

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

The internet plays a fundamental role in organizations and societies. The basic fact justifies the information revolution that has been taking place across the globe in recent times. The term internet, according to Cawkell in Ogedegbe (2006, p.152) is a large computer network formed out of some thousands of interconnected networks, and it supports a whole range of services such as electronic, file transfer protocol, data base access and many others. It is therefore not surprising the success story behind the advent of the internet. It is also known as a network that links computers all over the world by satellite and telephone, connecting users with service networks such as Email and the world wide web. Today the internet has linked thousands of nations and enterprises across the world. Hence the world which appears physically large has been made small by the internet and justifies the reference to the world as a global village.

The internet gave rise to the birth of social networking sites, which, according to Okenwa (2008, p. 15) are web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system. What makes social network sites unique is not that they allow individuals to meet strangers, but rather that they enable users to articulate and make visible their social networks. This can result in connections between individuals that would not otherwise be made, but that is often not the goal, and these meetings are frequently between "existing ties" who share

some offline connection (Hawthorn, 2005). On many of the large social networking sites, participants are not necessarily "networking" or looking to meet new people; instead, they are primarily communicating with people who are already a part of their extended social network.

Social networking began in 1978 with the Bulletin Board System (or BBS.) The BBS was hosted on personal computers, requiring that users dial in through the modem of the host computer, exchanging information over phone lines with other users. This was the first system that allowed users to sign in and interact with each other; it was quite slow since only one user could be logged in at a time. Later in the year, the very first copies of web browsers were distributed using the bulletin board, Usenet. Usenet was created by Jim Ellis and Tom Truscott, and it allowed users to post news articles or posts, which were referred to as "news". The difference between Usenet and other BBS and forums was that it didn't have a dedicated administrator or central server. There are modern forums that use the same idea as Usenet today, including Yahoo Groups and Google Groups.

The first version of instant messaging came about in 1988 with Internet Relay Chat (IRC). IRC was Unix-based, limiting access for most people. It was used for link and file sharing, and generally keeping in touch with one another. Geocities was among the first social networking sites on the internet, launching its website in 1994. Its intent was to allow users to create their own websites, dividing them into groups based on the website's content. In 1995, TheGlobe.com was launched, offering users the ability to interact with people who held the same interests and publish their own content. Two years later, in 1997, AOL Instant Messenger and SixDegrees.com were launched. This was the year instant messaging became popular and it was the first time internet users were able to create a profile and be-friend each other.

Friendster, created in 2002 was the pioneer of social networking. In its first three months, the social networking website acquired 3 million users, amounting to 1 in 126 internet users being members at the time. Friendster served as the launching point for the widely popular MySpace, which cloned Friendster and launched after just 10 days of coding. In the following years, other social networking websites like Classmates.com, LinkedIn and Tribe.net started to come up, including what was to be the most popular social networking website in internet history, Facebook.com was launched in 2004 with the intent to connect U.S. college students, starting with Harvard College. In its first month, over half of the 19,500 students signed up. After gaining popularity, Facebook opened its registration to non-college students, and in 2008, Facebook surpassed MySpace as the leading social networking website. Social networking has come a long way since 1978, and we will all witness its evolution for years to come, forever changing the way people connect with one another.

While social network sites have implemented a wide variety of technical features, their backbone consists of visible profiles that display an articulated list of Friends who are also users of the system. Profiles are unique pages where one can "type oneself into being" Sunder (2003, p. 3). After joining a social network site, an individual is asked to fill out forms containing a series of questions. The profile is generated using the answers to these questions, which typically include descriptors such as age, location, interests, and an "about me" section. Most sites also encourage users to upload a profile photo. Some sites allow users to enhance their profiles by adding multimedia content or modifying their profile's look and feel. Others, such as Facebook, allow users to add modules ("Applications") that enhance their profile.

After joining a social network site, users are asked to identify others in the system with which they have a relationship. Most social network sites require bi-directional confirmation for Friendship, but some do not. These one-directional ties are sometimes labelled as "Fans" or "Followers," but many sites call these Friends as well. The term "Friends" can be misleading, because the connection does not necessarily mean friendship in the everyday vernacular sense, and the reasons people connect are varied (Boyd, 2006).

These sites also provide a mechanism for users to leave messages on their Friends' profiles. This feature typically involves leaving "comments," although sites employ various labels for this feature. In addition, social networks often have a private messaging feature similar to webmail. While both private messages and comments are popular on most of the major networking sites, they are not universally available.

Beyond profiles, Friends, comments, and private messaging, network sites vary greatly in their features and user base. Some have photo-sharing or video-sharing capabilities; others have built-in blogging and instant messaging technology. There are mobile-specific social network sites (e.g., Dodgeball), but some web-based sites also support limited mobile interactions (e.g., Facebook, MySpace, and Cyworld). Many networking sites target people from specific geographical regions or linguistic groups, although this does not always determine the site's consistency. Orkut, for example, was launched in the United States with an English-only interface, but Portuguese-speaking Brazilians quickly became the dominant user group (Kopytoff, 2004). Some sites are designed with specific ethnic, religious, sexual orientation, political, or other identity-driven categories in mind. There are even sites for dogs (Dogster) and

cats (Catster), although their owners must manage their profiles. This then brings to mind the fact that everyone needs to interact both humans and animals alike.

## **1.2 Statement of the Problem**

The introduction of information technology in Nigeria is a welcome development. The use of internet for educational purposes is also of immense benefit especially in the area of being globally relevant and current. However, when it becomes a substitute for good means of social interactions and academic study among young people, it should give cause for concern.

Students nowadays spend the better part of their time in school on information technology devices such as palmtops, iPods and blackberry. On close enquiry, one usually finds out that they are social networking with friends and rarely getting information on their various school courses. Often times, information sought is subject to the use of technological media especially for pleasure, to while away time and to interrelate with friends and pals on Facebook, twitter e.t.c. The question this research seeks to answer is; how has social networking influenced students with regards to their academic performance?

### **1.3 Objectives of the Study**

1. To determine the influence of social networking on the academic performance of Caritas University Students.
2. To ascertain the amount of time students spend on social networking sites.
3. To determine the impact of social networking on the grade points of students of Caritas University.

### **1.4 Research Questions.**

1. How has social networking influenced the academic performance of Caritas University students?
2. How much time do students of Caritas University spend on social networking sites?
3. How has social networking impacted on the grade points of Caritas University students?

### **1.5 Scope of the Study**

A particular focus is given to the academic behaviour of emerging university students. An overview was provided of the recent transformation of institutions into providers of information Centres. This also seems to have taken a negative impact on reading habits and social interaction as they would rather listen to people talk on YouTube and chat with friends on Facebook, Twitter e.t.c. so they do not feel the need to read any longer. The study is centred on the students of Caritas University. This research seeks to show how social networking influences the academic performance of Caritas University students.

## **1.6 Significance of the Study**

This study will help students to discover how much social networking influences their academic performance; it will also enlighten academic personnel on both the good and bad aspects of social networking to ensure academic growth for their students. The study will benefit students in their usage of these networking sites and also institutions to create a more conducive environment for learning.

## **1.7 Operational Definition of Terms**

**Internet** - is a collection of computers and computer networks located all over the world, all of which share information by agreed upon protocols.

**Social Networking Service** - this is an online site that focuses on facilitating the building of social networks or social relations among people who share activities, interests, background thus allowing them share ideas, events among themselves.

**Academic Performance** - refers to how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers.

**Student** – a person who studies at a school, college or university.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

This chapter is a review of related studies to the topic Influence of Social Networking on the Academic Performance of Caritas University Students. It seeks to understand the influence these networks have on the social behaviour of Caritas University youth by examining different concepts and other related studies that can help shed more light on the study and enable the researcher arrive at an accurate conclusion. The chapter is going to be treated under the following sub-headings;

2:2 Review of Concepts

2:3 Review of Related Studies

2:4 Theoretical Framework

2:5 Summary of Literature Review

#### **2.2 Review of Concepts**

The concepts to be reviewed in the study are as follows;

2:2:1 Social Network

2:2:2 Social Networking Sites

2:2:3 Academic Performances



### **2.2.1 Social Network**

A social network is an online service, platform, or site that focuses on facilitating the building of social networks or social relations among people who, for example, share interests, activities, backgrounds, or real-life connections. A social network service consists of a representation of each user (often a profile), his/her social links, and a variety of additional services. Most social network services are web-based and provide means for users to interact over the Internet, such as E-mail and instant messaging. Social networking sites allow users to share ideas, activities, events, and interests within their individual networks. It is the grouping of individuals into specific aggregates, like small rural communities or a neighbourhood subdivision. Although social networking is possible in person, especially in the workplace, universities, and high schools, it is most popular online.

When it comes to online social networking, websites are commonly used. These websites are known as social sites. Social networking websites function like an online community of internet users. Depending on the website in question, many of these online community members share common interests in hobbies, religion, politics and alternative lifestyles. Once you are granted access to a social networking website you can begin to socialize. This socialization may include reading the profile pages of other members and possibly even contacting them.

The friends that you can make are just one of the many benefits to social networking online. Another one of those benefits includes diversity because the internet gives individuals from all around the world access to social networking sites. This means that although you are in the United States, you could develop an online friendship with someone in Denmark or India.

Not only will you make new friends, but you just might learn a thing or two about new cultures or new languages and learning is always a good thing.

As mentioned, social networking often involves grouping specific individuals or organizations together. While there are a number of social networking websites that focus on particular interests, there are others that do not. The websites without a main focus are often referred to as "traditional" social networking websites and usually have open memberships. This means that anyone can become a member, no matter what their hobbies, beliefs, or views are. However, once you are inside this online community, you can begin to create your own network of friends and eliminate members that do not share common interests or goals.

### **2.2.2 Social Networking Sites**

These are service areas that help facilitate social interactions and relationships between people who are familiar with each other, strangers who share the same interest or ideas. These sites offer individuals the chance to create their own profiles on their account, which is a brief description that summarizes who the individual is to those who search for the person. They are websites that encourage people to post profiles of them—complete with pictures, interests, and even journals—so they can meet like-minded friends. Most also offer chat rooms. Most sites are free; some restrict membership by age.

There are different social networking sites available. Below is a table containing some of these sites, their names, purpose of creation, year site was launched and registered users as of the year 2013.

### Social Networking Sites

<b>NAME OF SOCIAL NETWORK SITE</b>	<b>PURPOSE OF CREATION</b>	<b>YEAR SITE WAS LAUNCHED</b>	<b>REGISTERED USERS</b>
Academia.edu	For academics and researchers	September 2008	211,000
aNobil	For all kinds of books, e.g. novels	2006	13,575
Bebo	For general interaction	July 2005	117,000,000
Blogster	Blogging community	November 2005	85,579
Buzznet	Music and pop-culture	May 2005	10,000,000
Classmates.com	School, college, work and the military	June 1995	50,000,000
Facebook	General: Photos', Videos, Blogs, Apps	February 2004	1,000,000,000
Flixster	Movies	January 2007	63,000,000
Focus. Com	Business to Business	August 2005	850,000
Friendster	General. Popular in Southeast Asia	October 2002	90,000,000

GamerDNA	Computer and video games	September 2006	310,000
Last.fm	Music	April 2002	30,000,000
LinkedIn	Business and professional networking	May 2003	200,000,000
Myspace	General	August 2003	30,000,000
Open Diary	First online blogging community	November 1998	5,000,00
Twitter	General. Micro-blogging, RSS, updates	July 2006	500,000.000

### 2.2.3 Academic performances

Academic performance is what you have shown you can do in a certain subject. One can think of it as being internal and hidden until you show what you can do with your performance. Performance is external and what people see. For instance, someone can have poor performance if the individual becomes nervous and panics when about to take a test, even though they knew the material and had the ability to perform well on the test if they hadn't been so nervous. Academic performance is the ability to study and remember facts and be able to communicate the knowledge verbally or down on paper.

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement by researchers on how it is best tested or which aspects are most important. Different students have different areas where they excel, some do best in woodwork, practical or theory.

Rosen (2009, P. 17) said that the individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests (quick learners) and those who are higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. This means that different students perform better in one area or another, depending on the individual's personality and level of IQ.

### **2:3 Review of related studies**

Ballard, K. D. (2002). *Media Habits and Academic Performance*. A thesis at the University of California, U.S.A. in her work on media usage and academic performance is of the view that the media play a detrimental role in academic performance of students. These media include television, radio, print materials, video games, computers, e.t.c. Quite a number of students have these media in their bedrooms, allowing them to consume media privately and without supervision.

Previous research studies (Dorr & Rabin, 1999; Huston, et al, 2004) have correlated a child's academic performance with their total media usage, suggesting that students who spend more time with media perform less well in school; they found that those between the ages of 13 and 23 reported the highest media exposure of any age group. Media exposure qualifies as the

total time a child is exposed to any form of media during the day. Constant exposure to these is seen as a distraction to the students' ability to study as the time meant for studying is spent on any of the mediums, displacing the quantity of time spent studying. This work is of the view that it is beneficial to examine how and when students use media to ensure reduction in poor levels of academic performances.

In a paper on social media and academic performance presented by Walsh, J.L. (2011). *Social Media and Academic Performance*, a paper presented at The Miriam Hospital's Centers for Behavioural and Preventive Medicine, she noted that the widespread use of social media among college students, which includes texting on mobile phones, chatting or even just posting status updates on Facebook, could take an academic toll on the individual.

According to this new study, many students are engaged nearly half the day in some form of media use. The study found freshmen (students in the first year of college) were spending nearly 12 hours a day texting, using the Internet for social media networking, or listening to music and watching videos. Researchers found much of this high use of media was associated with lower grade point averages (GPAs) and other negative academic outcomes. The exceptions were reading news online or listening to music, which actually was linked to positive academic performance. This study agrees with a 2011 study conducted at Johnson & Wales University that looked at the effects of social media on college students, which found that "as social media sites continue to grow in popularity, it is our base of argument that technology is a vital part in today's student success equation."

The study suggests too much media, especially in early adulthood, a time when many young people are living independently for the first time and are away from parental monitoring,

could get in the way of academic activities including studying. This research is unique in that it is focused on college students, rather than teenagers still living under the same roof as their parents. “Most research on media use and academics has focused on adolescents, rather than new college students, or has only examined a few forms of media. So this study is about the impact of a wider range of media, including activities like social networking and texting that have only become popular in recent years,” said lead author Jennifer L. Walsh, Ph.D. It also seeks to know how media use relates to school performance.

For this study, the researchers surveyed 220 first-year college students at a Northeast University at the start of the semester, and the students were asked about the use of eleven forms of media. These included Television, Movies, Music, surfing the Internet, social networking, talking on a cell phone, texting, magazines, newspapers and non-school-related books and video games. Those surveyed were asked about the average weekday and weekend usage from the previous weekend.

The researcher found, on average, college students spent nearly 12 hours using media per day. Mobile phones, social networking, movie/TV watching and magazine reading were the most negatively associated with academic outcomes. The study shows a link between social media use and poor academic performance. It wasn't limited to usage of traditional social media outlets like Twitter and Facebook, but instead included popular social technology like texting.

“We found students who spend more time using some forms of media report fewer academic behaviors, such as completing homework and attending class, lower academic confidence and more problems affecting their school work, like lack of sleep and substance use,” said Walsh.

“Given the popularity of social networking and mobile technology, it seems unlikely that educators will be able to reduce students’ use of these media forms,” Walsh added, instead, professors might aim to integrate social media into their classrooms to remind students of assignments, refer them to resources and connect them with their classmates. Academic counsellors might also consider assessing college students' media use and encouraging them to take breaks from media, particularly while in class, studying or completing assignments.

Greenhow (2010) an education professor at University of Maryland is of the view that students are forming important bonds on social networking sites. *“When kids feel connected and have a strong sense of belonging to the school community, they do better in school”*. They persist in school and achieve higher rates..... It’s pretty promising that engaging in social networking sites could help them to develop and deepen their bonds over time. Greenhow surveyed 600 low-income high school students and found that good things were happening on social networking sites: friendship development and event gathering information about colleges and careers.

On the other hand, the study found that college students' use of Facebook is linked to lower grades. In a study of 219 students at University of Maryland (102 undergraduate and 117 graduate students), Facebook users had GPAs between 1.5 and 2.5 while non-users had GPA's between 3.0 and 4.0.

These two findings don't necessarily conflict. It is clear that Facebook can be a distraction, but that there are elements of social networking that enhance students' experience and performance. GoingOn's Academic Engagement Network is designed to serve this exact need - a social networking site centered on academic life, rather than strictly social life. Students can find



relevant information, connect with each other, and build their academic identities without the distracting elements of Facebook (applications, relationship status, party photos, etc.).

Perusing Facebook, sending rapid-fire text messages, and tweeting back and forth with friends and celebrities alike might not be the best academic strategy for students who want to perform well.

Karpinski (2009), a researcher in the education department at Ohio State University in her work on social networking websites and academic performance says that Social networking websites are currently being used regularly by millions of people. The use of social networking sites has been so widespread that they have caught the attention of academic and industry researchers worldwide. These sites are now being investigated by numerous social science researchers and an increasing number of academic commentators are becoming more and more interested in studying Facebook, Twitter, and other social networking services, because of their probable impact on society and students' academic performance level.

While the social networking sites have the same key aspects, the cultures and responses around them that become apparent are varied. Most sites help strangers connect with others based on shared personal interests, political and economic views, or simply recreational activities. Some sites accommodate distinct viewers, while others attract people based on similarities, such as common languages or shared racial, sexual, religious or nationality-based identities. Nonetheless, social networking sites have only one common goal. It is to encourage new ways to communicate and share information. Many students have been blaming various social networking sites for their steady decrease in grade point averages. This emergent

phenomenon aroused me to look into social networking sites and how they affect students' academic performances.

The youth use social networking sites as a means of interaction, socializing, and for purely entertainment purposes. Although many people don't think of it, social networking sites harbour many unsafe elements and many people are concerned about some major problems that they contain, which includes education and poor academic performance. There are claims that social networking sites are beneficial, but are they really advantageous in the lives of the youth today? Here the researcher presents facts that social networking sites do gravely affect the academic performances of users.

According to Karpinski's study of about 219 students, 148 Facebook users had grade points lower than those who don't make use of the site. People that didn't use Facebook reported that they study about 11-15 hours and those who had a Facebook account only studied 1-5 hours per week. "Our study shows people who spend more time on Facebook spend less time studying, every generation has its distractions, but I think Facebook is a unique phenomenon." The Ohio report shows that students who used Facebook had a "significantly" lower grade point average - the marking system used in US universities - than those who did not use the site. "It is the equivalent of the difference between getting an A and a D".

Each day about 1,700 juniors at an East Coast college log on to Facebook.com to accumulate "friends," compare movie preferences, share videos and exchange cyber-cocktails and kisses. According to research presented at the American Educational Research Association's 2009 annual conference in San Diego, California, U.S. college students who use Internet social networking sites such as Facebook study less and have lower grades. The study of more than

1,200 students found that 96 percent of those with online access had used social-networking technology including text messaging and 81 percent said they had visited a social-networking Web site at least once within the three months during the period the study was conducted.

Legitimate concerns do exist about youth involvement on these sites (MySpace, Xanga, Facebook, Live Journal, and the like). Those concerns are grounded on three basic factors: 1) the sites are attracting many teens, some of whom are not making good choices. 2) Many parents are not paying attention to what their children are posting on the sites. 3) Sexual predators – and other likely dangerous strangers -- are attracted to places where teens are not making good choices and adults are not paying attention. Some teens engage in unsafe or irresponsible activities that include: unsafe disclosure of personal information, addiction spending excessive amount of time online, resulting in lack of healthy engagement in major areas of life, such as academics. Sites like Facebook and MySpace could be harmful for the young people that frequent them. According to the doctor, the problem is that when teens begin to live their lives actively online, they may begin to put less value on their own “real” lives (i.e. “real” lives also include education).

Tim Tychy (2008), an associate professor of psychology at Carleton University, says the problem with using Facebook and other commercial social networking tools goes beyond the privacy concerns. Tychy argues that while discussion groups, chat, blogs and email can be valuable tools in the classroom, using commercial products like Facebook and Twitter can lead to distraction and procrastination. Because these social networking tools can be used to follow friends and celebrities, view pictures, chat, and play games, they can create problems in the classroom. Facebook is like taking a person with a gambling problem to Vegas. It's just too easy

to get doing other things rather than the hard work of intellectual work, says Tychy. These networking sites will continue to adversely affect the academic performance of youths who are its major consumers.

## **2.4 Theoretical framework**

McQuail( 1987, p.4) defines theory as a “set of ideas of varying status and origin which may explain or interpret some phenomenon. It is also seen as an explanation, a kind of deconstruction of a puzzle or an unscrambling of a confusing concept. It can also be known as a set of facts, propositions, or principles analyzed in their relation to one another and used, especially in science, to explain something that has been experienced. In the course of this study two theories were used as the framework; they are uses and gratification theory and social control theory.

Uses and gratification theory is concerned with the social and psychological origin of needs which generate expectations and leads to differential patterns of media exposure resulting in need gratification and other consequences mostly unintended ones. This theory is purely audience-centered and addresses needs like excitement, guidance, social integration, entertainment, socialization and information acquisition. To be able to gratify these needs, it must be realized that the audience may belong to any group.

Herzog (1944) identified compensations, wish fulfillment and advice as reasons for listening to radio, television or in the case of this study social networking sites. Compesi listed gratifications obtainable from watching television or making use of any mass media

such as internet (social networking sites): entertainment, convenience, social utility, habit, relaxation, escape from problems, boredom and exploration or advice.

This theory says that an individual needs to have a reason for making use of any mass media channels (social networking sites) in order to get any gratification from the medium used. In essence when individuals surf the internet there has to be a reason for the use of the medium either for entertainment, socialization, academic or business purposes, in order for the individual to have feeling of pleasure or satisfaction from using that medium.

Social control theory sees media audience as passive and available for control and influence. It sees the media as powerful and persuasive while the audience is weak and in danger of having their values and behaviour tampered with. The media has the power to influence and change the behaviour of individuals. The internet as a medium of disseminating information has the ability to influence actions and behaviour of those who make use of this medium, it has a way of controlling the minds of those that patronise it either in a positive or negative way depending on what the individual is looking for.

## **2:5 Summary of Literature Review**

Social networking has provided a means for people to interact, communicate and socialise, while also providing a means for isolation and anti-social behaviour. This technology has introduced both positives and negatives for our youth. We must learn how to cope and solve the negative aspects of this new technology, and develop new ways to control their usage. Efforts should be made to curtail the excesses

that come along with the use of these networking sites, this in order to increase the level of academic performance of students.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on the procedures or methods used for collection of data for the determination of the influence of social networking on the academic performance of students. This is done in order to ensure that the work is verifiable and authentic. This chapter explains the following.

3.2 Research Design

3.3 Population of Study

3.4 Sampling Technique

3.5 Description of Research Instrument

3.6 Validity and of Data Gathering Instrument

3.7 Method of Data Collection

3.8 Method of Data Analysis

#### **3.2 Research Design**

The design used in the study is the survey research design. This design or technique is used in collecting data, here people are asked to answer a number of questions (usually in form of a questionnaire or an interview). According to Ogili (2005), survey is a form of descriptive research that studies both large and small populations by selecting and studying samples chosen

from the population for the study. It studies a group of people or items considered to be representative of the entire group.

### **3.3 Population of Study**

Population can be defined as the total number of people who inhabit an area, region, or country, or the number of people in a particular group. It also refers to the people that are being studied. The population of this study is made up of the students in their different faculties in Caritas University. They include all the students from first year to final year in the different faculties. The population of the study is four thousand two hundred and fifteen (4215).

### **3.4 Sampling Technique and Sample Size**

A sample is a representation of the whole population. Sample can be defined as the actual number of or part of study population that is objectively selected for the purpose. Sampling is necessary because the entire population cannot be studied as it may be large and cannot be controlled.

The sampling technique used in this study is the simple random sampling technique, which is a subset of a statistical population in which each member of the subset has an equal probability of being chosen. There are four faculties in the institution namely;

1. Faculty of Management and Social Sciences
2. Faculty of Engineering
3. Faculty of Natural Sciences
4. Faculty of Environmental Sciences



50 respondents were chosen from each faculty using the simple random technique, bringing the sample size to 200

### **3.5 Description of Research Instrument**

The instrument used in collecting data is the questionnaire and personal interview. A questionnaire is a set of questions used to gather information in a survey, according to Ogili (2005), a questionnaire comprises a list of questions relating to the objective of the study to which the respondents answer by writing down their responses.

The questionnaire is made up of items which were carefully constructed to efficiently measure the variables on the research hypothesis. The questionnaire was divided into two sections. Part A contains items on the demography of the respondents while part B contained items that answered the research questions formulated for the study.

Items 1 – 4 answered questions on the demographic data of the respondents.

Items 5 – 9 answered research question one

Items 10 – 12 answered research question two

Items 13 – 15 answered research question three

### **3.6 Validity of Data Gathering Instrument**

Validity can be defined as the appropriateness of an instrument to measure what it is intended to measure, after construction and critical study of the questionnaire; it was passed to the researcher's supervisor for vetting and possible modifications of some aspect of the questionnaire.

### **3.7 Method of Data Collection**

Copies of questionnaire were administered to the sample population by the researcher and collected back from them after they were completed. The respondents were only students in Caritas University, Enugu State. The respondents comprised youth of both gender who were between 16-24 years.

Out of the 200 copies of questionnaire distributed to respondents, 160 copies were retrieved back. This represented a return response rate of 80%.

### **3.8 METHODS OF DATA ANALYSIS**

The researcher considers it appropriate to make use of frequency table presentation and simple percentages, research questions were answered and analyzed using responses from respondents.

## CHAPTER FOUR

### DATA PRESENTATION AND ANALYSIS

#### 4.1 Introduction

The aim of this study is to determine the influence of social networking on the academic performance of Caritas University students. This chapter is concerned with the presentation and analysis of data through the use of questionnaire which was distributed. One hundred and sixty (160) copies were returned with a response rate of 80%. The study answered the following research questions:

1. How has social networking influenced the academic performance of Caritas University students?
2. How much time do students of Caritas University spend on social networking sites?
3. How has social networking impacted on the grade point of Caritas University students?

#### 4.2.1 ANALYSIS OF DEMOGRAPHIC DATA

**Question 1:** What is your age group?

**Table 1:** Response to question 1

Response option	Frequency	Percentage %
16-18 yrs	40	25%
18-20 yrs	50	31.25%
20-22 yrs	40	25%
22-24 yrs	30	18.75%
Total	160	100%

**Source:** Field survey 2013.

The table above shows that 40 respondents representing 25% were between the ages of 16-18 years, 50 respondents representing 31.25% fell within 18-20 years, 40 respondents representing 25% were within the ages of 20-22 years while 30 respondents representing 18.75% were between 22-24 years.

**Question 2:** What is your gender?

**Table 2:** Response to question 2

Response option	Frequency	Percentage %
Male	70	43.75%
Female	90	56.25%
Total	160	100%

**Source:** Field survey 2013.

The table shows that 70 respondents representing 43.75% were males while 90 respondents representing 56.25% were females.

**Question 3:** What is your year of study?**Table 3:** Response to question 3

Response option	Frequency	Percentage %
Year one	40	25%
Year two	30	18.75%
Year three	40	25%
Year four	30	18.75%
Year five	20	12.5%
Total	160	100%

**Source:** Field survey, 2013

The table above showed that 40 respondents representing 25% were in year one, 30 respondents representing 18.75% were in year two, 40 respondents representing 25% were in year three, 30 respondents representing 18.75% were in year four while 20 respondents representing 12.5% were in year five.

**Question 4:** What is your Marital Status?

**Table 4:** Response to Question 4

Response option	Frequency	percentage%
Single	140	87.5%
Married	20	12.5%
Total	160	100%

**Source:** Field survey, 2013

In the table 140 respondents representing 87.5% were single while 20 respondents representing 12.5% were married.

#### 4.2.2 Analysis of research variables (Field).

**Question 5:** Are you on any social networking sites?

**Table 5:** Response to question 5

Reponses option	Frequency	Percentage%
Yes	150	93.75%
NO	10	6.25%
Total	160	100%

The table shows that 150 respondents representing 93.75% are on social networking sites while 10 representing 6.25% are not on any social networking sites.

**Question 6:** If yes, which of the following social networking sites are you on?

**Table 6:** Response to question 6.

Response option	Frequency	Percentage%
Facebook	70	43.75%
Twitter	40	25%
Badoo	30	18.75%
Instagram	20	12.5%
Any others (specify)	0	0%
Total	160	100%

The table shows that 43.75% representing 70 respondents are on Facebook, those on twitter are 25% representing 40 respondents, 30 respondents representing 18.75% are on Badoo, 12.5% representing 20 respondents are on Instagram while 0% representing 0 respondents are on other sites.

**Question 7:** What do you like to do most in your free time?

**Table 7:** Response to the question 7

Response option	Frequency	Percentage%
Reading	25	15.6%
Watching movies	40	25%
Resting	35	21.9%
Social networking	60	37.5
Total	160	100%

The table shows that 25 respondents representing 15.6% like reading, 25% were representing 40 respondents like watching movies, 35 respondents representing 21.9% like resting while 60 respondents representing 37.5% like social networking.



**Question 8:** in a school week, how many days do you usually attend classes?

**Table 8:** Response to question 8.

Response option	Frequency	Percentage%
Five days	30	18.75%
Four days	30	18.75%
Three days	50	31.25%
Two days	35	21.875%
Once	15	9.375%
Not at all	0	0%
Total	160	100%

The table shows that 30 respondents representing 18.75% attend classes five days in a week, 18.75% representing 30 respondents attend classes four days in a week, 50 respondents representing 31.25% attend three days a week, 35 respondents representing 21.875% attend classes two days in a week, 15 respondents representing 9.375% while 0% representing 0 respondents do not attend at all.

**Question 9:** How much time do you spend studying, doing research and assignments in a week?

**Table 9: Response to question 9.**

Response option	Frequency	Percentage%
Below four hours	60	37.5%
4 - 6 hours	35	21.875%
6 – 8 hours	30	18.75%
8 – 10 hours	25	15.625%
10 hours and above	10	6.25%
<b>Total</b>	<b>160</b>	<b>100%</b>

The table shows that 60 respondents representing 37.5% spend below four hours on academic work, 21.875% representing 35 respondents spend 4 – 6 hours, 30 respondents representing 18.75% spend 6 – 8 hours, 15.625% representing 25 respondents spend 8 – 10 hours and 10 respondents representing 6.25% spend 10 hours and above.

**Question 10:** How often do you go online?

**Table 10:** Response to question 10.

Response option	Frequency	Percentage%
Very often	70	43.75%
Often	60	37.5%
Not often	20	12.5%
Not at all	10	6.25%
<b>Total</b>	<b>160</b>	<b>100%</b>

The table shows that 70 respondents representing 43.75% go online very often, 60 respondents representing 37.5% go online often, 20 respondents representing 12.5% go online not often and 10 respondents representing 6.25% do not go online at all.

**Question 11:** In a school week, how many hours do you spend on social networking sites?

**Table 11:** Response to question 11

Response option	Frequency	Percentage%
12 hours and above	50	31.25%
Between 12 and 8 hours	40	25%
Between 8 and 4 hours	30	18.75%
Between 4 and 1 hour	25	15.6%
Below 1 hour	15	9.4%
Total	160	100%

The table shows that 50 respondents representing 31.25% spend 12 hours and above in a week on social networking sites, 40 respondents representing 25% spend between 12 and 8 hours, 18.75% representing 30 respondents spend between 8 and 4 hours, 25 respondents representing 15.6% spend between 4 and 1 hour and 15 respondents representing 9.4% spend below 1 hour.

**Question 12:** During the weekends, how many hours do you spend on these sites?

**Table 12:** Response to question 12.

Response Option	Frequency	Percentage%
12 hours and above	60	37.5
Between 12 and 8 hours	35	21.875
Between 8 and 4 hours	30	18.75
Between 4 and 1 hour	20	12.5
Below 1 hour	15	9.375
Total	160	100%

The table shows that 60 respondents representing 37.5% spend up to 12 hours and above on these sites during the weekends, 35 respondents representing 21.875% spend between 12 and 8 hours, 30 respondents representing 18.75% spend between 8 and 4 hours, 20 respondents representing 12.5% spend between 4 and 1 hour and 15 respondents representing 9.375% spend below 1 hour.

**Question 13:** How did you perform in your courses last semester?

**Table 13:** Response to question 13.

Response	Frequency	Percentage
Excellent	20	12.5
Very good	25	15.625
Good	35	21.875
Fair	45	28.125
poor	35	21.875
Total	160	100%

The table shows that 20 respondents representing 12.5% had excellent grades, 25 respondents representing 15.625% had very good grades, 35 respondents representing 21.875% had good grades, 45 respondents representing 28.125% had fair grades and 35 respondents representing 21.875% had poor grades.

**Question 14:** What kind of grades did you make last semester?

**Table 14:** Response to question 14

Response option Percentage%	Frequency	
Straight A's	20	12.5%
A's and B's	25	15.625%
B's and C's	35	21.875%
C's and D's	45	28.125%
D's and F's	35	21.875%
Total	160	100%

The table shows that 20 respondents representing 12.5% had straight A's, 25 respondents representing 15.625% had A's and B's, 35 respondents representing 21.875% had B's and C's, 45 respondents representing 28.125% had C's and D's and 35 respondents representing 21.875% had D's and F's.

**Question 15:** What grade point bracket do you fall under?

**Table 15:** Response to question 15.

Response option	Frequency	Percentage%
4.50 – 5.00	15	9.375%
3.50 – 4.59	25	15.625%
2.40 – 3.49	30	18.75%
1.50 – 2.39	50	31.25%
1.00 – 1.49	40	25%
Total	160	100%

The table shows that 15 respondents representing 9.375% had between 4.50 – 5.00 grade point average, 25 respondents representing 15.625% fell between 3.50 – 4.59, 30 respondents representing 18.75% fell between 2.40 – 3.49, 50 respondents representing 31.25% fell between 1.50 – 2.39 and 40 respondents representing 25% fell between 1.00 – 1.49.

### **4.3 Discussion of findings**

In this section, the data collected in the field on the topic influence of social networking on the academic performance of Caritas University students would be discussed. Out of 200 copies of questionnaire distributed to respondents, 160 copies were returned. Responses to the data in relation to the research question would be discussed.

**Research question 1:** How has social networking influenced the academic performance of Caritas University students?

The aim of this question was to find out how social networking influences the students of Caritas University on their academic performance.

The data contained in tables 5 – 9 answer this research question. In table 5, 93.75% were on different social networking sites while 6.25% were not on any site. In table 6, 43.75% had accounts on Facebook, 25% on twitter, 18.75% on Badoo, 12.5% on Instagram while 0% was on other sites. In table 7, 15.6% like reading in their free time, 25% like watching movies, 21.9% like resting while 37.5% like social networking. Table 8 shows that 18.75% attend classes five days in a week, 18.75% attend classes four days in a week, 31.25% attend classes for three days in a week, 21.875% attend for two days in a week, 9.375% attend classes once a week while 0% do not attend classes at all. In table 9, 37.5% spend below four hours studying, doing research



and assignments, 21.875% spend 4 – 6 hours, 18.75% spend between 6 - 8 hours, 15.625% spend 8 – 10 hours while 6.25% spend 10 hours and above.

From the findings therefore, it can be established that majority of the students spend less time studying, attending lectures and more time on social networking sites which tends to affect their academic performance negatively.

**Research Question 2:** how much time do students of Caritas University spend on social networking sites?

The aim of this research question to determine if the influence social networking sites has on the academic performance of student, is based on the amount of time spent?

The data found in tables 10 – 12 answers this question. Table 10 shows that 43.75% go online very often, 37.5% go online often, 12.5% go online not often while 6.25% do not go online at all. Table 11 indicated that 31.25% spend 12 hours and above in a school week on social networking sites, 25% spend between 12 and 8 hours, 18.75% spend between 8 and 4 hours, 15.6% spend between 4 and 1 hour while 9.4% spend below 1 hour. Table 12 shows that 37.5% spend 12 hours and above during the weekends on these sites, 21.875% spend between 12 and 8 hours, 18.75% spend between 8 and 4 hours, 12.5% spend between 4 and 1 hour while 9.375 spend below 1 hour.

From the findings above, it can be established that a high percentage of the student go online often, spend a lot of time on social networking sites in a school week and on weekends, which shows that more time is allocated to this sites than to school works.

**Research question 3:** How has social networking impacted on the grade points of Caritas University students?

The aim of this research question was to determine the impact social networking sites has on the grade points of Caritas University students.

The data contained in tables 13 – 15 answer the research question. Table 13 shows that 12.5% had excellent grades, 15.625% had very good grades, 21.875 had good grades, and 28.125% had fair grades while 21.875 had poor grades. In table 14 12.5% made straight A's, 15.625% made A's and B's, 21.875% made B's and C's, 28.125% had C's and D's while 21.875% made D's and F's.

From the findings therefore, it is appropriate to say that these networking sites affect the grade point of students and negatively influences their academic performances. The findings received the support of the social control theory which sees the media as persuasive and having the power to influence and change the behaviour of individuals.

## **CHAPTER FIVE**

### **SUMMARY, RECOMMENDATION AND CONCLUSION**

#### **5.1 Introduction**

This chapter is focused on the summary of findings, recommendation for further studies and conclusion on the study, influence of social networking on the academic performance of Caritas University students.

#### **5.2 Summary of Findings**

The aim of this study is to determine the influence social networking has on the academic performance of Caritas university students, to ascertain the amount of time spent on these social networking sites and finally to determine the impact this sites has on the grade points of Caritas University students. The research design used in the study was survey research design or method, this method was used because the design was considered most relevant as it gives the researcher a chance to make references and generations of the population by studying the sample obtained from the study, the selection of the sample size was carried out through the simple random sampling technique. This was to give equal opportunity to all the members of the population area to be selected for the study.

The main instruments used for data collection were the questionnaire designed by the researcher with the help of the supervisor. The use of simple tables and percentages was employed to analyse and present the data gotten from the field to give answers to the study. This statistical technique was considered most appropriate because of the nature of the variables involved. The result of the analysis indicated that social networking sites influence the academic

performance of Caritas University students negatively as it draws their attention away from their academic studies and makes them spend a lot of time on these sites and not on their studies.

### **5.3 Conclusion**

Based on the findings of the study the following conclusions were reached; the research study has shown that constant exposure to social networking sites draws away one's attention from things that are relevant e.g. academic studies. It can be seen from that data gotten that 93.75% majority of students are on different social networking sites and only 6.25% are not on any, this goes to show that almost all the students are on these sites and must go online at one point or the other rather than study their books or doing academic works. In a school week only a few number of people attend classes for the whole period set out for it, many of them attend within three – two days only.

Most students spend less time on their academic work and more time on social networking sites, this goes to show that the interest of these students lie not on things concerning their academics but on the things they see or do on these sites. These sites most times can be seen by the students as an escape from the dull walls of the classroom, into a whole new world where boundaries do not apply. Respondents would rather be on social networking sites, watch movies, rest than read their books in their free time.

These social networking sites also tend to affect grade points of the students as only 12.5% - 15.625% had excellent grades – good grades and the majority had fair and poor grades. The influence these sites have on the students' academic performance cannot be over

emphasised, it negatively influences the students as it turns away their attention from their studies to the entertainment these sites provide.

### **5.3 Recommendations**

The researcher made the following recommendations:

1. That new and creative method of teaching should be used in classrooms to ensure the attention of students who see the wall of lecture halls as a prison or cage.
2. The use of social networking sites should be implemented as a tool for learning in institutions.
3. Lecturers should integrate social media into their classrooms, to remind students of assignments, refer them to sources and connect them with their classmates.
4. Academic counsellors can also consider assessing college students' media use and encouraging them to take breaks from media, particularly in class, studying or completing assignments.
5. The use of social networking sites that are centered on academic life rather than strictly social life can be implemented.

### **5.4 Suggestion for further studies**

The researcher suggests that further studies should be done on the study “Influence of Social Networking on the Academic Performance of Caritas University Students”. Researchers who want to embark on this project should also try to determine the negative and positive influences of social networking.

Also the effect social networking has on the social networking has on students should be studied and solutions to the problem must be indicated.

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## APPENDIX A

Department of Mass Communication  
Caritas University  
P.M.B 01784  
Enugu  
Enugu State

Dear Respondent

I am a final year student of the above named institution conducting a research on “The Influence of Social Networking on the Academic Performance of Caritas University Student.

I humbly solicit your support by filling in the questions below. Be assured that your answers will be treated with strict confidentiality. The information supplied will be used strictly for the purpose of this study.

Thanks.

Yours faithfully,

**Joseph Chinonyerem**

**Researcher**



## APPENDIX B

### QUESTIONNAIRE

#### SECTION A

**Instruction:** Please kindly tick [ ] in the box spaces provided (tick in one of the boxes for each question).

1. What is your age group?

- a) 16yrs - 18yrs [ ]
- b) 18yrs - 20yrs [ ]
- c) 20yrs – 22yrs [ ]
- d) 22yrs – 24yrs [ ]

2. What is your gender?

- a) Male [ ]
- b) Female [ ]

3. What is your year of study?

- a) Year one [ ]
- b) Year two [ ]
- c) Year three [ ]
- d) Year four [ ]
- e) Year five [ ]

4. What is your marital status?

- a) Single [ ]
- b) Married [ ]
- c) Divorced [ ]

5. Are you on any social networking sites?

- a) Yes [ ]
- b) No [ ]

If yes, (tick all applicable options)

6. Which of the following social networking sites are you on?

- a) Facebook [ ]
- b) Twitter [ ]
- c) Badoo [ ]
- d) Instagram [ ]
- e) Any others specify .....

7. What do you like to do most in your free time?

- a) Reading [ ]
- b) Watching movies [ ]
- c) Resting [ ]
- d) Social networking [ ]

8. In a school week, how many days do you usually attend classes?

- a) Every day (5 days) [ ]
- b) Four days [ ]
- c) Three days [ ]
- d) Two days [ ]
- e) Once [ ]
- f) Not at all [ ]

9. How much time do you spend studying, doing research and assignments in a week?

- a) Below 4 hours [ ]
- b) 4 - 6 hours [ ]
- c) 6 – 8 hours [ ]
- d) 8 – 10 hours [ ]
- e) 10 hours and above [ ]

10. How often do you go online?

- a) Very often [ ]
- b) Often [ ]
- c) Not often [ ]
- d) Not at all [ ]

11. In a school week how many hours do you spend on social networking sites?

- a) 12 hours and above [ ]

- b) Between 12 and 8 hours [    ]
- c) Between 8 and 4 hours [    ]
- d) Between 4 and 1 hour [    ]
- e) Below 1 hour [    ]

12. During the weekends, how many hours do you spend on these sites?

- a) 12 hours and above [    ]
- b) Between 12 and 8 hours [    ]
- c) Between 8 and 4 hours [    ]
- d) Below one hour [    ]

13. How did you perform in your courses last semester?

- a) Excellent [    ]
- b) Very good [    ]
- c) Good [    ]
- d) Fair [    ]
- e) Poor [    ]

14. What kind of grades did you make last semester?

- a) Straight A's [    ]
- b) A's and B's [    ]
- c) B's and C's [    ]
- d) C's and D's [    ]
- e) D's and F's [    ]

15. What grade point average bracket do you fall under

- a) 4.50 – 5.00 [    ]
- b) 3.50 – 4.59 [    ]
- c) 2.40 – 3.49 [    ]
- d) 1.50 – 2.39 [    ]
- e) 1.00 – 1.49 [    ]