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THE EFFECT OF SOCIAL MEDIA ON STUDENTS ACADEMIC PERFORMANCE OF TERTIARY INSTITUTION (A CASE STUDY OF FEDERAL UNIVERSITY WUKARI TARABA STATE)

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ABSTRACT: *This paper is essentially an intellectual creatively for knowledge. Motivated by curiosity about the effect of Social Media and academic performance of students of Federal University Wukari. Social media constitutes a threat to the performance of students' in the University thereby exposing students to all kinds of drop out in school, memory loss, poor performance and depression. The paper was able to identify the frequently use of social media among students. Different types of social media commonly used by tertiary institution students. In carrying out this research, the structural functionalist theory was adopted. Questionnaire method of data collection was used and stratified random sampling was adopted with the sample size of 150 respondents. It was discovered that, most tertiary institution students use social media every day; Facebook and twitter was the most commonly forms of social media used among students, poor academic performance is the major effect of social media on students and the central functional role of parents is regarded as an effective measure to reduce the misuse of social media. Therefore, we recommend that students of tertiary institutions should pay more attention to their academic work and less attention to the social media; Parents should adequately monitor and counsel with their wards about the danger inherent in the excessive use of the social media.*

Keyword; *Effect of social media and Academic Performance*

INTRODUCTION

The world is today celebrating the improvements in communication technology which has broadened the scope of communication through information and communication technologies (ICTs). Modern technology in communication no doubt has turned the entire world into a "global village". But as it is, technology like two sides of a coin, brings with it both negative and positive sides. It helps people to be better informed, enlightened and keeping abreast with world development. Technology exposes mankind to a better way of doing things. Social networking site include; twitter, yahoo messenger, facebook messenger, blackberry messenger (BBM), whatsapp messenger, 2go messenger, skype, google messenger, Iphone and androids. These networking sites are used by most people to interact with old and new friends, physical or internet friends (Asemah and Edegoh, 2012). The world has been changed rapidly by the evolution of technology; this has resulted to the use of technology as the best medium to explore the wide area of knowledge.

The evolution of internet technology has led to its use as the best medium for communication. Whereby, two-third of the world's internet population visits social networking or blogging sites, thus serving as a communication connection tool. Social networking sites (SNSs) are online communities of internet users who want to communicate with other users about areas of mutual interest, whether from a personal, business or academic perspective (William, Boyd, Densten, Chin, Diamond and Morgenthaler 2009).

Academic excellence or achievement plays an important role in an individual placement. Be it in the academic institutions or job placement. Due to this, many people are concerned with the way they can enhance their academic achievement. The emphasis on academic excellence which is also prevalent worldwide has encouraged many studies about the conditions promoting it. The role of academic achievement as one of the predictor of one's life success and also in the aspect of academic placement in schools to higher institutions as well as the level of employability in one's career is inevitable (Kyoshiba, 2009).

Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. Academic performance or achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examination or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Annie, Howard and Mildred, 1996). A direct relationship exists between social media usage and the academic performance of students in universities. However, the darker side within technology has resulted in dilemmas such as the setback of real values of life especially among students who form the majority of users interacting through the use of social networking sites. Online social networking sites focus on building and reflecting social associations among people whose interests or activities with so many social networking sites displayed on the internet, students are tempted to abandon their homework and reading times in preference for chatting online with friends. Many students are now addicted to the online rave of the moment, with facebook, twitter, among others.

Social networking sites although has been recognized as an important resource for education today, studies however shows that students use social networking sites as facebook for fun, to kill time, to meet existing friends or to make new one's (Ellison, Steinfield, and Lampe, 2007). Although it has been put forward that students spend much time on participating in social networking activities, with many students blaming the various social networking sites for their steady decrease in grade point averages (Kimberly, Jeong and Lee, 2009), it also shows that only few students are aware of the academic and professional networking opportunities the sites offered.

According to Kuppuswamy and Shankar (2010), social network websites grab attention of the students and diverts it towards non-educational and inappropriate actions including useless chatting. Whereas on the other hand, Liccardi, Ounas massey, Kinnunem, Midy and Saker (2007) argued that the students are socially connected with each other for sharing their daily learning experiences and do conversation on several topics. Tinto (1997) argued that extracurricular and academic activities are not enough to satisfy some students who are suffering by social networking isolation. This shows that social networks are

beneficial for the students as it contributes in their learning experiences as well as in their academic life. Trusor, Buckin and Pauwels (2009) noted that the internet is no doubt evolution of technology but specifically social networks are extremely unsafe for teenagers, social networks become hugely common and well-known in past few years. According to Cain (2009) social network websites provide ease of connecting people to one another; free of cost and after connecting one can post news, information, material and things including videos and pictures among others. Wiley and Sisson (2006) argued that the previous studies have found that, 90% of tertiary school students use social networks. In the same way, (Ellison et al 2007) stated that the students use social networking websites approximately 30 minutes throughout the day as a part of their daily routine life. This statement shows the importance of social networking websites in student's life. Lenhart and Madden (2007) revealed through a survey that students strongly recommend social networking websites to stay in touch with friends.

The world today is a global market in which the internet is the most important sort of information since the advent of social media sites in the 1990s, it is assumed in some quarters that the academic performance of students is facing a lot of neglect and challenges. The educational systems in Nigeria is faced with so many challenges which have certainly brought about a rapidly decline in the quality of education. There is a deviation, distraction and divided attention between social networking activities and their academic work. It is observed that students devote more attention to social media than they do to their studies. Students addictiveness to social networks, students frequency of exposure to social network, social media network that the students are more exposed to and the influence of social media as a medium of interaction between students has been part of discussion in recent times and which have imparted on their academic performance. Instead of students reading their books, they spend their time chatting and making friends via the social media and this might definitely have influence on their academic performance, because when you do not read, there is no way you can perform well academically. It is a common sight to see a student chatting in sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the high way, they keep chatting.

In recent times, social media have been a major stay in the minds of students and the world at large thereby causing a lot of drastic measure by students, teacher and even educational administrators at large. It is therefore of great importance to explore some of the trending issues facing student's academic performance as a result of social media. Students at all levels of learning now have divided attentions to studies, as a result of available social media opportunities which promotes or mars studies is a question that needs to be answered. Thus, this study investigates the effect of social media on academic performance of students in Federal University Wukari, Taraba State.

Literature Review

Social media is a phenomenon that has been developed in a rapid pace. It is a means that employs mobile and web based technology to create highly interactive platforms through which individuals and community share co-create, discuss and modifies user-generated content, (Kietzmann, 2012). Social media is a phrase being tossed around. It is a website that does not just give you information but interact with you while giving you information. It is a group of internet based application that allows the creation and change of user generated content. It is easy to confuse social media with social news because we

often refer to members of the news as the media. Different scholars have described it in a different way and as Jaca and Scott (2011:5, says, "There is no single recognized definition of social media". Drury (2008:1) defines social media as "online resource that people use to share content video, photos, images, text, ideas, insight, humor, opinion, gossip, news" Safko and Brake (2008), further defined social media as "activities, practices and behaviors among communities of people who gather online to share information, knowledge and opinions using conversational media".

Conventional media are web-based application that make possible for one to create and easily content in the form of words, pictures, videos, and audios", different research explained their perspective regarding social media and we support Drury's definition as it explain the role of social media in a precise statement social media has certainly become a global platform where sharing data internationally has become an international trend.

Social media usage and academic performance

Over the years, many student's conduct and social media has depicted both positive as well as negative effect on the academic performance of the students'. There are several factors that influence the relationship between social media and academic performance such as how long they stay in sites the most? A handful of studies have discussed the relationship between these variables internationally as well as locally.

Elision and Boyd (2007) define social network sites as web-based services that allow individuals to construct profiles, display user connections, and search and traverse within that list of connections. A social media is an online service or platforms that focus on facilitating the building of social network among people who share interest, activities and background on real life connections. It is a website that allows users to share information within a selected group. It is a great way to stay connected and a convenient way to share photos from trips (Awake, 2012). It consists of a representation of each user (profiles), social links and a variety of additional services. For detailed analysis of social networking, the following terms will be discussed.

- Impact of social networking site.
- Features of social networking site.
- Social networking and education.
- Constraints in education.

Impacts of Social Networking Sites

Through email and instant messaging, online communities are created where a gift economy and reciprocal altruism are encouraged through co-operation. 2go and other social networking tools are increasingly the objective of scholarly research. Scholars in many fields have begun to investigate the impact of social networking site, investigating how such site may play into issues of identity, privacy, social, youth culture and education.

Several website are beginning to tap into the power of the social networking model for philanthropy. In 2011, HCL technologies conducted research that showed that, 50% of British workers are banned from the use of social media during office hours. In this view, when one is chit-chatting, the content of the message reveal a lot about an individual. In chatting comments, photos, and status should speak less of individual. Kim in summary says, "if you are mindful of what you are doing, you can maintain a measure of privacy on a social network" (Awake, 2012); and in reference to this, Proverb 10:19 says that, "in the abundance of words, there does not fail to be transgression, but the one keeping his in check is acting discretely". It's a vortex that sucks one in and one has not known his been

trapped. One of the ironies of the internet is that it keeps you apart from the most important things; it is a great way to stay connected with people but you just have to know when to shut it down. Raquel concluded that it seems that when people go on a social network, they lose their mind (Awake, 2012).

Social Network and Education

The advent of social network platforms may also be impacting the way in which learners engage with technology in general. For a number of years, Prensky (2001) dichotomy between digital natives and digital immigrants has been considered a relatively accurate representative of ease with which people of a certain age grade, in particular, those born before and after 1980, use technology.

Social networking and their educational uses are of interest to many researchers. Living stone and Brake (2010) in their opinion said "social networking site, like much else on the internet representing a moving target for researchers and policy makers'. Recent trends indicate that, 47% of American adults use social network. A national survey in 2009 found that, 37% of online teenagers use social networking site which increased to 55% three years later (Len Hart, Purcell, Smith and Zickuhr, 2010). It has also, shown that it provides opportunity within professional education but however form protection for students against wasting time, bullying and privacy protection. In an educational setting, 2go and BB chat is seen by instructors and educators as frivolous time wasting and distraction from school work. Cyber bullying has been an issue of concern with social networking site. An online survey based on 9 – 19 years old and above discovered that students receiving bullying comments online. Social networking, often include a lot of personal information posted publicly and many believe that sharing personal information is the easy communication vehicle that social networking opens the door to sexual predators. However, there is evidence of contradictions to this; 69% of social media using teens and 85% adults said people are mostly kid to one another. The national school board association reports that almost 60% of the students who use social network talk about educational topic online and more than 50% talk about school work. Yet the vast majority of school district has stringent rules against nearly all form of social media during school hours. Social networking focused on supporting relationship between teachers and students which are now used for learning. Some site like Ning for teachers and Term wiki-learning centre were created to support this.

Social media are also emerging as online year book for private and public use. It allows anyone from the general public to register and connect to others. It allows participant the opportunity for just in time learning and engagement and prescribed curriculum Jerkins (2006) described it as participatory culture. It creates space for learners which James (2004) suggests affinity space and dispersion of expertise and relatedness for learning.

Student's Addictiveness to Social Media

On the internet, students engage in a variety of activities, some of which may be potentially addictive. (Kuss and Griffiths, 2011). The mass appeal of social media on the internet could be a cause for concern, particularly when attending to the gradually increasing amount of time students spend online. Undergraduates spend more time on facebook, twitter and other social media through Smartphone's that are now in abundance among these youths. Many students cannot go for two-three hours without checking and updating their profiles on these social activities such as educational and career pursuit. (Morahan-Martin and Schumacher, 2000) explain social addictions as the excessive use of

the internet and the failure to control this usage which seriously harms a person's life. In an article on the daily trust newspaper, Itodo (2011) posits that there seem to be an alarming rate of social networking obsession among students today; a trend that could affect their academic, social and spiritual live negatively if not properly controlled. Many concerned parents have expressed grave concern that they could hardly get the attention of their children and wards, as they seem to have been carried away by the fascinating world of social networks. Some youths are such social media freaks that they have now carved out for themselves a world of fantasy and illusion for detached from reality.

Bello (2012) of the Sunday observes argued that it is dangerous trend of social media network "obsession" if left unchecked could further affect an already collapsing education system in Nigeria. The reason students are performing poorly in school these days might not be far-fetched. While poor quality of lectures can quickly take the blame, one might think harder if the phrases "facebook frenzy" has not been heard of. It is a common sight to see a youth chatting in sensitive and highly organized places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the high way, they keep chatting. Attention has been shifted from visible friends, while important ventures like study and writing are affected in the process.

This phenomenon has become a source of worry to many who believe in knowledge and acquisition (McQuail, 2008). Jeong (2005) noted that internet addiction is significant and negatively related to student's academic performance, as well as emotional attributes. Olowu and Seri (2012) in their study of 884 students of different universities in Nigeria indicated that students in Nigeria are spending too much time on social networking sites at the detriment of other necessary things such as their studies. They explained that youths' use of these social networking sites even point towards obsession. The youths have made the social media their top priority and continued to need more usage in order to feel satisfied. According to Ogedebe, Emmanuel and Musa (2012), the more time a student's spends on facebook, the lower his or her grade points average will be.

Olubiyi (2012), further posited that, bone of contention of the social media is the obsessive attitude of Nigerian youths towards its use. He pointed out that students waste their time through idle chats and other immoral acts. Students are so engrossed in the social media networks that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy pinging, 2go or facebooking, while lectures are on. The result is that quality time that ought to be spent on academic research and other productive networking is lost.

Influence of Social Media Networks on Student Academic Performance

Though there have been many social, economic, and environmental factors that have added to the pressure of university students in past ten years, the drop-out rate for students is still national problem (Bowen, 2008). Current statistics shows that university students in Nigeria are under increased pressure due to higher academic standards in other countries, and it has become more important than ever for educators to encourage graduation and further education (Bowen, 2008).

However, with more and more students being pre-occupied with social media networks and technological social lives, how will this affect their students? It is estimated that even those students who do graduate from high school, one out of three do not even possess the knowledge and skills that would lead him or her to the next level, such as college or an advanced trade school (Bowen, 2008).

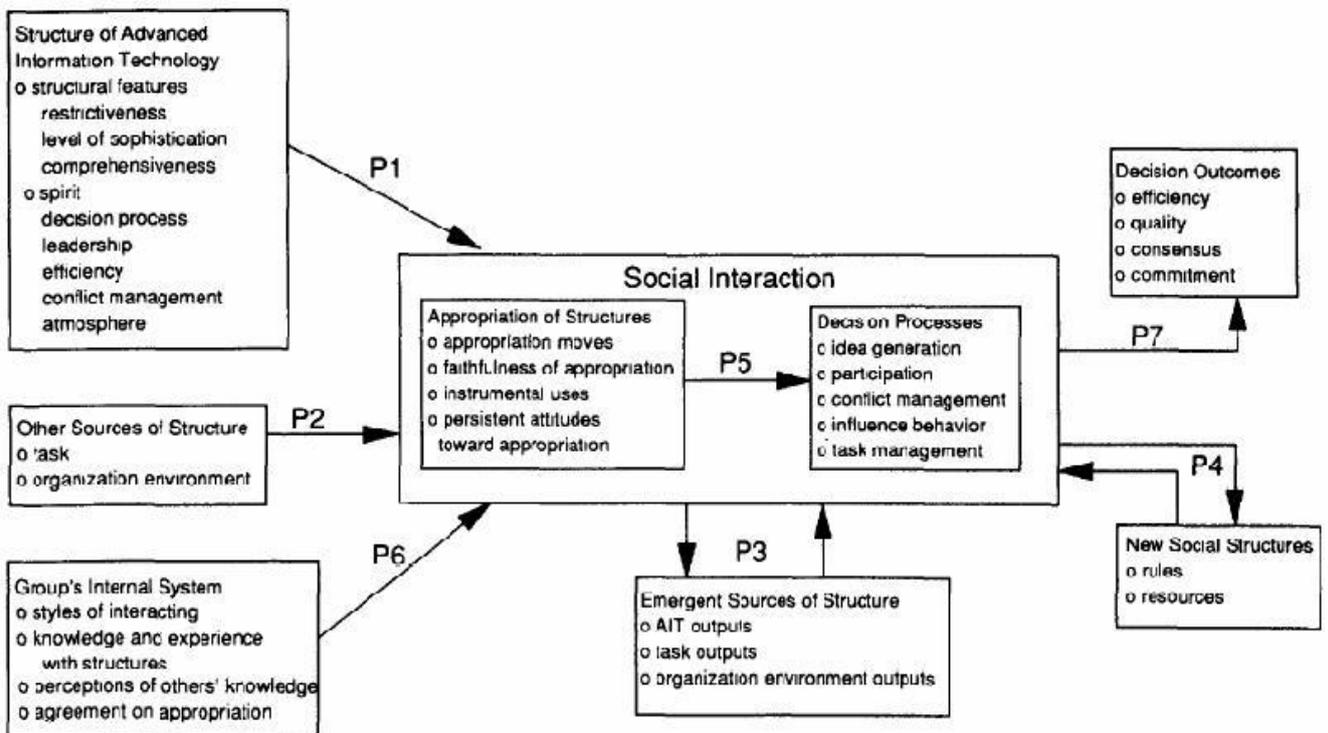
The top academic areas that many school professionals are concerned about are English (ELA) and advanced literacy (Williams, 2008). The current generations of teens live in a fast paced technological world with many different types of communication happening all at the same time. For example, he or she may be on the computer on SNS, while also talking on the phone, sending instant message to a friend, and emailing someone else all at the same time (Williams, 2008). While there may be some advantages to this, such as the teen learning how to type faster and multi-task many things at once, there may also be a breakdown in much of that communication (Williams, 2008).

THEORETICAL FRAMEWORK

The following theories are relevant to this study; adaptive structuration theory, social information processing (S.P) theory and identification model of individualization.

Adaptive Structuration Theory

This theory was introduced by Desantis and people (1994). They criticized technocentric view of technology (technological determinism) use and emphasize the social aspects. Groups and organization using information technology for their work dynamically create perception about the role and unity of the technology and how it can be applied to their activities. These perceptions influence the way how technology is used and mediate its impact on group outcomes source.



Diagram

Technocentrism is a value system that is centered on technology and its ability to control and protect the environment. Technocentrists have absolute faith in technology and industry and firmly believe human have over nature. Although technocentrism may accept that environment problem exists, they do not see them as problem to solve by a reduction in industry. Rather, environment problems are seen as problem to be solved using science and technology. They also believe in scientific research. Indeed, technocentrism see the way forward for both develop and developing countries, and the solutions to environmental

problems, as lying in scientific and technological advancement (sometimes referred to sustainopreneurship).

Social Information Processing (SIP) Theory

The social information processing (SIP) theory was introduced by Joseph Walther (1992). The theory discusses how people get to know one another online, without verbal cues and how they develop and manage relationship in the computer mediated environment.

Social Identification Model of Individualization Effects (SIMIE)

The SIMIE theory was developed by three scholars – Reicher explained the effects of anonymity and identifiability on group behavior with reference to computer-mediated communication.

EMPERICAL REVIEW

Onasanya et al, (2013) carried out a study on online social networking and the academic achievement of Federal University students. The experience of selected students of federal university wukari, they employed the quasi-experimental study design. The procedures used in selecting sample for the study were purposive sampling and proportional stratified sampling techniques. The research instrument that was used to gather the relevant data for this study was a research-design questionnaire with two sections. From their study, they discovered that; there is a significant relationship between the academic achievement of students who spend more time on social networking site and those who spend less time. There is no significant relationship between student's use of social networking sites and their academic achievement when universities are compared. They concluded that, more attention needs to be placed on understanding social networking sites and their impact on students' academics. School administrators need to not only be aware of what sites students are participating on, but also the significant role that these sites have in the academic achievement of students.

Steven E.G. (2014) carried out a research on social networking; closing the achievement gap between regular and social education students. He employed the Quasi-experimental research design and procedure of convenience sampling for selecting his samples. The instrument he used was Benchmark Assessment Personal Financial Literacy (BAPFL). From his findings, he concluded that a statistically significant interaction showed that the gap between the BAPFL scores of regular education students and special education students dependent on whether social networking was used. He also suggested that, social networks should be used to aid special education students in order for them to meet up with the same standard as their regular education peers.

Moon (2011) in a study on "impact of facebook on undergraduate academic performance" averred that social media have negative impact on students. According to the result, the more students use facebook, the more it affects their academic performance. Similarly, Oye (2012) noted that most of the younger students use social networking sites mainly for socializing activities, rather than for academic purpose. Oye (2012) further observed that, most of the students do feel that social networking sites have more positive impact on their academic performance.

In another study conducted by Shana (2012), it was revealed that students use social network mainly for making friends and chatting. The result showed that, only 26 percent of students (respondents) indicated that they use social media for academic purpose. Young

(2006) in a study titled “the effect of internet use and social capital on the academic performance of students” observed that the internet expands its reach to teenagers’ school life. Young noted that students are more reliant on the internet to access information that is involved in school life as well as entertainment. The research further added that internet, though consumes time, and has less effect on studies. Yang (2003) noted that, the effect of social media depends large on degree of usage. Yoon (2000) observed that the type of social media or network subscribed to by a teenager exerts influence on him or her to visit the internet. Jeong (2005) noted that, internet addiction is significantly and negatively related to student’s academic performance, as well as emotional attributors. Seo (2004) corroborates Jeong’s assertion when he opined that the negative influence of internet is only on excessive users and not on all users.

Junco, Heibergert, and Loken et al (2011) conducted a study on 132 students to examine the relationship of social media engagement of students with it and social media and grades of students. To examine this relationship, the students were divided into two groups, one group use twitter and the other group did not use twitter account. It was used to make discussions about study material, organize the study groups in a manner also post the announcement of class, and remain in touch with class fellows. Junco and his co-workers were surprised that the students of twitter group achieved greater GPAs and higher scores than the other group.

Usage of internet has been associated with physical and mental health as well as can have adverse impact on family life. According to Akhtar (2013) excessive usage of internet can become an addiction especially among students and it can cause academic problems. Moreover, internet addiction among children has been associated with psychological and mental problems such as anxiety, depression and the feeling of loneliness. However, adverse impact of social media has outweighed the positive aspects. First, excessive usage of social media has shown negative impact on students physical, psychological and health. Moreover, excessive usage has also been associated with sleep deprivation, insomnia and chronic illness (O’keeffe and Pearson, 2011).

METHODOLOGY

Research Design adopted for this study is a descriptive survey. This design is considered apt because it will enable the researcher to generate data through the standardized collection procedures. Based on highly structured research, questionnaire instrument(s) as well defined study concepts and related variables.

Population of this Study: will be all the full time undergraduate students in Federal University Wukari, Taraba State. The total population comprised 9,452 undergraduate full time students (2019, brochure).

Sample and Sampling Technique: A total sample size of 150 students were randomly selected from the three faculties using confidence interval of 5 and confidence level of 95% (0.05) from the total population of 9.452 full time students of Federal university Wukari, Taraba State.

Data Presentation and Analysis

Table 1: Age Distribution of Respondents

Age	Number of respondents	Percentage

15-20	20	13.33
20-25	28	15.67
25-30	42	28
30-35	26	17.33
35-above	34	22.67
Total	150	100

Field Survey, 2019.

As shown in the above table, 13.33% of respondents were aged 15-20 years, 15.67% were within the bracket of 20-25, 28% ranked within the ages of 25-30, 17.33% were within 30-35 while 22.67% were ranked from aged 35 and above. This by implication shows that majority of the respondents were within the age bracket of 25-30 years.

Table 2: Distribution of the Respondents

Sex	Number of Respondents	Percentage %
Male	85	56.7
Female	65	43.3
Total	150	100

Field Survey, 2019.

The above table shows that, 56.7% of the respondents were male, with 43.3% as females. This indicates that, more males were visible during the field study.

Table 3: Occupation Distribution of the Respondents.

Occupation	Number of Respondent	Percentage
Farmer	15	10
Public Servant	38	25.33
Student	69	46
Business Merchants	28	18.67
Total	150	100

Field Survey, 2019.

As shown in the table above, 10% of respondents were made up of farmers, 25.33% public servants, 46% were students, while 18.67% business. This implies that the study area is mostly populated by students.

Table 4: Educational Distribution of Respondents

Educational status	Number of Respondents	Percentage %
Primarily education	10	6.67
Secondary education	67	44.67
Tertiary education	68	45.33
No formal education	5	3.33
Total	150	100

Field survey, 2019.

On educational distribution of respondents, the table above shows that, 6.67% respondents with primary education, 44.67% respondents with secondary education, 45.33% respondents are in tertiary education, while 3.33% respondents are without formal education. This indicates that the research study area had more respondents with tertiary educational background; implying that it is a learned environment.

Table 5: Marital Status of Respondents

Marital Status	Number of Respondents	Percentage
Single	77	51.33
Married	45	30
Divorced	16	10.67
Widowed	12	8
Total	150	100

Field survey, 2019.

The above table on marital status of respondent shows that, 51.33% of the respondents were single, 30% married, and 10.67% divorced and 8% are widowed. This by implication means that, the respondents were mostly single persons; a common factor associated with educational facilities.

Table 6: Frequency of Social Media Activities by Tertiary Institutions Students

Responses	Number of Respondents	Percentage
Everyday	68	45.33
Every week	67	44.67
Occasionally	15	10
Every month	0	0
Total	150	100

Field survey, 2019.

The above table indicates that, 45.33% of respondents carry out social media activities every day, 44.67% were of the opinion that they visit social sites every week, 10% engage in social media activities occasionally while no respondents agreed or indulge in social media activities on monthly bases. By implication, the table revealed that, majority of students indulges in social media activities on daily basis.

Table 7: Distribution of Respondents of Form of Social Media Sites commonly used by Tertiary Institution Students.

Form of Social Media	Number of Respondents	Percentage %
Twitter	45	30
Youtube	28	18.67
Facebook	77	51.33
Total	150	100

Field survey, 2019.

In close reference to the table above, it is very clear that the form of social media commonly used by tertiary institutions students, are, 30% of the respondents commonly use twitter, 18.67% commonly use youtube, while 51.33% commonly use facebook. This by implication suggests that majority of tertiary institution student's uses facebook.

Table 8: Effects of Social Media on Academic Performance of Tertiary Institution Students.

Responses	Number of Respondents	Percentage %
Reduce focus of learning and retaining	42	28.00
Reduced ability to concentrate	34	22.67

It reduces a students' ability to effectively write without relying on a computer's spell check feature.	28	18.67
Reduce the ability to communicate in person	26	17.33
All of the above	20	13.33
Total	150	100

Field survey, 2019.

The above table shows that, 28% of the respondents believed that, social media reduces the focus of learning and retaining, 22.67% responded that, it reduces a students' ability to effectively write without relying on a computer's spell check feature, 18.67% posits that, it reduce students ability to concentrate, also, 17.33% were of the opinion that it reduces the ability to communicate in person, while 13.33% accepted that, all of the above are effects of social media on students. By implication, it means that, ability of learning and retaining is the major effect of social media on students

Discussion of Findings

With regard to the data presented and analyzed, the findings answered the first question which seeks to know how frequent does tertiary institution students used social media. The answer is positive, just as noted by Onasanya, et al (2012) conducted a study on the influence of Satellite communication devices on students' acquisition of hidden curriculum in Nigeria tertiary institutions.

They reported in their findings that, students cultivated great deal of interest for watching myriads of Satellite programs (audio-visual) for fun and entertainments, rather than medium of instructing them academically. Similarly sports channels and programs were frequently watched due to interest developed for them. The findings therefore achieved its intent objectives. In a similar vein, the finding also agreed with social cognitive and learning theory. Bandura (as cited in Ertmer and New 1993) eventually saw the limitations of focusing on the experimental variables that can be observed, measured, and manipulated promoting the study of how learning occurs through observation and limitation, Bandura (1977) posited that, both environmental and cognitive factors or mental structures, influenced the behaviors, attitudes, and emotional reactions of others.

The finding answers the second question which tries to know the form of social media used commonly by tertiary institution students. Larry (2011) in a paper presented at the 119th annual convention of the American psychological association, said pre-teens and teenager who use technologies like the internet and video games on a regular basis will have more stomach aches, sleeping problems, anxiety and depression. In his paper entitled "poke me"; how social networks can both help and harm our kids", he opined that teens who use facebook continuously may have narcissistic tendencies and young adults show more signs of other psychological disorders. Spending more time on facebook may also bring health related problems.

In the same manner, the finding accept the functionalist view that, predating the era of social media television and other forms of mass media presented opportunities for people to observe models who were effective in captivating attention, negating the need for any special incentives to do so (Bandura, Grusec and Menlove, 1966).

On the third question which tries to know the effect of social media on students' academic performance. The answer is positive just as noted by students involved in multi-

task, checking social media sites studying show reduced academic performance, (<http://viralms.com/blog2011/04/how-social-media-affect-students/>). Their ability to concentrate on the task at hand is significantly reduced by the youtube, stumble upon, facebook or twitter.

Summary

The subject matter of this research centered on the effects of social media on the academic performance of students of tertiary institutions. With close reference to federal university, wukari in Taraba State. The overall objective of the study is basically to understand the nature and pattern of social media activities and its effects on the academic performance of students of tertiary institutions. The study however raised the following research questions: how frequent does tertiary institutions students used social media? What form of social media is commonly used by tertiary institution students? What are the effects of social media on students' academic performance? What steps can be taken to control social media among students of federal university Wukari? Based on these questions, the following assumptions were made: that social media activity has effect on students' academic performance and that students do not frequently use social media.

The study relied on the use of the simple random sampling method to collate data from the field and a total of one hundred and fifty respondents were interviewed via the use of questionnaire. The data collated from the field were analyzed using simple frequency percentage table and based on the information, the following findings were derived. That tertiary institution students used different social media sites frequently on daily basis this grossly affect their academic performance. This finding however agree with research assumption one;

We therefore recommend that proactive measure must be initiated by institutions of learning and especially parents to control the adverse effect social media has on tertiary institutions students and the society at large.

CONCLUSION

Based on the result of research findings, the following conclusions were reached: social media activities have destroyed many students' careers and accounts for the increasing level of laziness experienced by contemporary students of tertiary institutions.

On the effect of social media on the academic performance of students' and use of media sites has been attributed as a probable contributor to students' laziness for studies. It was also observed that, some of the problem frequently experienced by tertiary institution students due to social media activities includes carry over and poor academic achievement. Frequent users of social media are much more likely than periodic social media users to reports that social media caused them to miss classes, get carry over and perform poorly on test and exams.

Generally, social media has been considered to be major factors that grossly undermine academic performance there by impinging on the basic right to quality education and career development of most tertiary institution students.

Recommendations

Combating and controlling the problem of social media must be the solution designed to avoid its future occurrences. Looking at the rate at which the use of social media is rising among federal university wukari students, there is need therefore to discourage the interest and attention of students from the influence of social media by adopting the following suggestions:

- ❖ That the government should establish and effectively implement a law limiting the age at which an individual can be exposed to social media and the period by which social media will be used.
- ❖ That social media education should form a key syllable under the curriculum for social education and should be made compulsory for learning from primary through post primary to tertiary schools level.
- ❖ The law should strengthen the enforcement of the anti-social media law and ensures that law enforcement agencies observes and punish violators accordingly irrespective of status or position in society. Non-governmental, civil society and faith based organizations: should ensure: Safe and how to use social media sites at that time.
- ❖ Proper observation by lecturers during lectures.
- ❖ Central role of the parents.
- ❖ Monitoring initiative.
- ❖ These schemes could be introduced in schools to serve as monitoring unit for social media counseling and correction club and/or facilities.

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