 and figure 4. From these it can be drawn that it considerably affects their study culture even though they have ticked otherwise and it is difficult for them to agree as the question is being posed directly but becomes glaring when their earlier answers gives them away.

Table 27: If yes, explain?

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	218	70.8	70.8	70.8
Less time for reading	45	14.6	14.6	85.4
Valid It makes one lose concentration	45	14.6	14.6	100.0
Total	308	100.0	100.0	

Source: (Author's Computation Using SPSS)

For students that responded 'No' and those that left the space provided unattended sums 218 (70.8%). 45 (14.6%) says 'It gives them less time to read and write', 45 (14.6%) says 'It makes one to lose concentration'. This shows that 29.2% of students, who become hooked to these social media platforms, have less time to attend to their academic work. That 70.8% of Arts students don't allow the phone/ computer with Internet access to affect their study culture is commendable if this is the reality though the students contradicted themselves as explained above.

Table 28: Suggestions in curbing the effect of phone/Internet, etc on study culture of students

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	9	2.9	2.9	2.9
Self-discipline	233	75.6	75.6	78.6
Valid Limited time should be used on phone/Internet	66	21.4	21.4	100.0
Total	308	100.0	100.0	

Source: (Author's Computation Using SPSS)

The ways suggested by Faculty of Arts students on curbing the effect of phone/Internet on the culture of studying are: ‘self-discipline’ 233 (75.6%), ‘Limited time should be used on phone/Internet’ is 66 (21.4%), then ‘No response’ with 9 (2.9%). The implication of this question shows that students know that it has an effect on the study culture with a large percentage advocating for self-discipline which implies controlling your mobile devices rather than your devices controlling you and dedicating more of their time on academic studying than pleasure seeking. As one lecturer rightly observes, “...at least 60% of students’ time should be dedicated more to their studies while 40% should be for their social media activities since it has been observed that they indulge and enjoy these networking sites a lot but that their studies should never at any point in time be at the detriment of social media activities”.

Table 29: Suggestions on the Impact of New Media on Study Culture of Student

	Frequency	Percent	Valid Percent	Cumulative Percent
No response	12	3.9	3.9	3.9
It promotes pornographic ideas.	86	27.9	27.9	31.8
It creates social civilization	58	18.8	18.8	50.6
It increases students networking abilities	28	9.1	9.1	59.7
It enhances students academic performance	124	40.3	40.3	100.0
Total	308	100.0	100.0	

(Source: Author’s Computation using SPSS)

This table indicates other useful information that can be garnered concerning the impact of new media on study culture of students generally. The answers given were ‘It enhances students’ academic performance’ with 124 (40.3%), ‘It promotes pornographic ideas’ with 86 (27.9%), ‘It creates social civilization’ with 58 (18.8%), ‘It increases student networking abilities’ with 28 (9.1%) and ‘No response’ with 12 (3.9%). The summation of the responses of the impact of new media on the study culture of Faculty of Arts students other than academic purposes’ is 55.8% which topples ‘It enhances academic performance’ with 40.3% indicates that students utilize new media more for social activities rather than academic purposes.

4.4 Implications of the Findings

Based on the findings, Faculty of Arts students derive their reading materials mostly from their lecture notes which have the highest percentage with 39%; a combination of lecture notes, hardcopy books, e-books and browsing with 36.7%, hardcopy books and e-books with 14.6%, browsing with 9.7%. This shows that even though students are embracing the new media especially the Internet into their studies, their first call for studying purpose is dependent on lecturers’ note which they give more prominence in helping them gain adept knowledge to the course studied. Other sources such as textbooks, e-books, Internet materials are integrated to help boost their knowledge bank and provide the necessary lifts needed to achieve academic excellence. Thus, Arts students utilize lecture notes given by their lecturers for studying and support it with textbooks, e-books and other materials gotten from the Internet.

Students visit the library as the option denotes 'when necessary' 43.2%, 'not regularly' 24.7%, 'daily' 14.6%, 'twice a week' 4.9% and 'always' 2.9%. It can also be deduced that 53.6% of Arts students study for over 4-6 hours daily especially when there is examinations or assignments as evident with 61% of them attesting to this. This connotes that students' studying habits is on the low and this is detrimental to their general academic performance because they study 'when necessary' in terms of when there is an assignment to submit, when examinations are coming up, when they are writing their projects.

Studying should not be limited to just assignments, examinations, projects rather it should be a habit every Faculty of Arts student should imbibe because when you study always you know the essentials of the course and be able to impart knowledge to others. Moreover, when students study 'when necessary' they could still pass their courses but lack the leverage needed to excel outside the coursework. This is as a result of them just reading to pass without gaining the rudiments of the course which is meant to build them up academically and otherwise.

The cybercafé is reputed from the findings to have the highest percentage of what Faculty of Arts students utilize most when sourcing for materials for assignments or projects with 59.1%, computer with 19.5%, library with 11.7%, Phone 9.7% but there is reduction in students' using the cybercafé to gain access to the Internet when they can easily utilize the free network of A.B.U wired and wireless network combined with a percentage of 54.6% in comparison to the cybercafé with 10.1% and modem with 3.6%. It can be deduced that Faculty of Arts students that do not own computers patronize the cybercafé more and those that own computers patronize A.B.U's wired and wireless connections for

Internet materials where they can get unlimited access to materials on various subjects and source less for materials from the library or phone. This is as a result of the rise in cyber culture which is gaining prominence amongst students even though there is rise in plagiarism, it could be curbed with students being taught the proper use of materials from the Internet.

Faculty of Arts students gaining grounds in the digital world is evident in the high percentage of those with Internet access on their mobile devices. 82.8% have Internet access on their phones and as low as 17.2% do not have. The findings reflect that the 15-30 years use phones with Internet access more than the 31-40 age brackets. Though it is observed from the findings that the 15-30 years utilize the social networking sites more and the 31-40 years use the Internet to acquire necessary information needed and to utilize these technologies in their environment. This shows that Arts students use the Internet for various purposes depending on age range. What medium Faculty of Arts students utilizes is the web 2.0 technologies notably the social networking sites where the 15-30 age range as reflected in the findings indulge in. The gratification gotten from the use of these social sites is fun oriented such as chatting patronized most by girls than boys, playing video/computer games by boys than girls, downloading of pictures, music, latest applications on their devices, get the latest trend in fashion, technology, entertainment world which helps the 'born digital' Arts students relax while the 31-40 age range consisting more of 'being digital' natives patronize more of research websites such as 'Google', 'Answer', 'Ask' in their studies as well as get to know the happenings around the world. This age range indulges less in social networking sites.

The Faculty of Arts students that use their phones always are 58.4% including the classrooms as opposed to those who do not with 41.6%. Also, 45.1% use their phones mostly for chatting purposes, 14.9% SMS, pinging and downloading, then 10.1% use it for games. The purposes for which Arts students always use their mobile devices even in class are mostly fun related. Hence, chatting has become the norm for these students and the female students are more attuned to it. These students have come to be defined by their addiction to always be online to mingle, exchange pictures, songs and videos, download, and know what the latest, etc is. The implication of these findings is that this online bug and the need to network, affect the study culture of Faculty of Arts students because if these students go as far as chatting while lecturers are in class, how much more when there is no one to curtail such acts. They are thus easily distracted, giving more time to these pleasurable acts than study.

These findings support the non-neutral theorists of technological determinism that technology comes with its own politics having foreseen and unforeseen consequences independent of how it is being used. The web 2.0 technologies obtainable in both their mobile devices and computers engage its users in a lot of pleasurable uses which are inherent in these devices or can be downloaded into it. Arts students being digital immigrants are enthralled by all the purposes and the inherent gratifications they can enjoy by partaking and in acquiring of these devices thus leading to increase in the purchase of these devices especially as the competition in the various technology industries has led to low cost of these technologies and the free side attractions that comes in form of various applications which Arts students find interesting. The

implication of the adoption of these technologies is the fostering of capitalism and globalization which blurs time and space, geographical distance and resorting to the notion of the 'global village' phenomenon.

Furthermore, 41.6% of students spend over six hours on their phones daily, 39% spend 4-6 hours and 19.5% spend 1-3 hours on their phones daily. Consequently, 80.5% of Arts students attest to utilizing the Internet for chatting and other Internet related activities in comparison to 19.5% who use it for study purpose. However, to the digital immigrants the need to communicate and network is vital to their being heard and seen which accounts for the over six hours spent chatting, SMS, pingping, downloading and playing games. With the Arts students spending this large amount of their time on their favourite past times shows that there is a decline in the number of hours they spend studying. In as much as this findings agrees on the standpoint of the non-neutral theorists of technological determinism that technology have its underlining politics, bias, effects, ideology. Arts students have at their disposition the power of choice which lies in their ability to be in control of these technologies by being disciplined in its usage that is why it has such buttons as mute, silent, turn off in these devices especially when they are studying, tilting towards the neutral theorist argument that technology is neutral but it is the intention of the user that matters.

Consequently, studying is now taking a downward slope in favour of Internet related activities especially social networking as opposed to the findings from the students. Active studying can be boosted as rightly suggested by lecturers interviewed; that these networking sites, for example, 'facebook', makes provisions for group application whereby there is provision to upload materials, documents, pictures. Also, the 'twitter'

handle where people ask and respond with different ideas. This medium can be taken advantage of by students using this platform to ask, share and discuss intellectual issues and students could possibly go to the extent of forming study groups online. There is also 'listserv' an educational forum whereby people from similar fields can join and participate in educational discussion. This findings show that Arts students needs are being satisfied according to Katz, Gurevitch and Haas stipulations of categorizing the underlying use of media to attend to prominent needs such as cognitive, affective, personal integrative and tension release needs. Faculty of Arts students needs are gratified foremost in their use of the social networking sites for chatting with friends and family; affective needs of emotions, pleasures and feelings being satisfied by their amorous relationship carried out online; cognitive needs of acquiring necessary information, knowledge and understanding needed to improve study culture and inherently boost academic performance; lastly, personal integrative needs of using these platforms to acquire credibility, stability and status which is very important to these Arts students. This shows that Arts students are getting their needs satisfied by the usage of these technologies.

The percentage of Faculty of Arts students that think social media is addictive and distractive is 58.4% as against 41.6% who think it does not. That a relatively high percentage of students think social media is addictive and distractive is positive because acknowledging this is the first step in curbing this negative habit. As one lecturer interviewed duly noted, "when students are addicted to these social networks, it makes them distracted to a point that they do not pay attention to details; they become lazy towards their academic work and as a result their academic work suffers because their

thinking capacity becomes uncritical and their thought pattern not serious due to less time spent on studying and more time on social networking”.

Copy and paste is gaining momentum amongst students who thrive on lifting materials from the Internet without contributing their quota to the work. 58.4% of Arts students copy and paste while 41.6% download and edit. The implication of this is that Arts students prefer shortcut in achieving academic excellence whereby instead of improving and gaining insights from unlimited exposure to materials from different scholars and perspectives, they would rather uncritically use these materials as theirs without sometimes acknowledging these scholars.

Arts students that agreed that Twitting and SMS writing/ GSM language affect their writing is 56.2% as against 43.8% who don't agree. With the trending of social media platforms comes a new mode of communicating whereby students unconsciously utilize slangs, informal and colloquial connotations into formal writing. As a result of this students shortened their words and give formal spellings a whole new form which affects pronunciation, grammatical construction of words, translation and interpretation of words constructed by these students.

The Faculty of Arts students think that the phone or computer has not helped improved their studies is 58.4% as against 38.6% who think it has helped and 2.9% that gave no response while 67.9% don't agree that it affects their studies, 29.2% agreed that it affects their studies and 2.9% gave no response. According to the research conducted, the respondents assert that the Internet/ other digitalized technologies neither affect nor improve their studies given the frequencies and percentages derived but critical assessing their responses, it does affect their study culture rather than improve their studies. Hence,

proper management of these Internet resources could lead to positive improvement of the study culture of Faculty of Arts students.

Therefore, it has considerably not helped improve a large percentage of students for a number of reasons such as; inability to properly use online materials to their advantage rather they prefer to copy and paste or even plagiarize, inability to source for materials online, spend more time on chatting, downloading, pinging, games, etc which is much more distractive and time consuming than on researching, not knowing the right site to get the necessary materials they need for their academic work and at the same time the media provides the pleasure needed to relax.

CHAPTER FIVE

CONCLUSION

5.0 Summary

The first form of communication that existed was the oral culture which thrived on interpersonal communication used by communities to pass across traditions and customs to its members. Long distance trading gave birth to writing which utilized the alphabets as envisaged in different forms by Egyptians, Sumerians, Urban Chinese, and Romans. It also brought about literacy and consequently led to the invention of the printing press by Johannes Gutenberg in 1446. Other events that spurred technological development in communication were the industrial revolution in the 19thc and the World War II which was fundamental in changing the entire face of communication to the computer. The various innovations in computer technology and in its applications are what are termed New Media.

New media connoted with the digitalization of technologies and with the Internet gaining grounds in the society, the university community is not left out of it as is evident in the upgrade to wired and wireless connection found in the Ahmadu Bello University community and the ownership of trendy devices with Internet access amongst students.

The research analyzes the effect of New Media on the Study Culture of the undergraduate Arts students in the 2011-2012 academic sessions and the study also explores Arts students' usage of these technologies that has become part and parcel of their everyday life. These students are being tagged as 'Digital Natives' of these technologies. The term has gone beyond those born after the 1980s' to 'being digital' those who have realized the potentials and possibilities of these technologies in their environment. Hence,

students form the bulk of ‘Digital Immigrants’; those adapting to the present changing technological environment and less of ‘Digital Outcasts’; those who are slow or unable to adapt to the changing technological environment for one reason or the other.

New media can be a double edged sword as envisaged in the positive and negative consequences embedded in its usage. Thus, Arts students can tilt towards the positive by using it to improve and enhance their study culture. Negatively, by plagiarizing other scholars’ work, using their devices with Internet access to cheat in examination halls, utilizing more of the social media platforms than using it in their academic work. However, new media is characterized by innovations and developments in Information and Communication Technologies. The web 2.0 technologies embody collaboration, contribution and community which help users not just to be consumers of contents but also contributors of contents.

The Computer Mediated Communication (CMC) approach gives an overview in the understanding of behavioural patterns of Arts students’ utilization of new media technologies. It involves the use of computer in communication rather than interpersonal communication using such services as email, chat rooms, list serves, etc. The theory espouses how individuals interact in these virtual communities and various effects it has on individuals.

The Technological Determinism and Uses and Gratifications theory is used as the theoretical framework for the study. Marshall McLuhan concept of ‘global village’ in the 1960s molded the communication aspect of this theory. He believed that inventions in communication technology caused cultural change; changes in mode of communication shape human life; and we shape our tools and they in turn shape us. The theory embodies

two major schools of thoughts namely: Neutral Technology and Non-Neutral Technology. Neutral technologists believe that technology is neutral but it is the intention of users that matters while Non-neutral technologists opines that technology is an embodiment of political ends apart from how it is being used.

Maslows' theory of people seeking to satisfy a hierarchy of needs and how the satisfaction of one need gives rise to another need influenced the propounding of the Uses and Gratifications theory. The theory believes that people use media according to the gratifications derived from their personal needs. Theorists under this school of thought believe that the audience is not passive but is responsible for choosing the media that best attends to their needs. According to Katz, Gurevitch and Haas, human basic needs can be categorized into five categories based on how media forms helps in satisfying individuals' needs. They are however; Cognitive needs based on information, knowledge and understanding; Affective needs embodying emotions, pleasures and feelings; Personal Integrative needs including credibility, stability and status; Social Integrative needs dealing with family and friends; and Tension Release needs including escape and diversion.

However, the study utilized 'Technological Determinism' to help understand the role and effect of new media on students and 'Uses and Gratifications' theory to explore why students use media, what media they use and the gratification they get for utilizing such medium.

Consequently, the integration of the qualitative and the quantitative methodology was implored. The qualitative explores the attitudes, beliefs, behavioural patterns regarding the usage of Internet amongst Faculty of Arts students in their study through participant

observation of the researcher and also the quantitative through the use of the questionnaire and in-depth interviews, which helped interrogate the opinions of respondents in determining the influence of new media on the study culture of Arts students. These research instruments such as questionnaire, interviews and participant observation helped in achieving the objective of the study. The study used sampling which consists of the Simple Random Technique and Stratified sampling technique. 15% of the subset of the population of the Faculty of Arts students was used in drawing inferences for the entire population.

Analysis of findings gotten from the field was done using descriptive tools such as tables, bar and pie charts whereby percentages and frequencies was used in gaining insight into the effect of New Media on the study culture of Arts students. From the analysis and interpretation of data gotten from the responses of students, it is deduced that there is reduction in students using the library leading to increase in the use of electronic library and Internet sourcing of materials. Arts students combine lecture notes, textbooks, e-books and other Internet materials in studying.

There is a decline in the study culture of students as they actively study over 4-6 hours especially when there is assignment, examinations or project work. Trending of mobile devices with Internet access and chatting is the norm for students as they spend over 6 hours using their phones even while lectures are ongoing. There is also increase in the use of A.B.U wired and wireless connection by Faculty of Arts students. The research shows that social media is addictive and distractive and that it affects students' writing.

Finally, New Media affects more than improve the study culture of students but with enlightenment on the proper use of the Internet, it will help improve the study culture of

students and as suggested by lecturers and students of Faculty of Arts, self-discipline should be implored in order to curtail negative effects of New media on the performance of students. Students can source and read current works on any subject, form study groups online where students could interact intellectually and pose any academic question which the group could collectively attend to and give possible references to the subject being discussed.

5.1 Weaknesses of the Study

- Students were more willing to answer close-ended questions than open-ended questions where they have to express their opinions which they found more tasking. Thus, limited responses to open ended questions.
- Questions that respondents considered implicative in terms of disciplinary actions being enforced on them, leading to some information being withheld.
- The lengthy nature of the questionnaire was tedious for the respondents especially in the open ended questions.

5.2 Conclusion

The use of the Internet in the academics is a promising terrain which if explored wisely could yield bountiful improvement in students study culture and in all their academic writing and thinking. Students are adapting to the technological advancement in the society and the ability for them to tilt toward positive usage is paramount.

Although, there is a high level of students' participation in social networking sites such as 'Facebook', '2go', 'Whatsapp' 'Twitter', 'Instagram', 'My space' where students interact

and network with different categories of people. Notwithstanding, these sites could also serve academic purposes since students derive pleasure from participation. They could form study groups online, build followership around subjects of interests. Lecturers could be members of these groups also to help build the necessary platform needed to boost academic performance.

In essence, technology and new forms of media should not control Arts students but Arts students should be at the helm of affairs of these technologies because it is what they make of these media that matters at the end of the day. The effect of new media on the study culture of students could be positively oriented in improving the performance of students, explore unlimited access to relevant materials in all fields, enhance their use of language and pronunciations, etc.

5.3 Recommendations

The study can be further broadened to integrate other faculties in A.B.U, Zaria because the study dwells only on the Faculty of Arts and even to include the youths in various communities, cities as Internet is gaining more ground in the world. The importance of proper management and enlightenment of the Internet is paramount in our present day societies. The study helps analyze the effect of new media on the study culture of Arts student. The study culture is one vital area that needs to be attended to and not neglected due to the different distractions the Internet offers in order to preserve the knowledge base of our students and not laggards which these Internet can turn them into if not properly watched.

The study is proposing the reinforcing of Internet use into the school's curriculum will help students in the effective use of Internet in their academic work than in the abuse of it especially in the management of Internet materials to avoid plagiarism. Seminars could also be conducted to further enlighten and sensitized students on how to use and access Internet materials to help boost rather impede academic prowess. Some of these students don't even know that plagiarism is negative because they are no serious laws in Nigeria curtailing such acts unlike the US acts that it is punishable by law and attracts fines from the offender.

From the research done, New Media has positive and negative consequences on the study culture of students. Positively, students' research and source for various materials online to help boost their academics; get the course outline and get various perspectives even before the lecturer introduces the course. Also, students can learn and read beyond the course outline and clarify grey areas in any field. Sites such as Google, Ask, 'Devil finders' have been productive in giving prompt answers to all sort of questions asked and even though these sites cannot get exactly what the researcher needs, it turns up related topics that could help. Gone is the era of waiting to be taught, students can teach themselves on various subjects. 'Youtube' provides videos on 'Do it yourself' lectures or even vivid lecturing on various subjects in the academics. Thus, these sites can help build the mental capacity of students.

Negatively, most of these social media sites are uncensored and students have access and are exposed to all sorts of contents that are not useful to them, For example, pornography and other explicit videos. Becoming addicted to social networking sites, although these sites help them relax and meet people from all works of life, most of their time should not

be devoted to these sites. These sites promote vices rather than help improve students' studies. Some indulge in 'Yahooyahoo' of hacking into other peoples account and defrauding them. Hence, proper channeling of new media in their academics will be a plus on the part of students.

With recent and current materials being available online, students could tap from the repertoire of knowledge but acknowledgement of source is paramount. Referencing is one of the research shortcomings for students, emphasis should be made of the necessity of referencing and students should be encouraged on the need to properly reference sources which will lead to reduction in plagiarism. Also, they could be taught how to sieve ideas from any material being used and how to contribute their own quota to the work.

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Interviews

Interview held with Dr. Edward Abah, (29th March, 2012), Lecturer. Department of English and Literary Studies, Faculty of Arts, A.B.U, Zaria.

Interview held with Mr. J.O. Ekpeme, (29th March, 2012), Lecturer. Department of English and Literary studies, Faculty of Arts, A.B.U, Zaria.

Interview held with Mallam .I. Rabi, (29th March, 2012), Lecturer. Department of Theatre and Performing Arts, A.B.U, Zaria.

Interview held with Mr Emmanuel Gana, (4th April, 2012), lecturer. Department of Theatre and Performing Arts, Faculty of Arts, A.B.U. Zaria.

Interview held with Dr. Ahmadu Ja'afara, (9th April, 2012), Lecturer. Department of Arabic, Faculty of Arts, A.B.U. Zaria.

Interview held with Mr A.N. Danburi, (6th April, 2012), Lecturer. Department of Archeology, Faculty of Arts, A.B.U, Zaria.

Interview held with Mallam Bashir Sani Mohammed, (14th April, 2012), Lecturer. Department of History, Faculty of Arts, A.B.U, Zaria.

Interview held with Madam Mariam Birma, (8th April, 2012), Lecturer. Department of French, Faculty of Arts, A.B.U, Zaria.

Interview held with Mallam A.S. Muh'd, (9th April, 2012), Lecturer. Department of African Languages and culture, Faculty of Arts, A.B.U, Zaria.

APPENDICES

STUDENTS AS DIGITAL NATIVES: THE EFFECTS OF NEW MEDIA ON THE STUDY CULTURE OF ABU FACULTY OF ARTS STUDENTS (2011/2012 SESSION) QUESTIONNAIRE FOR RESEARCH

SECTION A

Biodata of Respondent

Sex: Male { } Female { }

Age: 15-20 { }, 21-25 { }, 26-30 { }, 31-35 { }, 35-40 { }

Level: 300L { } 400 { }

Dept.: African Language and Culture { }, Arabic { }, Archeology { }, English and
Lit. { }, French { }, History { }, Theatre and Performing Arts { }

SECTION B

1. What are your sources of reading? Lecture notes { }, Browsing { }, ebooks { }, Hardcopy books { }, Lecture Notes and Hardcopy books { }, Lecture Notes, Hardcopy books and ebooks { }, All { },
2. Where do you study most? In classroom { }, In library { }, In hostel or rooms { },
3. What do you use to study most? Table and chair { }, Classroom chair/bench and table { }, On your bed { },
4. How often do you visit the library? Daily { }, Once a week { }, Twice a week { },
Always { }, Not Regularly { }, When Necessary { }
5. How do you source for materials for assignment/project? Phone { },
Computer { }, Library { }, cyber Café { }

6. How often do you study? Regularly { }, Occasionally { }, When there is assignment or When there is exams { },
7. How many hours do you spend studying daily? One –three hours{ }, four-six hours { }, You don't study daily { },
8. Which websites do you use most for academic information?
Google { }, Wikipedia { }, E-library { } Other { specify },
9. What search engine do you access most? Google { }, Ask { }, devilfinder { } Other { specify },
10. What is the easiest way to use materials from the Internet?
Copy and Paste { }, Download and Edit { },
11. Do you have a phone? Yes { }, No { }
12. Is your phone Internet enabled? Yes { }, No { },
13. What brand of phone do you use? Nokia { }, Samsung { },
Blackberry { }, Techno { }, Other { specify },
14. Do you have Internet access on your phone? Yes { }, No { }
15. When mostly do you use your phone? Morning { }, Afternoon { },
Evening { }, Night { }, Always { }
16. Do you use your phone in class? Yes { }, No { }
17. For what purpose? SMS { }, Pinging { }, Chatting { }, Game { },
Downloading { }
18. How many hours do you spend on your phone daily? One-three hours { },
four-six hours { }, Over six hours { },
19. Do you have a computer? Yes { }, No { }

20. Do you browse with it? Yes { }, No { }
21. If yes, how do you get internet access? Modem { }, ABU wireless connection { }, ABU wired connection { }, cyber café { }
22. What do you mostly use the Internet for? Study purposes { }, Chatting { }, downloading { }, Music { }, Games { }
23. Which website do you visit more often? Facebook { }, '2go' { }, Whatsapp { }, Badoo { }, Twitter { }, Other { specify },
24. Why do you use the site? ? To make new and keep in touch with old friends { }, for pleasure { }, To promote a cause { }, To know what is the latest { }, To get Information { }, Other { specify },
25. Do you think social media (Facebook, '2go', Whatsapp, etc) is addictive and distractive? Yes { }, No { }
26. If yes, why.....
27. Do you think social media promote social vices? Yes { }, No { }
28. If yes, why?.....
29. Do new media promote plagiarism? Yes { }, No { }
30. If yes, how?.....
31. Do twitting and SMS writing/GSM language affect your writing? Yes { }, No { },
32. If yes, give examples.....
33. Has the phone/ computer helped in your studies? Yes { }, No { }
34. If yes, how?.....
35. Does phone/Internet/browsing etc affect your reading? Yes { }, No { },

36. If yes, explain?

37. Suggest ways to curbing the effect of phones/Internet etc on study culture of students?.....

.....

.....

38. Please indicate any other useful information regarding the impact of New media on study culture of students generally that you can think of.....

Interview Transcript

Dr. Edward Abah

1. Do you have a phone?

Yes

2. What brand of phone do you use?

Nokia C3

3. Do you have Internet access on your phone?

Yes

4. How many hours do you spend on your phone?

Cannot really say

5. Do you have a computer?

Yes

6. Do you browse with it?

Yes

7. How do you get Internet access?

Visaphone modem, wired and wireless connections

8. What do you use the Internet most for?

For emails, browse to get knowledge on anything

9. Do you think social media is addictive and distractive?

Yes

10. What website do you visit more often?

Yahoo and Google not too often

11. Are you in any social media platform, such as facebook, 2go, twitter, whatsapp,

Badoo?

Listserv, a group I joined two years ago on contemporary literature

12. Do students use their phones during classes or examinations?

They do, you just ignore them.

13. Do students use SMS writing in their writing?

Yes, it is more common these days e.g. U- you, D-the, that is, shortened their words in assignments, examinations, projects

14. Does Internet affect or improve their studies?

Students should get a balance because if they utilize it well, it could help in their studies and it should be properly channeled into their studies.

15. Suggest ways to curb the negative effect of phones or Internet on the study culture of students

Stop them from taking calls/using their phones for four to six hours during lectures, it will help them to concentrate more.

16. Please indicate any other useful information regarding the impact of Internet generally on students

Students do not interrogate materials online, do not use the materials well rather they copy and paste, plagiarise. Students should be taught how to manage the resources they get from the Internet.

Mr. J.O. Ekpeme

1. Do you have a phone?

Yes

2. What brand of phone do you use?

Nokia

3. Do you have Internet access on your phone?

No facilities

4. How many hours do you spend on your phone?

Unlimited

5. Do you have a computer?

Yes

6. Do you browse with it?

Yes

7. How do you get Internet access?

A.B.U wired connection

8. What do you use the Internet most for?

Browse, look for articles in my area of discipline, send papers for publications, look for advert for conference, seminars, I go online for academic materials than any other aspect.

9. Do you think social media is addictive and distractive?

It depends on the handler, I choose when to go to facebook and log out

10. What website do you visit more often?

Facebook

11. Are you in any social media platform, such as facebook, 2go, twitter, whatsapp,

Badoo?

Yes

12. Do students use their phones during classes or examinations?

Yes, you find one or two of them fiddling with their phones during lectures

13. Do students use SMS writing in their writing?

Yes, for assignments, classroom. Occasionally they slip informal writing into formal connotations using shorthand.

14. Does Internet affect or improve their studies?

Outside classroom students should look up materials that help improve their studies. They download word for word and do not make any effort to improve the materials.

15. Suggest ways to curb the negative effect of phones or Internet on the study culture of students

It entails discipline on the parts of student. The Academics is a rigorous/rigid discipline. Do and don't contribute to learning if you obey. It is part of the learning process

16. Please indicate any other useful information regarding the impact of Internet generally on students

Mallam Isah Rabi

1. Do you have a phone?

Yes

2. What brand of phone do you use?

Nokia

3. Do you have Internet access on your phone?

Yes

4. How many hours do you spend on your phone?

Difficult to quantify

5. Do you have a computer?

Yes

6. Do you browse with it?

Definitely

7. How do you get Internet access?

Modem, A.B.U wired connection

8. What do you use the Internet most for?

General

9. Do you think social media is addictive and distractive?

Yes, I must see my email

10. What website do you visit more often?

Facebook

11. Are you in any social media platform, such as facebook, 2go, twitter, whatsapp,

Badoo?

Yes

12. Do students use their phones during classes or examinations?

Not to frequent

13. Do students use SMS writing in their writing?

14. Does Internet affect or improve their studies?

It improves if they spend most of their time online doing assignments and academic work

15. Suggest ways to curb the negative effect of phones or Internet on the study culture of students

Sensitization and engaging students in discussion exposes them also to the effects of overindulgence in social networking sites.

16. Please indicate any other useful information regarding the impact of Internet generally on students

Students dedicate serious concentration for '2go' at least 60% of students time should be for their social media activities since it is observed that they indulge and enjoy these networking sites a lot but that their studies should never at any point be at the detriment of social media activities.

Mr. Emmanuel Gana

1. Do you have a phone?

Yes

2. What brand of phone do you use?

Blackberry, Nokia, HTC

3. Do you have Internet access on your phone?

Yes

4. How many hours do you spend on your phone?

Four to six hours

5. Do you have a computer?

Yes

6. Do you browse with it?

Yes

7. How do you get Internet access?

A.B.U wired and wireless network

8. What do you use the Internet most for?

Communicate with friends, research materials online

9. Do you think social media is addictive and distractive?

It can be addictive and distractive, if you are not in charge or in control, that is, not having proper time management, you will definitely derail from what you set aside to do.

10. What website do you visit more often?

Facebook, Yahoo

11. Are you in any social media platform, such as facebook, 2go, twitter, whatsapp, Badoo?

Yes, Facebook, twitter, whatsapp

12. Do students use their phones during classes or examinations?

I know they do

13. Do students use SMS writing in their writing?

Yes, U-You, B4-before

14. Does Internet affect or improve their studies?

Yes, easy to get materials to answer their questions when given an assignment. They tend to be lazy to read hard to answer the questions rather they download and copy and paste directly. They do not pay attention to details, Internet culture alone makes people lazy. Their thinking capacity is not that critical, their thought is not serious transferring that to their academic work/formal thinking.

15. Suggest ways to curb the negative effect of phones or Internet on the study culture of students

It offers opportunity for the academics. Online, students are exposed to a lot of thinkings, thought patterns, ideas from scholars/philosophers. Students should be encouraged to study critically these materials instead of recycling materials and giving lecturer verbatim to lecturers when given assignments. They could form study groups online for instance, use the facebook medium to discuss and share ideas, topics. If u look at the group application on facebook there is provision to upload materials, documents, pictures, while they go online chatting they can take advantage of these applications, download and discuss upon. Ask questions on twitter, people respond to different things. Once one is not clear on issues, you find people responding with ideas from different places.

16. Please indicate any other useful information regarding the impact of Internet generally on students

Incorporate new media development into the curriculum, encourage students to form study groups online s as to discuss topics online. This culture has come to stay. So it is advisable for students to adapt wisely and make the most of it.

Dr. Ahmadu Ja'afara

1. Do you have a phone?

Yes

2. What brand of phone do you use?

Samsung

3. Do you have Internet access on your phone?

Yes

4. How many hours do you spend on your phone?

Cannot say

5. Do you have a computer?

Yes

6. Do you browse with it?

Yes

7. How do you get Internet access?

A.B.U

8. What do you use the Internet most for?

Emails, yahoo, google

9. Do you think social media is addictive and distractive?

To some extent, if you are not careful. It can deter your attention from some vital things

10. What website do you visit more often?

11. Are you in any social media platform, such as facebook, 2go, twitter, whatsapp,

Badoo?

12. Do students use their phones during classes or examinations?

13. Do students use SMS writing in their writing?

Hardly

14. Does Internet affect or improve their studies?

15. Suggest ways to curb the negative effect of phones or Internet on the study culture of students

16. Please indicate any other useful information regarding the impact of Internet generally on students

Positively on subject matter, broaden their scope, acculturate current affairs

Mr. A.N. Danburi

1. Do you have a phone?

Yes

2. What brand of phone do you use?

Techno, Nokia

3. Do you have Internet access on your phone?

Yes

4. How many hours do you spend on your phone?

Unlimited

5. Do you have a computer?

Yes

6. Do you browse with it?

Yes

7. How do you get Internet access?

A.B.U. wired/wireless connection

8. What do you use the Internet most for?

Emails, social media

9. Do you think social media is addictive and distractive?
Yes, very addictive, very dangerous if not monitored, no privacy
10. What website do you visit more often?
Wikipedia, to get books and academic works
11. Are you in any social media platform, such as facebook, 2go, twitter, whatsapp, Badoo?
Yes, facebook, 2go
12. Do students use their phones during classes or examinations?
Yes
13. Do students use SMS writing in their writing?
They use it in copying notes in class. It is discouraged especially when used in examinations.
14. Does Internet affect or improve their studies?
It doesn't improve if it is not regulated but does when used appropriately in their academics
15. Suggest ways to curb the negative effect of phones or Internet on the study culture of students
It is very difficult because phones are very cheap, very friendly, go beyond what we know. Enforce discipline, switch off their phones during lectures or their phones be confiscated.
16. Please indicate any other useful information regarding the impact of Internet generally on students
Formerly everyone in A.B.U depended largely for information from KIL and departmental/faculty library, with the popularity of new media students could get materials in areas of their interest, widen their horizon, connect with friends beyond imagination

Mallam Bashir Sani Mohammed

1. Do you have a phone?
Yes
2. What brand of phone do you use?

ZTC

3. Do you have Internet access on your phone?

Yes

4. How many hours do you spend on your phone?

2 on intervals

5. Do you have a computer?

Yes

6. Do you browse with it?

Yes

7. How do you get Internet access?

A.B.U wireless network

8. What do you use the Internet most for?

Academic nature

9. Do you think social media is addictive and distractive?

Yes

10. What website do you visit more often?

Google

11. Are you in any social media platform, such as facebook, 2go, twitter, whatsapp,

Badoo?

None

12. Do students use their phones during classes or examinations?

Yes, some even use it to facilitate expo during examinations.

13. Do students use SMS writing in their writing?

14. Does Internet affect or improve their studies?

It can be beneficial when use positively in improving their knowledge, widen their horizon, makes them versatile. Negatively, it makes them lazy, when used only for pleasure then social media is detrimental. They use it to send pictures, chat rather than use it in their academics, while some spend 15-30 minutes responding to other phone calls.

15. Suggest ways to curb the negative effect of phones or Internet on the study culture of students

16. Please indicate any other useful information regarding the impact of Internet generally on students

The operation of the Internet should be categorized onto four/five. Academic purpose, commercial purpose (for the business people), Pleasure (age restriction should be placed, age and sex should be put into consideration)

Madam Mariam Birma

1. Do you have a phone?

Yes

2. What brand of phone do you use?

Blackberry, Nokia

3. Do you have Internet access on your phone?

Yes

4. How many hours do you spend on your phone?

Six hours

5. Do you have a computer?

Yes

6. Do you browse with it?

Yes

7. How do you get Internet access?

Modem, A.B.U. Wired, Ipad

8. What do you use the Internet most for?

Browse academic works, for lectures

9. Do you think social media is addictive and distractive?

Yes, it can be for the younger generation

10. What website do you visit more often?

Email, facebook

11. Are you in any social media platform, such as facebook, 2go, twitter, whatsapp, Badoo?
Facebook and Skype
12. Do students use their phones during classes or examinations?
No
13. Do students use SMS writing in their writing?
No because my course involves translation
14. Does Internet affect or improve their studies?
Useful materials online they can get to help their academic work
15. Suggest ways to curb the negative effect of phones or Internet on the study culture of students
No answer
16. Please indicate any other useful information regarding the impact of Internet generally on students
Abuse of the Internet, students could use the Internet positively for study and research

Mallam A.S. Muh'd

1. Do you have a phone?
Yes
2. What brand of phone do you use?
Android, Blackberry
3. Do you have Internet access on your phone?
Yes
4. How many hours do you spend on your phone?
Six hours
5. Do you have a computer?
Yes
6. Do you browse with it?
Yes

7. How do you get Internet access?
A.B.U wired, wireless and modem
8. What do you use the Internet most for?
Emails, reading, browsing, finding academic books, facebook, whatsapp,
twitter,vira
9. Do you think social media is addictive and distractive?
Yes
10. What website do you visit more often?
Jstor
11. Are you in any social media platform, such as facebook, 2go, twitter, whatsapp,
Badoo?
Yes
12. Do students use their phones during classes or examinations?
No
13. Do students use SMS writing in their writing?
No
14. Does Internet affect or improve their studies?
It affects because the younger generation don't know how to control the use of the
Internet
15. Suggest ways to curb the negative effect of phones or Internet on the study culture
of students
The university can impede their certificates
16. Please indicate any other useful information regarding the impact of Internet
generally on students
Students do not know how to properly use the Internet and they are not well
informed of the consequences of plagiarism.