

A Study on Effects of Social Network Sites As Perceived By Students of Federal College of Education, Okene: A Chi Square Approach

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ABSTRACT This study investigated the effects of social networking sites as perceived by students of Federal College of Education, Okene. The study revealed that the frequent use of the social networking sites has no effect on the students' studies. The study also revealed that they mostly use these sites for keeping in touch. They do this by updating their status regularly, writing on friends' walls and uploading pictures. Some of these students also go online just to while away their time; these times would have been used for more important things in that they allocate more time for Social Networking Sites and less time for studying. Although this study revealed no effect in the students' use of Social Networking Sites on their studies, the researchers still see the need for creating a balance between the use of Social Network Sites and studies. Recommendations were made at the end of the research.

KEY WORDS: Social Networking Sites, Whatsapp, Facebook, Federal College of Education, Okene.

I INTRODUCTION

Internet is a very important element of life which cannot be ignored. Internet is used for educational purpose by a large community but unfortunately we have a large community including majority of youth and teenagers who use Internet for only social networking sites (Boyd, 2006). Social networking sites are web-based services that allow individuals to either construct a public or semi-public profile within a bounded system, or articulate a list of other users with whom they share a connection, view, and traverse their list of connections and those made by others within the system (Boyd and Ellison, 2007). Social

Networking Sites (SNSs) cannot be underestimated or jettisoned because no other communication medium which has given an international and globalized audience and dimension to the world is like it. The growth and popularity of these social networking sites such as Facebook, Whatsapp, Twitter, Instagram, YouTube to mention a few having millions of users, exponentially increasing every day and they play a vital role on interaction and communication. Online Social Networking Sites have become the universal source of information and interaction for many millions of people, at homes, at businesses, at schools, places of work etc. Existing research shows that young people are motivated to join these sites to keep strong ties with friends, to strengthen ties with new acquaintances, and, to a lesser degree, to meet new people online (Acquisti & Gross, 2006). Since their introduction, social network sites (SNSs) have attracted millions of users, many of whom have integrated these sites into their daily practices. As of this writing, there are hundreds of Social Networking Sites, with various technological affordances, supporting a wide range of interests and practices. While their key technological features are fairly consistent, the cultures that emerge around Social Networking Sites are varied. Most sites support the maintenance of pre-existing social networks, but others help strangers connect based on shared interests, political views, or activities. Some sites cater to diverse audiences, while others attract people based on common language or shared racial, sexual, religious, or nationality-based identities. Sites also vary in the extent to which they incorporate new information and communication tools, such as mobile connectivity, blogging, and photo/video-sharing.

There are a lot of effects accompanied with these social networks some are negative and some are positive. According to Kuppuswamy and Shankar (2010) social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting. On the basis of the above statement that social networking sites may badly affect the academic life and learning experiences of the student. On one hand, the positive aspect of online communities is that students can utilize them for academic assistance and support. Due to the ability of social media to enhance connections by making them easily accessible, social media can yield many benefits for the young, including providing a virtual space for them to explore their interests or problems with similar individuals, academic support, while strengthening online communication skills and knowledge. "Students who may be reluctant to speak up in class are participating in book discussion blogs and writing for real audiences. There are new Web tools emerging all the time that are enhancing learning (Brydolf, 2007). A study have shown that electronic media use is negatively associated with grades and that about two-thirds of the students reported using electronic media while in class, studying, or doing homework (Jacobsen, & Forste,2011). This multitasking likely increases distraction, something prior research has shown to be detrimental to student performance. As social media websites, such as Facebook, YouTube and Twitter gain popularity, they are becoming increasingly dangerous as they create modes to procrastinate while trying to complete homework. With the nature of the cyber world around us today and how students are immersed in it, there is growing concern on how it affects them. The Internet is more than just a means of seeking information. People discovered that the Internet could be used to connect with other people, whether for business or commercial purpose, make new friends, reawaken old friends and long lost relatives. The emergence of social networking sites (SNSs) simplify the whole process as they are easier to use and navigate. Their use does not require advanced knowledge and experience of the internet and are made up of a wide array of different formats and topics; this means that just about anyone can connect. While the debate on whether Social Networking Sites are good or bad, there is still lack of strong empirical evidence to show how the use of these tools affect academic performance especially for students in Nigerian higher institutions, hence, the need to clearly establish how these tools relate to academic

performance. The present study is an attempt to understand the perception and use of social networking sites by the students of federal college of Okene, Kogi state. With the nature of the cyber world around us today and how students are immersed in it, there is growing concern on how it affects them. A study have shown that electronic media use is negatively associated with grades and that about two-thirds of the students reported using electronic media while in class, studying, or doing homework (Jacobsen, & Forste,2011). This multitasking likely increases distraction, something prior research has shown to be detrimental to student performance. As social media websites, such as Facebook, YouTube and Twitter gain popularity, they are becoming increasingly dangerous as they create modes to procrastinate while trying to complete homework. Several studies have shown that there are positive and negative effects of social networking on students (Kuppuswamy and Shankar 2010), Jacobsen &Forste (2011), Brydolf, (2007) and Onyeka N.C, Sajoh D.I and Bulus L.D (2013). Most higher institution students have been caught in the social networking world wide web. They have not only fully integrated the social sites into their daily lives, which portends both negative and positive impacts and implications, but they have made it a necessary and almost indispensable part of them, without which, life comes to a halt! It is speculated that an average Nigerian youth spend about 6 -7 hours on the internet daily, some do all night browsing [Kadala 2011]. 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. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as youths no longer need to visit a cybercafé before they send and receive messages. Attention has been shifted from visible to invisible 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 skill acquisition. The emergence of social media as a result of advancement in technology and expansion in internet software has raised eye brows among academics on its (social media) impacts on studies. Students at all levels of learning now have divided attention to studies, as a result of available opportunities to be harnessed from social media. In Nigeria for example through the use of facebook, a Social Networking Site, a postgraduate student Cynthia Osokogu met her untimely death as a

result of friends she made on Social Networking Sites (Facebook and BBM) in 2012. In the year 2014, a student of rivers state polytechnic in the name of Loretta Odikagbo was arrested by the criminal investigation department of the Rivers state Police Command for allegedly killing a man that she met on Badoo social networking site. Just recently in 2021, two suspects were held by the police command in Akwalbom after a lady named IniobongUmoren searching for a job on Twitter was lured to her death by another twitter user who offered to help her with a job. Whether these opportunities promote studies is a question that needs to be answered. Thus, the problem this study investigates is the effect of social networking sites as perceived by students of Federal College Of Education, Okene, Kogi State.

II LITERATURE REVIEW

The increased use of Social Networking Websites has become an international phenomenon in the past several years. What started out as a hobby for some computer literate people has become a social norm and way of life for people from all over the world (Boyd, 2007). Teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Boyd, 2007).

Social networking sites are rapidly becoming a highly prominent avenue of social interaction and cater to diverse audiences (Boyd and Ellison 2007). Since their introduction, social networking sites have attracted many followers among teenagers including university students. As such, it is not surprising to find Social Networking Sites (SNSs) making its way into the educational environments with many, according to Pence (2007), "claiming that these social applications have even more potential to further negative acts" (P. 12).

The majority of today's youth are using the internet as a medium for social interaction, research, sharing ideas, photography, artistic creation, schoolwork, journaling, or blogging. However, at the same time, they are being exposed through the Internet to a variety of sexual and violent materials, which is defining and redefining their social behaviours.

Social Networking

Trusov, Bucklin and Pauwels (2009) reviewed that the phenomena of social network is quite simple to understand, it is a web based facility which allows individuals to build a profile

identity and generate subjective associations and connections among themselves and communicate them at a central location. According to Cain (2008) social network websites provide ease of connecting people to one another; free of cost and after connecting one can post news, informative material and other things including videos and pictures etc. This free of cost factor fascinate students for communication and data sharing. Cain (2009) stated that although social network websites can be practiced for good determinations but it is usually used for Involvement of digital snapshots and information, exposing securities, and conducting online conversations because many other communities inside social networking websites motivate user for this kind of inappropriate actions. Wiley and Sisson (2006) argued that previous studies have found that more than 90% of college students use social networks. Keenan and Shiri conducted an exploratory study on how social networking sites encourage sociability. Four social networking sites (Facebook, MySpace, LinkedIn and Twitter) were examined from a users' perspective. They found that the social networking sites use a number of different approaches to encourage sociability amongst their users. While facebook promotes privacy representing 'real world' networks in a Web environment, while MySpace promotes publicity and representing both real world and virtual networks in a Web environment. LinkedIn and Twitter focus on more specific aspects of community and technology, respectively. Pfeil, Arjan and Zaphiris investigated age differences and similarities in the use of the social networking site, MySpace.

Students' Attitudes Towards Social Networking Sites:

Wolfe 2010 investigated the attitude towards SNSs and its usage and found gender difference where he reported female 92% and 80% male. He also reported differences in percentage in the Social Networking Sites usage among various faculty students. Nik (2006) also found that "gender, race and academic achievement have negatively influence student attitudes towards internet use". In another recent study by HorngShwu-Min, (2009).indicated that Facebook allow only people who know each other to access their profile. It means everyone is likely to have any one as a friend. It is understood from the available data from recent studies it indicates that many SNSs user students for that matter who turn to the internet or the SNSs like You- Tube and so on for pornography or social contact do so because

they consistently fail to succeed socially in their own world due to the gained bad behaviors from such action [Raizada et al 2009]. According to a research by Sualiman 2013 on Nigerian Universities, SNS technologies such as Facebook, YouTube, MySpace and alike were found to be significantly used among students in Northern Nigerian universities. The study concluded that Northern Nigerian students significantly have high level of positive attitude towards SNSs they use SNSs to communicate and share information. It also concluded that there is no significant difference in terms of gender in the extent of SNSs usage. On the other there are significance differences among the faculties in the extent of SNSs usage. A number of the research limitations evident in this research can be overcome in future research.

Review on perceptions of social networking sites

In Africa, social networking sites are becoming widely spread than it has ever been before and it tends to be majorly accepted by the youths. Yet the widespread adoption by users of these sites is not clear, as it appears that people's perception of this technology is diverse, which in turn affects their decision to actually trust these sites or not. Moral panic is a major problem to trusting the innovation (Adler and Kwon, 2002; Bargh and McKenne, 2004). Social networking has become part of the daily life experiences for an increasing number of people [Kuppuswamy & Narayan, 2010]. 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 etc. Today most youths and students possess Facebook accounts. Olubiyi (2012) noted that these days' students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy ping-ponging or Facebooking, while lectures are on. Times that ought to be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues. Hence most students' academics suffer setback as a result of distraction from the social media. In Obi N. C., Bulus L. D. Adamu G. M. and Sala'at A. B. (2012), it was observed that the use of these sites also affects students' use of English and grammar. The students are used to short forms of writing words in their chat rooms; they forget and use the same in

the classrooms. They use things like **4** in place of **for**, **U** in place of **You**, **D** in place of **The**, **Ur** in place of **you** etc. and this could affect their class assessment.

Use of online social networks has become a fad among teenagers and young adults. Tertiary students are among the most prolific users of social network sites (SNS). Emerging studies find that tertiary institution students spend a considerable portion of their daily life interacting through social media. Subsequently, questions and controversies emerge about the effects Social Networking Sites have on student's development. Kimberly, B., Charles, A, B., Nicole, A, C., Sittie, N, D., Gemeile, A, L April, Ikka, U, T., (2009), argue that the involvement of a student in activities such as making friends on online social networks should be seen as a way of having access to up to date information that can be channeled towards improving academic performance which they described as how students cope with or accomplish different tasks given to them by their teachers.

According to Kazmer (2006), students expect their careers to benefit from the social ties they make during their times as members of learning communities. Joinson (2008) provided a list of factors that motivate people to join online social networks that included social connection, shared identities, content, social investigating, social network surfing, and status updating.

In a study of 884 students of different universities in Nigeria, Olowu & Seri (2012) indicated that youths 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.

The study of Hargittai (2007) revealed that Facebook was the most popular online social network among students, with almost four in every five respondents using it. In a study carried out by students of Whittemore School of Business and Economics, University of New Hampshire, Martin (n.d.), reported that majority of the study respondents use Facebook (96%), YouTube (84%), Blogs (20%), Twitter (14%), MySpace (12%) and LinkedIn (10%).

Madge, C., Meek, J., Wellens, J. & Hooley, T. (2009) argue that often students use social networking websites to discuss their academics issues formally and informally and also to interact with their instructor, teachers and professors.

Nik Yusuf. (2006) analyzed that there is a strong link between social networking websites and students as social networking websites helps to maintain relation with people when they move from one offline community to another. Such connections could help students in term of home assignments and projects in terms of job, internship and other opportunity.

According to Greenhow & Robelia (2009), Madge et al (2009) & Selwyn (2009) point of view social networking websites best serve educational goal and objectives by connecting students through such informal methods as it allows student through the process of collaborative sense making. Some of social networking websites are specifically specified for educational environment including linkedin.com which is fully featured for education purpose and let user to updates his educational credential and make a professional connections. In addition to the above statement, Ellison, N, Steinfield, C., & Lampe, C. (2007) also stated that social networking websites may enable collaborative sense making among students as it is used by majority of students.

Tinto (1997) reviews that new information on social networking websites encourages growth and provide students with an ever growing learning community which in-returns substitute both academic and social success. Cormode and Krishnamurthy (2008) says that in today world of Internet there are many social networking websites but among all of them the social networking websites which entertain user with special and detailed information profile are more liked by people instead of other social networking websites which provide fewer features.

Selwyn (2007) analysed over 68 000 Facebook wall postings by students, and found that education- and university-related exchanges accounted for only a small portion of the traffic. Students use SNS primarily for social conversations. There is a strong resistance from students when universities and facilitators make use of SNS as this is seen as an invasion of their social space (Madge, Meek, Wellens & Hooley 2009:141).

According to Kuppuswamy and Shankar (2010) social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting. On the basis of the above statement we can say that social networking sites may badly affect the academic life and learning experiences of the student.

III METHODOLOGY

This study seeks to investigate the effects of social networking sites as perceived by students of Federal College of Education, Okene, Kogi State. This will be achieved by estimating some parameters with the help of the data collected from the questionnaire. The research design adopted for the study is descriptive Research Design. Descriptive Design according to Mba (2001) research design is a plan, a blue print, structure and strategy which shows the process of collection and analyzing data collected for the purpose of investigating a problem.

Population of the study

The population of the study consists of all students of Federal College of Education, Okene, Kogi State. The population of the students is about 5000 people.

Sample and Sampling Technique

The sample consists of part of the entire population of about 5000 people in the college. 100 students were randomly selected. Random sampling is concerned with the selection of a subset of individuals from within a population to estimate characteristics of the whole population. A questionnaire titled Effects of Social Networking Sites (E.O.S.N.S) was used to collect data. The questionnaire items were generated from literature Review.

Content validity will be employed in establishing the validity of the instrument. According to Njoka and Daniel (2003), Content validity is the degree to which a test measures a representative sample of a content of a subject matter and the instructional objectives stated for a given subject. The questionnaire was given to four lecturers, the four lecturers examined the questionnaire form to determine their face and content validity. They made adjustment in the questionnaire and accepted it to being valid. The test-re-test method of establishing the reliability of an instrument will be adopted to know whether the instrument is consistent when used over and over again. According to Njoka and Daniel (2003), The test-retest method of estimation of reliability measures the degree of stability of test results over time. The test - re – test method of establishing the reliability of an instrument was adopted to know whether the instrument is consistent when used over and over again. A score of 0.70 was found which make the questionnaire reliable

Method of Data Collection

The researcher personally administered the questionnaires to the students. The total number of questionnaires was one hundred copies. It was

ensured by the researcher that all the questionnaires were returned.

Method of Data Analysis

The Research questions will be analyzed using simple percentages and charts, and the hypothesis will be analyzed using Chi Square test.

IV DISCUSSION OF RESULTS

The study is based in Federal College of Education, Okene, Kogi State. It involved the students of the institution. The distributions is as follows.

Table 1: Social NetworkSite mostly used by students of Federal College of Education, Okene.

Social Networking Sites	Frequency	Percentage (%)
Facebook	45	45%
Whatsapp	29	29%
Twitter	10	10%
Instagram	9	9%
Badoo	7	7%
Total	100	100

From table 1, of the six social networking sites used by students of Federal College Of Education, Okene, Facebook is seen to be mostly used by student with 45% (45) respondents using it on a typical day. This is followed by 2go with 29% (29) respondents, Twitter with 10% (10)

respondents, Whatsapp with 9% (9), Blackberry Messenger with 5% (5) and Badoo with 2% (2) respondents using them daily. This shows that Facebook is the social networking site mostly used by students of Federal College of Education, Nigeria.

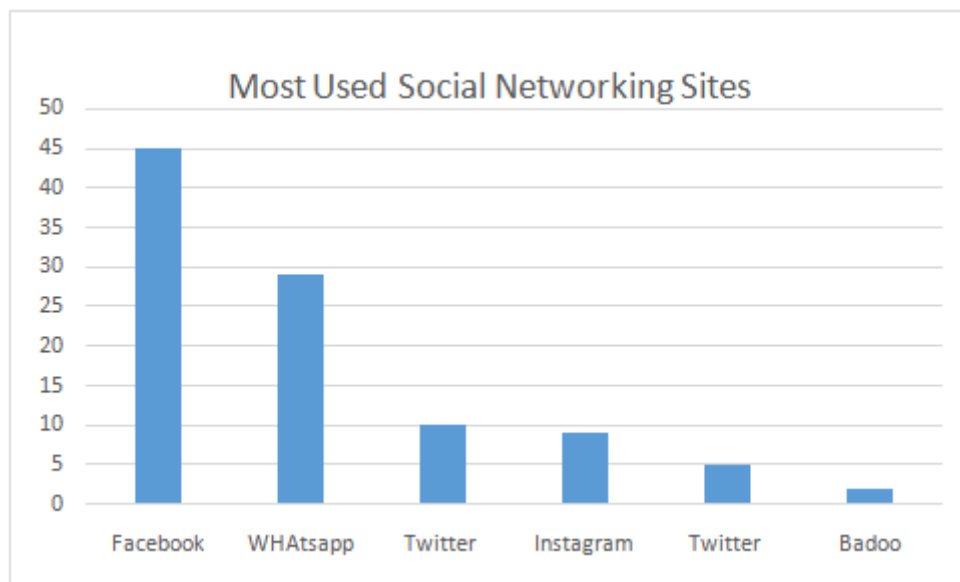


Fig. 1 below further displays the graphical distribution of the percentages above.

Table 2. Time spent by students on the SNSs daily

Hour (s)	Frequency	Percentage (%)
0-1	21	21
2-4	55	55
5-7	13	13
8-10	11	11
Total	100	100

Table 2 shows that 21% of the respondents use the Social Networking Sites for about one hour each day, 55% of the respondents use it for about 2 to 4 hour per day, 13% of the respondents use it for about 5 to 7 hours per day and 11% of the respondents use the SNSs for about

8 to 10 hours each day. From this study, it means that most students of Federal College of Education, Okene use the Social Networking Sites for 2 to 4 hours daily. Fig. 2 shows the distribution of hours spent by students on the Social Networking Sites.

Figure.2

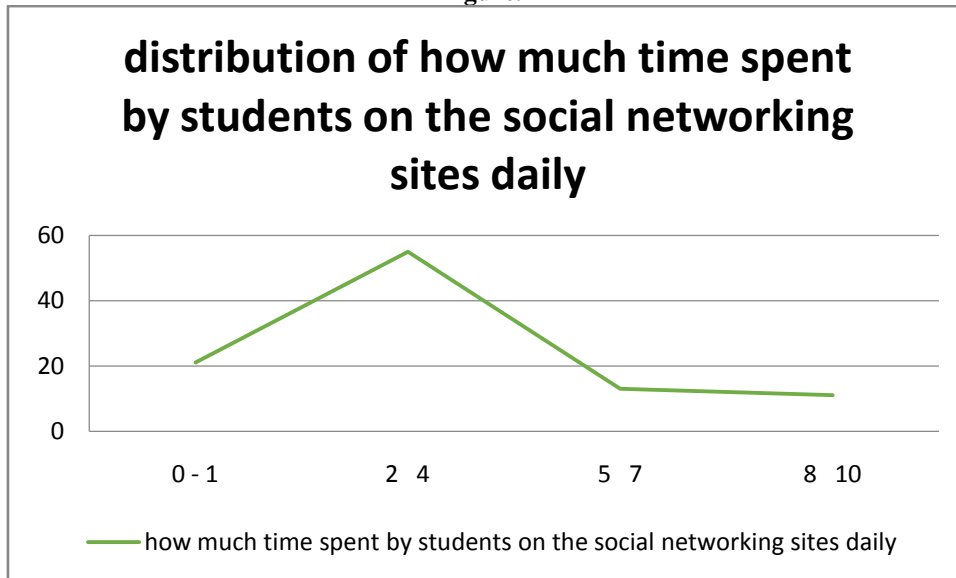
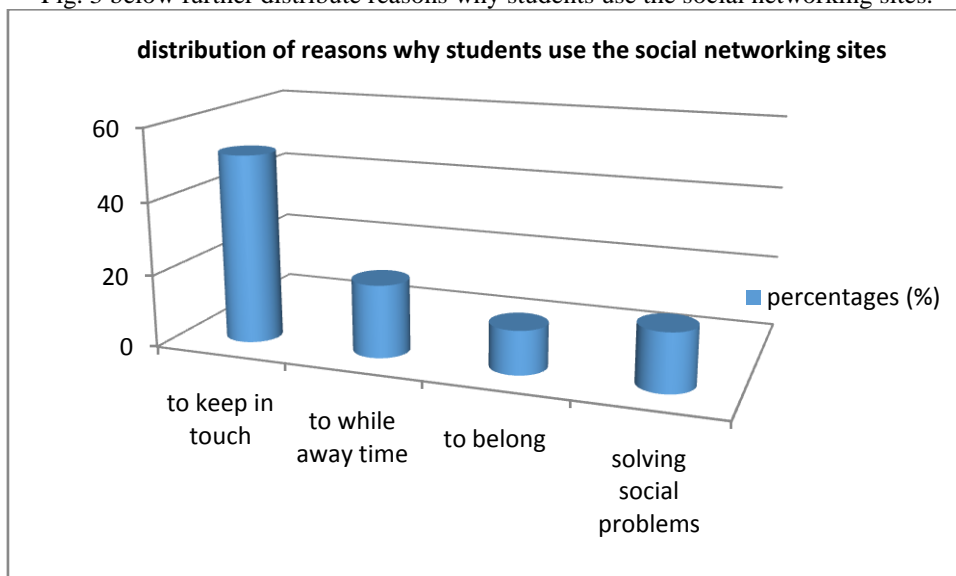


Table 3: Reasons students use the Social Networking Sites

Reasons	Frequency	Percentage(%)
To keep in touch	52	52
To while away time	20	20
To belong	12	12
Solving social problems	16	16
Total	100	100

Fig. 3 below further distribute reasons why students use the social networking sites.



As seen from table 3 above, 53% of respondents use the Social Networking Sites to keep in touch with friends and family members, 20% use it to while away time, 12% of the respondents say they use the SNS just to belong

while 16% use it to solve their social problems. This shows that most of the students of Federal College of Education, Okene use the Social Networking Sites to keep in touch.

Table 4: The effect of the use of Social Networking Sites on students’ academics

Effects	Frequency	Percentage (%)
Positively	34	53
Negatively	13	13
No effect	53	34
Total	100	100

Table 4 shows that 53% of respondents agreed that the use Social Networking Sites have no effect on their academics, 13% are affected negatively while 34% are affected positively. This shows that though students devote their times on

the Social Networking Sites, their studies and academics are not affected by it as seen by the percentage of **positively**(53%). Fig. 4.4 below further displays the distribution of the effect of Social Networking Sites on the studies of students.

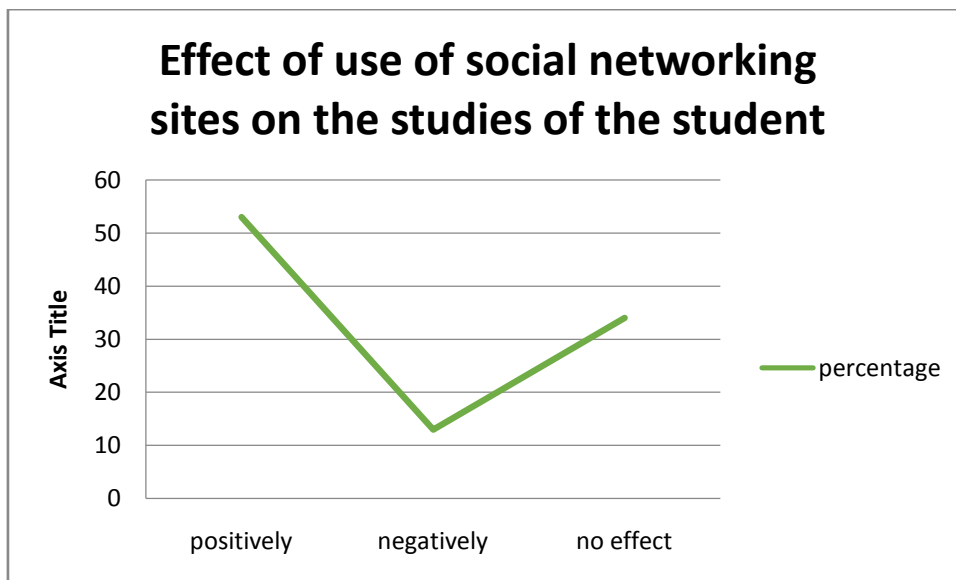
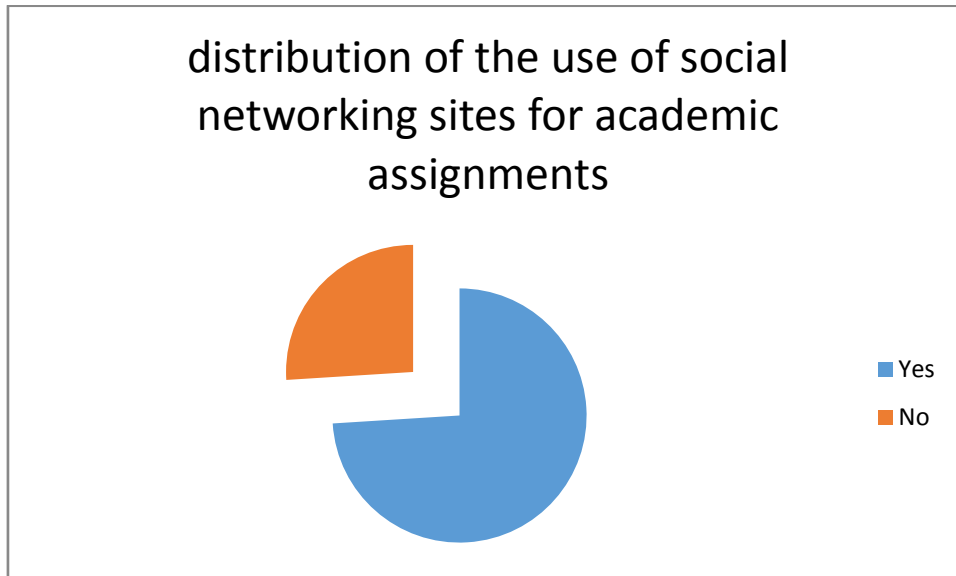


Table 5: Students’ use of Social Networking Sites for academic assignments

Effects	Frequency	Percentage
Yes	74	74
No	26	26
Total	100	100

Table 5 shows that 74% of the respondents agreed to using the Social Networking Sites for their academic assignment while 26% said they do not use it for their assignments. Fig. 4.5 below shows the distribution of the use of Social Networking Site for academic assignments.



Research hypothesis

H₀= Frequent use of Social networking sites by the students has no effect on their studies

The data used to test the hypothesis are drawn from the questionnaire. The include

1. At times do you use the Social Networking Sites (like chatting) when lectures is going on?

2. If yes do you understand the lecture?

3. Do you have special time for using the Social Networking Sites?

4. At times do you use the Social Networking Sites (like chatting) while studying?

Table 6: Variables of frequent use of Social Networking Sites

	Yes	No	Total
1	39	61	100
2	25	75	100
3	12	40	52
4	26	74	100
Total	102	250	352

$$C_{ij} = \frac{R \times C}{G}$$

Chi square (χ^2) is used for the analysis

TABLE 7; Chi Square Distribution

	Observed (O)	Expected (E)	O – E	(O – E) ²	(O – E) ² /E
1	39	28.98	10.02	100.40	3.46
2	61	71.02	10.02	100.40	1.41
3	25	28.98	3.98	15.84	0.55
4	75	71.02	3.98	15.84	0.22
5	12	15.07	3.07	9.42	0.63
6	40	36.93	3.07	9.42	0.26
7	26	28.98	2.98	8.88	0.31
8	74	71.02	2.98	8.88	0.13
Total					6.97

χ^2 = chi- square value, O = observed value, E = expected value = $(R - 1)(C - 1)$,
Degree of Freedom = $(4 - 1)(2 - 1) = 3$, $\alpha = 5\%$;
 $\chi_{tab}^2 = 7.815$

$$\chi_{cal}^2 = \sum_{i=1}^n \frac{(O_{ij} - E_{ij})^2}{E_{ij}}, \chi_{cal}^2 = 6.97$$

Chi square (χ^2) = **6.97**

The table value of chi square at alpha = 0.05 and degree of freedom = 3 is 7.815. which is greater is than the calculated chi square therefore we accept the null hypothesis. This means that the frequent use of the social networking sites by students has no effect on their studies.

V DISCUSSION

The study revealed that the frequent use of the social networking sites has no effect on the students' studies. The result obtained in this study supports the deductions of Ogedebe, P. M., Emmanuel, J. A., and Musa, Y.(2012) that the use of Facebook does not have adverse effect on the academic performance of students in the Nigerian Universities. It is also in line with the study of David, O. N., Helou, A. M., & Rahim, N. Z. A. (2012). Which confirmed that majority of students agreed that the social networking media have positive influence on their academic performance.

This study contradicts the findings of Olowu, A. O., & Seri, F. O. (2012) which indicated that youths in Nigeria are spending too much time on social networking sites at the detriment of other necessary things such as their studies. The study was also not in agreement with Enikuomihin O. A.(2011), who concluded that most of the students wasting their time on social networking sites.

The findings of this study shows that the students of Federal College Of Education, Okene use Facebook (almost all the students have Facebook account) more than any other social networking sites followed by 2go and Twitter. This shows that Facebook is the most popular Social Networking Sites used by students in Federal College of Education, Okene, Kogi State.

The study also revealed that they mostly use these sites for keeping in touch. They do this by updating their status regularly, writing on friends' walls and uploading pictures. Some of these students also go online just to while away their time; these times would have been used for more important things in that they allocate more time for Social Networking Sites and less time for studying.

The study also noted that the students spend two to four hour (2 – 4 hours) daily on the Social Networking Sites doing their updates, postings and other visitations. A majority of the students agreed to using the Social Networking Sites for their academic assignment. This is a good development on the use of Social Networking Sites because this comes at the time when the needs for academic contents are highly needed on the Social Networking Sites.

The researchers observed that with the widespread of internet services provided by telecommunication companies in Nigeria, and the increased use of internet via computers, smart phones, tablets and other handheld devices, students have been seen to always spend a lot of time on the internet. Students are able to use the internet more probably because of cheaper data services provided by the telecommunication companies in Nigeria.

VI CONCLUSION

Although this study revealed no effect in the students' use of Social Networking Sites on their studies, the researchers still see the need for creating a balance between the use of Social Networking Sites and studies. This is because students are seen using the social networking Sites even in the lecture hall while lectures are going on and also while reading (studying). There is need for students to learn time management and to allocate, to each task, a specific timeframe. Students and young adults should always make out special time for using the Social Networking Sites and not to devote all their available time to it. The researchers believe that this would increase students' academic performance. Since students are also using Social Networking Sites for their academic activities, lecturers should use Social Networking Sites to enhance teaching-learning process by uploading academic contents for use by the students.

VII RECOMMENDATION

Based on the survey results, the following recommendations are proposed;

1. First, school administrations should create a technology policy that prohibits students from using social networking sites at school.
2. According to the study, majority of students use social networking sites at least 2 – 4 hours per day, if schools can cut the time that students spend on these social networking sites by blocking the websites, it could help students become more focused on their school work while at school.

3. There also needs to be awareness among students about what social networking is and the possible consequences of incorrect social network use.
4. Attention should also be paid to ethical versus unethical behaviors and how to protect security and privacy information.
5. The government should consider the possibility of evolving a policy on teenagers' exposure to social media.
6. There is need for students to learn time management and to allocate, to each task, a specific timeframe. Students and young adults should always make out special time for using the Social Networking Sites and not to devote all their available time to it.
7. Students should learn to manage their time properly and teachers should use social networking sites to promote teaching-learning process.

VIII SUGGESTION FOR FURTHER RESEARCH

Based on the findings, the following suggestions has been made.

1. To carry out similar research in other higher institutions in Kogi State and other States in Nigeria.
2. Further research is still needed in order to fully confirm the hypothesis of this research
3. Further Research should include both objective and subjective impairment outcomes in order to gain a more clear-cut understanding of the academic impacts of online social networks
4. Further Research needs to look more closely at student practices in online environments, and we must go beyond grades and GPA to include different forms of assessment
5. Further investigations into types of online social networking sites that will enhance learning, as well as matching these sites to the appropriate types of courses and applications.

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Appendix

Stage 1

- i. Which of the Social Networking Sites do you use the most?
 - a. Facebook
 - b. Whatsapp
 - c. Twitter
 - d. Instagram
 - e. Badoo
- ii. How much time do you spend on the Social Networking Sites daily?
 - a. 0 – 1
 - b. 2 – 4
 - c. 5 – 7
 - d. 8 – 10
- iii. Why do you use Social Networking Sites?
 - a. To keep in touch
 - b. To while away time
 - c. To belong
 - d. Solving social problems
- iv. How does social the use of Social Networking Sites affect your academic?
 - a. Positively
 - b. Negatively
 - c. No effect
 - v. Do you use the Social Networking Sites for your academic assignment?
 - a. Yes
 - b. No

Stage 2 hypothesis Does the use of Social Networking Sites have effect on your assignment?

1. At times do you use the Social Networking Sites (like chatting) when lectures is going on?
2. If yes do you understand the lecture?
3. Do you have special time for using the Social Networking Sites?
4. At times do you use the Social Networking Sites (like chatting) while studying?