

**PERCEPTION OF SOCIAL MEDIA NETWORKING SITE PLATFORM
AMONG UNDERGRADUATE STUDENT OF FEDERAL UNIVERSITY OF
TECHNOLOGY MINNA, NIGER STATE.**

BY

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2013/1/47998BE

**DEPARTMENT OF SCIENCE EDUCATION
FEDERAL UNIVERSITY TECHNOLOGY MINNA,
NIGER STATE**

NOVEMBER, 2019

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF SCIENCE
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ABSTRACT

The aim of the study is to assess the perception of social media networking sites platform among undergraduate student of Federal University of Technology Minna, In order to obtain the pertinent information of the study three research question and two null hypotheses was formulated to guide the study. A descriptive survey design was adopted with administration of questionnaire administered to one hundred eighty-five (185) final year student, out of which one hundred and eighty (180) was returned. The findings of the study is that Facebook, Instagram, Twitter, Whatapps and YouTube are revealed to be Social Media Networking Site Platform Available for learning. The findings of the study also revealed high awareness of social media networking site platform among Federal University of Technology Minna, students to social media networking sites. The findings of the study shows that social media networking sites platform allow students to developed creative skills, social media networking site platform encourage the student's participation in achieving learning goals, such as reading materials and watch video tutorials to watch video films, comedy and hear music and so on. The findings of the study disclosed that p - value of 0.13 and 0.22 shows that there is no significant difference between the mean responses of male and female awareness of perception and percieved usefulness of social media networking sites platform. The researcher there by recommended that student should be enlighten on the importance of social medial networking platform on their academic performance, student should also be guided on the use of social media networking platform for learning purpose and curriculum planer should encourage the use of ICT facilities that will enhance the use of smartphone for learning.

TABLE OF CONTENTS

Content	Page
Cover Page	i
Title Page	ii
Declaration	iii
Certification	iv
Dedication	v
Acknowledgements	vi
Abstract	vii
Table of Contents	viii
List of Tables	xii
CHAPTER ONE	
1.0 INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Aim and Objectives of the Study	5
1.4 Research Questions	6
1.5 Research Hypotheses	6
1.6 Significance of the Study	6
1.7 Scope and limitation of the Study	7
1.8 Operational Definition of Terms	8
CHAPTER TWO	
2.0 LITERATURE REVIEW	10
2.1 theoretical framework	10
2.1.1 social constructivism	10

2.1.2 situated learning	10
2.1.3 distributed cognition	11
2.1.4 connectivism	12
2.2. the concept of social media	13
2.2.1 the concept of social networking	15
2.2.2 positive effects of social media on student academic life	15
2.2.3 negative impact social networking	17
2.2.4 academic performance	18
2.2.5 social networking and Nigeria	21
2.3 related empirical studies	25
CHAPTER THREE	
3.0 RESEARCH METHODOLOGY	30
3.1 Research Design	30
3.2 Population of the Study	30
3.3 Sample and Sampling Techniques	30
3.4 Research Instruments	30
3.4.1 Reliability of the Instrument	31
3.4.2 validity of the instrument	31
3.5 Method of Data Collection	31
3.6 Method of Data Analysis	31
CHAPTER FOUR	
4.0 RESULTS AND DISCUSSION	32
4.1 research question one	32
4.2 research question two	33
4.3 research question three	34

4.4 research hypothesis one	36
4.5 research hypothesis two	37
4.6 Discussion of Result	37
CHAPTER FIVE	
5.0 CONCLUSION AND RECOMMENDATIONS	39
5.1 Conclusion	39
5.2 Recommendations	39
5.3 Suggestion for Further Study	40
REFERENCES	41

LIST OF TABLES

Table		Page
4.1:	Mean response and Standard social media networking site platform available for learning	32
4.2	student awareness of the use of social media networking site platform for learning ?	33
4.3:	perceived usefulness of social media networking site platform among Undergraduate student of Federal University of Technology Minna	35
4.4:	Summary t- test analysis on difference in the mean response between male and female awareness of perception social media networking sites	36
4.5:	Summary of t-test analysis for difference in the mean response between male and female students on perception usefulness of social media networking site platform among Undergraduate student	37

LIST OF FIGURES

Figure		Page
2.1:	Piaget Theory of Cognitive Development (Source: Mcleod, 2009).	30

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

The introduction of social media networking site platform has effectively solved problems of communication barriers especially communication via distance, because it has allowed it's users with an unlimited flow of information from users to users (O'Keeffe and Clarke-Pearson 2011).

Social media is a social structure connect in a network which is made up of individuals or organisations called “nodes”, which are tied (connected) by one or more specific types of interdependency, such as friendship, kinship, common interest, financial exchange, dislike, sexual relationships or relationships of beliefs, knowledge or prestige (Adeboye, 2012, cited in Asemah and Edegoh,2012). Social network can also be referred to as a map of specified ties, such as friendship, between the nodes being studied. The nodes, to which an individual is thus connected, are the social contacts of that individual; the network can also be used to measure social capital – the value that an individual gets from the social network. Social networking sites include: Yahoo Messenger, Facebook, Instagram, Whatapp, Messenger, Blackberry Messenger (BBM), Google talk, Google + Messenger, iPhone, Androids and so on. These networking sites are used by most people to interact with old and new friends, physical or internet friends (Adeboye, 2012, cited in Asemah and Edegoh, 2012).

When we talk about “teen and technology”, the first thing that would probably come to our minds would be social media. Most teens today are clinging onto these social networking sites. They spend most of their time and effort visiting and exploring different social media websites (Falcis and Pidlaolan, 2013). The prominent role of social media in

the lives of young people is influencing how they develop skills and knowledge information. Twenty-first century young learners now have access to an information learning environment that differs from that of their parents and teachers, one that is changing the ways in which knowledge and skills are and should be acquired (McWilliam & Haukka, 2008). The current learning that has taken place in social media is driven primarily by peer groups (Ito et al., 2008).

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

Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

A direct relationship exists between Social media networking site platform usage and the academic performance of students in universities. However, the darker side within technological evolution has resulted in dilemmas such as the setback of real values of life especially among students who form the majority of users interacting through the use of social networking sites. Online social networking sites focus on building and reflecting social associations among people who share interests and or activities. With so many

social networking sites displayed on the internet, students are tempted to abandon their homework and reading times in preference for chatting online with friends. Many students are now addicted to the online rave of the moment, with Facebook, Twitter etc.

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

According to Kuppuswamy and Shankar (2010), social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting. Whereas on the other hand, (Liccardi, Ounnas, Massey, Kinnunen, Midy, & Sakar. 2007) reviewed that the students are socially connected with each other for sharing their daily learning experiences and do conversation on several topics. Tinto (1997) argued that extracurricular activities and academic activities are not enough to satisfy some student those who are suffered by social networking isolation. This shows that social networks are beneficial for the students as it contributes in their learning experiences as well as in their academic life. Trusov, Bucklin, & Pauwels (2009) noted that the Internet is no doubt evolution of technology but specifically social networks are extremely unsafe for teenagers, social networks become hugely common and well-known in past few years.

As we know, nothing interesting is ever completely one-sided, so it is for social media as it comes with both positive and negative effects. There is a correlation between social media usage and academic performance of students in universities. There have been various views and opinions which recognize four major advantages of social media use in higher education. These include; enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities (Wheeler, Yeomans and Wheeler,2008; Rifkin, Longnecker, Leach and Ortia, 2009). Also, Liccardi *et al.*, (2011), argued that students are socially connected with one another and therefore share their daily learning experiences and do conversation on various topics through social media whereas Kuppuswamy and Shankar (2010), reviewed that social network websites grab students' attention and then diverts it towards non-educational and inappropriate actions including useless chatting. Research has proved the heavy presence of social media usage among students.

Wiley and Sisson as cited (Peter, 2015) for instance argues that previous studies have found that more than 90% percent of tertiary school students use social networks. It is also found out that, students use social networking sites (SNSs) approximately thirty (30) minutes throughout the day as part of their daily routine life (Nicole, Charles, and Cliff, 2007).This shows the level at which students are patronizing these sites and this may bring along both positive and negative effects on students as far as their academic performance in concerned.

1.2 Statement of the Problem

The increased use of social media networking sites has become an international phenomenon in the past several years. Started out as a hobby for some computer literate people, social networking has become a social norm and way of life for people from all

over the world. 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 (Peter, 2015).

The emergence of social networking sites such as Facebook, Twitter, Instagram and so on as a result of advancement in technology and expansion in internet software has raised eye brows among academics on its (social networking) 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. Whether these opportunities promote studies is a question that needs to be answered. Thus, the problem this study investigates is the influence of social media on the academic performance on the undergraduate student of Federal University of Technolgy Minna Niger State Nigeria.

1.3 Aim and Objectives of the Study

The general aim and objective of this study was to assess the perception of social media networking on the on the undergraduate student of Federal University of Technolgy Minna Niger State Nigeria.

The specific aim and objectives of the study were to:

1. To determine the social media networking site platform available for learning .
2. To determine student awareness of the use of social media networking for learning
3. To determined the perception usefulness of social media networking sites platform on Undergraduate student of Federal University of Technology Minna?

1.4 Research Question

1. What are the social media networking site platform available for learning among students of Federal University of Technology Minna.
2. What is the student awareness of the use of social media networking site platform for learning
3. What is the perceived usefulness of social media networking sites platform on Undergraduate student of Federal University of Technology Minna?

1.5 Research Hypothesis

1. There is no significance difference in male and female awareness of perception social media networking sites platform of Federal University of Technology Minna, students to **social media networking sites**
2. : There is no significance difference in the mean response between male and female students on perception usefulness of social media networking site platform among Undergraduate student of Federal University of Technology Minna

1.6 Significance of the Study

The study was expected to be of enormors benefits to students, parent and guardians, lecturers, school administrator and National University Commision (NUC) among others. The study will be benefical, especially to students who need to learn to manage and balance their time so as to be high contibutors to the development of the society. The study will help the students to know how to use their time wisely and effectively, that is to use to social media networking sites for academic purposes, like watching video tutorial, educative images, collaborative learning and so many things that will help them to achieve academically.

It will equally benefit parents and guardians as they need to wake up to their roles of monitoring their children and wards. The findings from this study will help them to pay more attention to their studies rather than irrelevant social networking sites. When parents understand how best their children can use social media, they would be encouraged to procure a phone or laptop computer to improve their learning.

This study will also be significant to lecturers as they will be able to harness the potential of social networking to enhance effective instruction in teaching and learning process. As a result, students' performance is expected to increase and this will gladden the lecturer because they have achieved the aims or goal of enhancing students' performance and creating positive change in behaviour of the learners. Also, the study will help the lecturers to understand the perception of social media networking site platform on their students, to assist them to enlighten and create awareness to the students' level of using social media without jeopardizing their academic performance.

It is expected that the output of this research will also benefit the administration of tertiary institutions of Nigeria Universities especially Federal University of Technology Minna Niger State, as it will enable them to harness the potential of social media to facilitate students' performance which will bring up the standard of the schools and the community. This can make many students from across the region and other regions in Nigeria to yearn for schooling in the region. This study will be of immense benefit to further researchers particularly in the field of Instructional Technology, and shall also add to the available academic literature on social media networking sites. Upon successful completion of this research, it shall be very relevant to various people across Nigeria.

1.7 Scope and Limitation of the Study

The focus of this research is to perceive the difference if there is a significant link between the students' academic performance and their awareness to social media networking sites platform. The study concentrate only on Facebook and Instagram social networking sites' on what the undergraduate student of federal university of technology perceived. Furthermore, only the students from 500 level in 2018/2019 academic session, of Federal University of technology Minna Niger State were considered. The students were selected because they were in their final year in the university system, hence their behaviour towards the use of social media networking sites can easily be determine.

1.8 Operational Definitions of Terms

The following are key operational terms used in the research work

Media: Are all those media technologies that are intended to reach a large audience by mass communication. "They are messages communicated through a mass medium to a number of people.

Social media:- Refer to computer-mediated tools that allow university students' send, share and exchange information, idea, pictures, videos in a virtual community and networks.

Social Networking: The use of internet by student to make information about themselves available to other people especially people they share an interest with to send messages to them.

Social Networking Sites (SNS):- A website where university students put information about themselves and can send to others.

Students: Someone who is Studying at a University or School. Someone who is very interested in a particular subject.

Academic: It is concerned with Studying from books as opposed by a practical work.

Academic Performance:- Refers to the comulative results of the students' in a university set up.

CHAPTER TWO

2.0 REVIEW OF RELATED LITEATURE

2.1 Theoretical Framework

This study was supported by various theories conferring students' learning process and social media. The four current learning theories that can be applied to social media are: constructivism, situated learning, distributed cognition, and connectivism. Below are brief overviews of each theory and how social media ties into them.

2.1.1 Social Constructivism

The basic principle of social constructivism is that the social environment is the facilitator of knowledge construction and that learning should not be disassociated from the environment (Schunk, 2011). In social constructivism, a key assumption is that "learning is collaborative with meaning negotiated from multiple perspectives" (Smith & Ragan, 1999) cited in (Peter & Valkenburg, 2009). Social constructivism therefore places stress on the process of social interaction and collaboration among learners. Importantly, the concept of the zone of proximal development (ZPD) is essential for understanding proper instructional conditions (Schunk, 2004). Vygotsky defines the ZPD as "the distance between the actual development level as determined through independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978) cited in (Williams, 2018). In other words, the ZPD represent the difference in the possible amount of learning a student can do with and without help. Vygotsky believed that interaction from more knowledgeable peers would help develop a deeper understanding than one's own individual capacity (Schunk, 2014).

2.1.2 Situated Learning

One advantage of social media is the potential for authentic situated learning experiences. Situated learning theory assumes that learning can be enhanced when it takes place within an authentic context and culture because situations can aid in co-producing knowledge through activity (Naismith *et al.*, 2014), and “knowledge is presumed to accrue in meaningful actions” (Driscoll, 2007). Learning is therefore perceived as a situated and generative activity rather than acquisition of knowledge. This can lead to learning as legitimate peripheral participation (Lave & Wenger, 2009).

Meaning participants first start off at the peripheral and gradually work their way into the community of practice. Additionally, situated learning theory suggests that learning is most effective when learners have access to ‘just-in-time’ and ‘on demand’ materials that are relevant to the task at hand (Schuler, 2009). Many social media tools are spontaneous and flexible, allowing learners to “exploit small amounts of time and space for learning” (Traxler, 2009) within the current culture of the social media environment.

2.1.3 Distributed Cognition

As stated by Yisa (2014) the cognitive perspective was adopted when behaviorist were unable to explain certain social behaviors: for instance, children do not imitate all behavior even after been reinforced, and they model a new behavior an observation without been reinforced, for the behavior. Jean piaget develops the major aspects of the theory as early as the 1920’s Mengel stated that Cognition recognizes that much of learning involves associations established through contiguity and repetition. Furthermore, cognitive theorist view learning as the acquisition or reorganization of the cognitive structures through which humans’ process and store information (Good & Brophys, 1990). Mengel (1998) drew insight and provided a vivid cognitive framework outlook;

Knowledge: is the lowest level of intellectual ability and requires only that the students know what is being communicated. With this, fundamental understanding translates to the ability of the students to apply the appropriate abstraction (i.e. theory, principle, idea or method) without being prompted.

Analysis: implies the ability of a student to breakdown information in to its constituent element and to explicate the relationship between the various ideas expressed. The process is divided in to three part: analysis of elements, analysis of relationships and analysis of organizational principles.

Synthesis: Involves the process of putting together parts in order to form a whole, i.e creating a novel patter or structure. At this level, the student moves in to the role of a “producer” (jone, 1990).

Evaluation: represent the highest level of cognitive domain, it requires the students to makes both quantitative and qualitative judgments concerning the extents to which criteria are satisfied by certain materials or methods, such evaluations are made on the basis of internal evidence (I.e logical accuracy and consistency) or in term of external criteria (i.e a comparative process).

2.1.4 Connectivism

Connectivism (Siemens, 2015) is a relatively new learning theory developed by George Siemens and Stephen Downes (2014) in reaction to the insufficient explanations offered by behaviorism, cognitivism, and constructivism regarding the needs of millennial learners, twenty-first century digital tools, and advancing digital technologies that are influencing learning and development (Siemens, 2009; Kop & Hill, 2008). Connectivism assumes that "knowledge is distributed across a network, and therefore that learning consist of the ability to construct and transverse those knowledge" (Downes, 2009).

Learning occurs when the learner connects to and provides information into the learning community aka "node" (Siemens, 2009; Downes, 2009). Connectivism emphasizes that the 'network' (which is comprised of nodes and connections) is the critical part to learning (Siemens, 2009). In other words, a function of learning is how the learner is able to make connections and use the connections efficiently between learning communities. Additionally, connections allow learning to occur (Downes, 2009) much as social media environments allow users the unique affordances of knowledge networks, giving them access to learning communities.

2.2. The concept of Social Media

Social media continuously keeps changing and as such it is difficult to assign a fixed definition to it as Jacka and Scott (2011), argued that “there is no single recognized definition for social media”. However some scholars have defined it in different perspectives over the past years. Kaplan and Haenlein (2010), defined social media as a group of internet- based applications that build on the ideological and technological foundations of Web 2.0 and allow the creation and exchange of user-generated content. The Oxford dictionary (2011), also defined social media as “websites and applications used for social networking”. Another definition of social media is that it is a “communication channel which is very popular, extremely fast and broad, has proven to be highly effective, as well as trusted by billions of people , to share and discover content concerning individuals, brands, information, entertainment and knowhow” (Dearborn, 2014).

One theme that all these definitions underpin is that social media involves some form of communication between individuals over the internet. Social media began in the late 1990s with the first recognized social media network called “SixDegrees “ in 1997 and

this technology enabled people to upload a profile and make friends. From 1997 to 2001 a number of community tools; Asian Avenue, blackplanet and MiGente began supporting various combination of profile and publicly articulated friend (Boyd, Danah, Ellison and Nicole, 2007). There has been tremendous improvement since this era and today there exist uncountable social networking sites either developed for local use, specific purpose or international use. Kaplan and Haenlein (2010), classified social media into six (6) different categories as follows;

1. Collaborative project (wikipedia)
2. Blogs and micro blogs (twitter)
3. Content communities (youtube)
4. Social networking sites (Facebook, Intagram,2go, BlackBerry Chat)
5. Virtual game World (world of war craft)
6. Virtual second world (second life)

This classification of social media into classes has been useful to scholars and individuals for easy identification and study of a particular social media type but today a difficulty may arise due the high proliferation of social media and one may wonder which group a new developed social media type fits into. Social media is considered to be the fastest growing web application in the 21 century and this rapid development is being backed by technological advancement (Heyam, 2014). Mankind has enormously benefited and continues to benefit from it and as such cannot underestimate its importance as far as communication is concerned.

Today, social media has taken a new dimension and has encouraged more participation through the introduction of mobile phones that support social networks applications. The use of mobile phones that are powered by Android applications to social network is termed as Mobile social networking. According to Humphreys (2012), in his study titled

“Mobile Social Networks and Social Practices” social network applications have now been migrated from the computer to the mobile phone, network information and communication can be integrated into the public space; and these new services that are developed for mobile phones allow users to create, develop, and strengthen their social ties.

2.2.1 The Concept of Social Networking

In the fast few years usage of social networking Website has become fashion and global phenomenon. Initially it started for just communication purpose by some computer educated people, later become as social compassion and part of life around the globe, (Boyd, 2007). Teenagers and youth and especially students have strongly affected by these sites and they use for daily activities like connect with their friend and make new once, share information, photos of their activities such as birthday, photo with friend in class etc, and showcase their social lives. The wide spread of internet and innovation new technology has given more publicity and popularity for social networking sites.

2.2.2 Positive Effects of Social Media on Students’ Academic Life

Students’ academic life has moved to a different dimension since the introduction of these social media networks and several studies have affirmed that social media plays an important role on students in higher education including the study conducted by Wheeler, Yeomans and Wheeler,(2008); Rifkin, Longnecker, Leach and Ortia,(2009). In their study, they recognized four (4) major advantages of social media usage by students in higher education which included; enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities. Indeed, social media has contributed greatly to facilitating learning in the 21st century. It is shown

that a greater percentage of students including those at the PhD level commonly use social media to ameliorate their studies (Khan, 2010).

The answers to the causes of flexible studies today across the globe might not be far-fetched from the great contribution that social media platforms are providing when used judiciously. Even though, there have been other school of thought that states that social media is a nuisance to students' academic life such as Kuppuswamy and Shankar (2010), who argued in their study that social networks distracts the attention and concentration of the students toward learning and converts it towards non educational activities such as useless and unnecessary chatting, there have been several studies conducted afterwards whose findings are contrary to this claim. For instance, the study conducted by Jain, Verma, Verma and Tiwari (2012), titled "the impact of social networking in promoting education" revealed that students benefit from chatting with other students, teachers and external sources to acquire knowledge. Also, Yunus and Salehi (2012), argued in the same direction that students gained more vocabulary, improved their writing skills and reduced their spelling mistakes through social media usage. In fact as an educational tool, social media enriches learning by giving both students and teachers the opportunity to connect in new and very exciting ways thereby encouraging flexible mode of learning. It is stated that flexible learning expands the choice on what, when and how people learn. It supports different styles of learning including E-learning which is highly patronized across the globe (Pappas, 2013). Other scholars; O'keeffe and Clake-pearson (2011), in their study also revealed that social media benefits students by connecting them to one another on assignments and class projects.

2.2.3 Negative Impact Social Networking

Davies and Cranston (2009), enumerated some of the risks associated with social media which included criminal activities such as identity theft and fake contacts which is prevalent today, sexual abuse or harassment and unsuitable advertising. On the same subject O'keeffe and Clakepearson (2011), also mentioned cyberbullying, online harassment, sexting, face book depression, and privacy concerns as some of the challenges associated with social networking. Cyberbullying: cyberbullying is a category of bullying that occurs in the digital realm or medium of electronic text. "It is any behavior performed through electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort on others" (Tokunaga, 2010).

Cyberbullying is one the serious threat in the social media environment and has called for a number of studies to determine its causes. The causes of cyberbullying according to Calvete, Orue, Estevez, Villardon and Padilla (2010), was significantly related with the use of proactive aggression, justification of violence, exposure to violence and less perceived social support of friends. Privacy concerns: this is another concern that everyone involved in social networking is faced with. The rate at which people post or share fake information calls for alarm and it is difficult to ascertain that, what people say and post are truly who they are. Individuals' private information are publicly displayed on some of these social networks and malicious people take advantage and perpetrate all kinds of harassment. It is also argued that the privacy options offered by most social networking sites (SNSs) do not provide users with the flexibility needed to handle conflicts with individuals who have different conceptions of privacy (Preibusch, Hoser, Gurses and Berendt, 2009).

Aside these effects, other studies conducted by scholars have also proved that social media can be detrimental to students' academic life if caution is not taken in its usage.

For instance the study conducted by Obi, Bulus, Adamu and Sala'at (2012), titled "The need for safety consciousness among Youths on social Networking Sites" concluded that social media affects students use of English. They use short-handwriting when chatting with friends and unconsciously get used to it thereby replicating same errors during examinations. Even though one may argue that these are minor challenges, it is important to acknowledge the increasing rate at which these errors are replicated in the education sector and if care is not taken future generation may see it as a norm. Indeed a number of studies including but not limited to the study of Kuppuswamy and Shankar (2010), Osharive (2015), Maya (2015), among others have revealed unequivocally that social media can be problematic to students' academic life if caution is not taken in its usage.

2.2.4 Academic Performance

Quality education produces productive students and they are brand ambassadors for institution in building the brand image in its competitors. (Tuckman, 1975) Quoted performance as the obvious expression or demonstration of sympathetic, ideas, skills and knowledge of a person and planned grade clearly indicate the performance of a student. So student's academic performance should be given more emphasis and keeping in view all the factors adversely or positively impacts on their academic performance. Majority of students use social networking for leisure purposes and only few uses for educational development purposes.

Student community is more affected by SNS and the depth of impact is evaluated through type of internet usage (Shah *et al.*, 2011). Some s positively students are positively affected by information they received from internet and enhanced their knowledge, while at the same time a large number of students having drastic impact of leisure use of internet on them and became academically poor.

An empirical study on relationship between academic performance and Facebook usage is carried out. Sample are taken from population of 219 university students and they found that Facebook users had lower Grade Point Averages and they were online most of the time and utilized very less time for their studies in comparison with students who did not use SNS. Only 26% of students reported that SNS impacted positively and helped to grow in their lives and 74% said that it had adverse impact like procrastination, lack of concentration or distraction and poor time management (Kirschner and Karpinski, 2010). They also found that even though students use internet for educational purposes, they are attracted or distracted by SNSs.

Like this few existent studies highlight that in some circumstances, SNS usage can lead to a variety of negative consequences that affects decrease in involvement in real-life communities and worse academic performance, as well as relationship problems. However, few researchers also found a positive impact of internet or SNS and academic performance of the student users.

Many people actively participate in content generation and value creation, and several researchers (e.g., Young *et al.*, 2009; Vasalou *et al.*, 2010) have examined their profiles to determine why and to what extent they are keen on posting their entire identity, sharing pictures and videos, and indicating their religious affiliations, marital status, and political orientations on the internet. These users interact with others, exchange information about their interests, raise discussions about new topics, follows news about specific topics on different Social Networking Sites.

Teenagers now use the Internet for the majority their daily activities and information gathering, as opposed to older generations who used resources like the television or newspaper (Lewis, 2008). A recent survey showed that approximately ninety percent of

teens in the United States have Internet access, and about seventy-five percent of these teens use the Internet more than once per day (Kist, 2009). This study also showed that approximately half of all teens who have Internet access are also members of social networking sites, and use the Internet to make plans and socialize with friends (Kist, 2008). In September, 2005, out of total adult internet users (18-29 years) 16% were those who were using any social networking site and this percentage increased to 86% on May, 2010 (www.marketingcharts.com).

Tuckman (2011) defined performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. Use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely. Shah *et al.* (2011) proposed that student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of internet while having drastic impact of recreational use of internet on them. Also, Oskouei (2010) proposed that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination. Several studies have been done regarding social networking and grades. Whitmore School of Business and Economics recently conducted a survey of over 1,000 students. They asked questions regarding which social network sites were used, how much time they spent on a site, what their grade point average (GPA) was, and what they were going to school for. It was concluded that there is no correlation between how much time is spent on a social networking site and grades (Martin, 2009).

The University of New Hampshire agrees, and believes that current college students grew up in the technology era and social networking is now just a part of a student's daily routine. Their research show that '63% of heavy users received high grades, compared to 65% of light users' (U of NH, 2009). The University of New Hampshire said that a majority of students use social networking for social connections and entertainment, but are also using it for education and professional reasons.

Kirschner revealed that students who multi-task between social networking sites and homework are likely to have 20% lower grades than a student who does not have a social networking site in visual range. Kirschner believes that even running a social networking site on the background on a student's PC while studying or doing homework could lower a student's grade. He believes that "the problem is that most people have Facebook or other social networking sites, their e-mails and maybe instant messaging constantly running in the background while they are carrying out their tasks" (Enriquez, 2010).

American Educational Research Association conducted a research and it was declared on its annual conference in San Diego, California (2009) that SNSs users study less and generated lower grades eventually (21stcenturyscholar.org).

2.2.5 Social Networking and Nigeria

Social networks are increasingly gaining momentum in the world of information and communication. It has without doubt altered the conventional method of news gathering and dissemination, a confirmation of what seems to be paradigm shift from print and broadcast media to the more effective and efficient rave of the moment. Social networking played a pivotal role in information and communication in Nigeria last year, event that will forever stick to our memories.

It all started with the removal of fuel subsidy on New Year day in 2012. This event showed the overwhelming power of networking. Daily protest were organized and sustained for about a week in social networks. It was a powerful tool that it was rumored that the president considered suspending their operations. Another incident is the case of Cynthia Okojie who was murdered by “Facebook’s friends”. The role of social network is quiet overwhelming in this scenario considering the very fact that this ordeal started and ended on Facebook, it wowed everyone. It proved that social networks are becoming tools in the hands of government and weapons for criminals. One of the most shocking and angering thrillers ever was the video and pictures of the “Aluu4”. It was a horrible site to behold, inhumanity at its peak. It was evidently one of the biggest news that rocked 2012. It wasn’t the first “criminals” were butchered and burnt alive by angry uncivilized barbaric mobs. The difference between Aluu4 and other similar occurrences was simply the presence of social networking which led to empathy from the public and resultant involvement of the government.

Social Networking Sites (SNS) have been popular since the year 2002 and have attracted and fascinated tens of millions of Internet users (Boyd & Ellison, 2009). Though only a few have gained worldwide publicity and attention, the Federal Bureau of Investigation estimated that there are over 200 different sites that are used for social networking (Duvén & Timm, 2008). Most people who are members of these sites, such as Facebook (over 400 million users) and MySpace (over 100 million users) participate in them on a daily basis (Duvén & Timm, 2018). Each person who becomes a member of a SNS has the opportunity to create his or her own webpage or “profile” which is supposed to be seen as a reflection of that person’s personality (Tufekci, 2010). By using this personal profile, one can build an entire social network based on his or her own personal preferences (Boyd & Ellison, 2007).

The idea behind most of this phenomenon, as with many websites, is to help people feel socially connected and part of a community, even though they may be sitting home alone at their computer (Coyle & Vaughn, 2008). Participants may connect with other people they know through school, work, or an organization, or they may meet complete strangers from all over the world (Coyle & Vaughn, 2008). Being “friends” in the SNS world simply means that two profiles have been linked together (Tufekci, 2008). This, in turn, expands a person’s network greatly, so that they may meet and share information with even more members (Coyle & Vaughn, 2009).

In addition, being “friends” with someone on a SNS allows a person to communicate in a variety of ways such as sending private and public messages, participating in on-line games, commenting on photos that have been posted, sharing music or movie preferences, responding to journal entries, and much more (Livingstone, 2008). In one author’s opinion, “Creating and networking online content is becoming an integral means of managing one’s identity, lifestyle and social relations” (Livingstone, 2008, 394). A click of a button may mean the loss or gain of a friendship, and a friendship on a SNS may be with someone who is not a friend in “real life” (Livingstone, 2008).

Though there are several options for “privacy” on these sites, research has shown that the public aspect of sharing information is what draws many to join and participate (Duven & Timm, 2011). Privacy has a new definition when referring to Social networking sites, since just becoming a member requires a person to give certain personal information (Duven & Timm, 2011). Some sites, like Facebook, started as a way for college students to connect and having an “edu” email address was required for signing up (Tufekci, 2010). Now, this site is open for all users, which also increases the amount of people who may have two accounts: One for private use, and one for business or school use (Tufekci, 2010).

When conceptualizing why these sites appeal to so many people, it is significant to note that each SNS focuses on the presentation of self and social status (Tufekci, 2008). Each person who joins a SNS must choose a picture to post on their personal profile, which is the picture that will be used as a representation of themselves (Barker, 2009). Some people use a recent picture of their face or a photo of a group of friends, while others choose a different image that they want to represent them or their values (Barker, 2009). Either way, this picture is significant when looking at a SNS because it shows how each individual would like to be seen by others (Barker, 2009).

Social status is also a very important part of SNSs because it plays a role in how each individual is viewed on their profile by others (Tufekci, 2010). Most SNS will show how many “friends” a person has, as well as how many people have written to that person lately (Tufekci, 2010). Because of this, many SNS members will seek out people to connect with, even though they may not personally want to be linked with specific people (Tufekci, 2010). Adolescents and college-aged individuals are especially interested in having a lot of friends, because many worry what others will think if they do not have as many friends as their peers (Barker, 2009).

Not only does joining a SNS help gain and preserve popularity, but selecting the perfect pictures to post are also very important aspects of the experience (Siibak, 2009). According to a recent study done on visual impression management and social networking sites, approximately 60% of adolescents will spend more time selecting which pictures to post on their profile than actually communicating with others (Siibak, 2009). This shows that these SNSs are not just for keeping in touch with classmates and meeting new people, they are used to build adolescent identities (Siibak, 2009) because social networking sites are used primarily by adolescents and young adults.

2.3 Related Empirical Studies

Adegboji and Toyo (2016) in their study on the impact of social media on research, reported that social media contributed significantly to the ease of research through materials online. It is commonly believed that researchers and students in Nigerian Higher education institution are battling the problem of Inadequate and outof-date materials. The only way to pursue knowledge is through research and the Internet as well as social media which sprang from the internet is having a profound impact on the research process and dissemination of Information. (Kamba 2009).

Therefore to ascertain the effects/influence of social networking on academic performance, the researcher reviewed various empirical studies by different scholars who have written on social networking influences on students' academic performance as follows:

Sofela (2012). *The Effect of Social Media on Students*. According to the researcher, the popularity of social media has grown expediently. The social networking site such as face book, MySpace, 2go and BB chat allows social interaction among students. The study examined the positive effect of such site on youths. It said, gone are those days when events happen and it stays a while before people begin to hear about it. But now, through social media, events and news are now known within splits second after they are shared. It offers youths a channel for entertainment, communication, and meeting friends and those you've not seen for a long time. The study also analyzed the negative consequences of such site. Despite the positive gain, it comes with the negative impact of it. It was before now used by students for research but most students abandoned their home work to chat with friends. However, the study reviewed and the present study emphasized on the impact of social media on students, stressing on the positive impact in the student's

academic performance as well as the negative influence. The study emphasized the need for students to create a balance between social media and their academics to prevent setbacks. But the reviewed study failed to throw more light on the negative influence of social media on the academic performance of students. The present study therefore analyzed both sides of the coin giving the students the opportunity to choose what impact they want the social media to play in their academics.

Seyi, O. (2012), *Social Media and Nigeria Youth Burden*. This study stressed on the negative effect of giving too much time and undue attention to online socialization to the detriment of academics. According to the researcher, the 21st century brought with it the advent of the new media with its fast tracking means of sending and receiving information via internet in our contemporary society, the new media has gained popularity as its been used for entertainment, networking and academics. The study noted that, the social media was given a boost as a result of ideas from youths. The study criticized seriously the obsessive attitude of Nigeria youths towards social media. It pointed out that the rate at which youths devote their quality time in chit chatting, calls for urgent attention. Some guys now find social media soothing to propagate harmful schemes. The study however, traced the incessant incidents of murders and gang-rapping of girls by guys whom they interacted with through social media. It gave an instance with the case of a girl; Cynthia was gang-raped when she went visiting a friend she met through social networking site (2go), and whose nude pictures were displayed on the net by the perpetrators. Another case in question is that of a girl who paid a visit to her face book friend in Lagos and base on their arrangement; she logged and waited for his arrival. On his arrival, he asked her for sex and she refused and out of annoyance, he plugged off one of her eyes and sliced her nipple and he escaped. Every effort made to get him proved abortive because he had a fake identity.

The study also observed that some students are always busy pinging and going while lectures are on. Time ought to be channeled towards learning, academic research and innovations have been wasted by the passion of meeting friends and discussing trivial issues, hence, most students' academic suffer setbacks as a result of distraction. The reviewed study and present study were both centered on the use of social media by students. They both emphasized on the statement of the problem suggesting the need for more time to be channeled to academics to prevent setback that might be caused by the use of social media. The reviewed study was not based on any theory. It also failed to provide possible solutions for the way forward in solving issues relating to student's academic performance and social media. The present study was based on diffusion of innovation theory and uses and gratification theory, thereby giving it a firm foundation.

Asogwa, Ojih and Onoja (2012) also conducted a research on the use of Social Networking Sites and Academic Performance among Students of Selected Tertiary Institutions in Kogi State. The study assessed the use of Social networking sites and Academic Performance among Students of Tertiary Institutions in Kogi State with a focus on Facebook, by looking into the specific use of facebook among students of some selected higher institutions in Kogi state (KSU, FPI and FCE; its level of usage; and also to identify the possible effects of facebook on their academic performance. Anchored on uses and gratifications theory, the study employed survey research method and relied on questionnaire as instrument for the collection of primary data. A sample of 384 students was selected from the students' total population of 23,474 using fitcher formula.

Through multi-stage sampling technique, the questionnaire was proportionately administered in each of the schools on the randomly selected students. The data were quantitatively analyzed using tables showing frequencies and simple percentages. Results revealed amongst other things that, Students use facebook primarily to escape from

boredom, for communication; make new friends; update status; chats; post/comment on photos; and admonition among others.

Finding also reveals that majority of the students hardly ever visit the site during class period, studying hours or miss classes because of facebook; that facebook usage does not have negative effect on the students' academic performance (except on their spoken and written communication).

The study concludes that the utilization of social media by students of tertiary institutions in Kogi state portends both beneficial results of the uses and gratifications highlighted in this study which show that facebook has a significant positive influence on the students limited danger to the academic performance of students and recommends among other things that students should be encouraged to adequately utilize the potentials of facebook for academic excellence and also that, lecturers should look out for and completely discourage the use of facebook and other Social networking sites gadgets during classes.

Asemah and Edegoh (2013). Influence of Social Media on the Academic Performance of the Undergraduate Students of Kogi State University, Anyigba, Nigeria.

The study examined the influence of social media on the academic performance of the undergraduate students of Kogi State University. The rationale behind the study is to find out whether the exposure of the students to social media has effect on their academic performance. The paper was anchored on two theories; namely: social information processing theory and media equation theory. The survey research method was adopted, employing the questionnaire as an instrument of data collection. The findings show that undergraduate students of Kogi State University, Anyigba, Nigeria, have access to social media and that their exposure to social media is to a very great extent. Findings also show that exposure to social media has effect on the students and that the effect is negative.

Findings also show that facebook is the most used social media by undergraduate students of Kogi State University. Based on the findings, the paper concludes that exposure to social media by the undergraduate students of Kogi State University has negative effect on their academic performance.

In view of aforementioned empirical studies this study sought to investigate the influence of Social Media on students' academic performance in Federal University of Technology Minna.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Research Design

The study adopted descriptive research survey design. According to Sambo (2012) descriptive research is concerned with the collection and analysis of data for the purpose of describing, evaluating or comparing current or prevailing practices, events or occurrences. Olayiwola (2015) also defined descriptive survey research design as a research method that describes a given state of affairs at a particular time. Descriptive survey research design is found appropriate for the current study.

3.2 Population of the Study

The population of this study comprises of three hundred and fifty five (355) 500 level student of science education department Federal University of Technology Minna Niger State.

3.3 Sample Size and Sampling Techniques

The sample size of one hundred and eighty-five (185) participants was considered. A stratified random sampling technique was used to select the sample size of the study

3.4 Research Instrument

A well-constructed and Researcher-developed questionnaire titled “perception of Social Media site platform on undergraduate students, FUTMINNA” was used to get the desired information from student. Part A was for collection of information on personal data of respondents while part B is divided into three sections based on the research questions. Section A contains item which addressed social media networking site platform available for learning B contain student awareness of the use of social media networking for learning Sections C contain items which addressed influence of social media networking site on academic performance of student.

3.4.1 Validity of the Instrument

The designed questionnaire was submitted to the project supervisor for vetting, correction and approval before distributing it to the respondents.

3.4.2 Reliability of the Instrument

The reliability of the research instrument was determined using a split half test using the odd and even numbered items to form the two halves. The two halves were administered to a sample of student which are not in the department where considered for the study. The Cronbach alpha test was used to determine the reliability of the instrument. A co-efficient value of 0.815 obtained indicated that the research instrument was reliable; hence it was adopted for getting the desired information for the study.

3.5 Method of Data Collection

The researcher collected the needed data through the administration questionnaire to the sampled undergraduate student. The administration of the questionnaire was carried out by the researcher and two other researcher assistant. A total of one hundred and forty five (185) copies of the questionnaire was distributed to elicit responses from the student were retrieved on the spot by the researcher.

3.6 Method of Data Analysis

Data obtain from the analyzed using the descriptive and inferential statistics of frequency counts and percentage, with mean and standard deviation and also t-test with the aid of Statistical Packages for Social Sciences (SPSS 25). Descriptive statistics of frequency counts and percentages were used in analyzing demographic variables, mean and standard deviation were used to analyzed the research questions while the t-test will used to test the stated hypotheses at 0.05 level of significance.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter deals with data analysis, interpretation and discussion of result were presented base on the stated research question and formulated hypothesis.

4.1 Research Question

In this study three research question were stated as indicated in chapter one. The result is presented below

4.1.1 Research Question one.

. What are the social media networking site platform available for learning among students of Federal University of Technology Minna

To answer this research question mean and standard deviation were use and the finding is as presented in table 4.1

Table 4.1: Mean Response and Standard on Social Media Networking site Platform Available for learning

S/No.	Items	N	Mean	Standard Deviation	Remark
1	Facebook	180	2.51	0.77	Agreed
2	2go	180	1.78	0.70	Disagree
3	Instagram	180	2.57	0.69	Agree
4	Skype	180	2.45	0.72	Disagree
5	Twitter	180	2.66	0.74	Agree
6	BBM	160	2.10	0.19	Disagreed
7	Google+	180	2.49	0.65	Disagree
8	Whatapps	180	3.51	0.77	Agreed
9	Yahoo messenger	180	2.22	0.42	Disagreed
10	YouTube	180	3.52	0.5	Agreed

Grand Mean	180	2.58	0.62	Agreed
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Table 4.1 shows the mean response and standard deviation of social media networking site platform available for learning. The decision mean to agree is 2.50 and above while to disagree is less than 2.50. The outcome of the findings revealed that Facebook, Instagram, Twitter, WhatsApp and YouTube are revealed to be Social Media Networking site Platform Available for learning with mean values of 2.51, 2.57, 2.66, 3.51 and 3.52 respectively.

Meanwhile 2go, Skype, BBM, Google+ and Yahoo messenger are opined not to be platform used for learning by the student. However, the grand mean shows that undergraduate students use most of the social media networking site

4.1.2 Research Question Two

What is the student awareness of the use of social media networking site platform for learning

To answer this research question two mean and standard deviation were used and the finding is as presented in table 4.2

Table 4.2 student awareness of the use of social media networking site platform for learning ?

S/No.	Statement	N	Mean	Standard Deviation
1	I am aware of the use of smartphone for social media for the past 3 year.	180	3.31	0.93
2	I use social media to acquire information everyday	180	3.5	0.72
3	I post on social networking sites day and night	180	3.28	0.85
4	I too the use of smartphone as my daily activity	180	3.19	0.99
5	I prefer smartphone to any other phone	180	2.88	0.91
6	I am aware more five (5) social network sites for the past 1 year.	180	2.81	0.9
7	engage in social network platforms to meet friends, colleagues and others	180	3.75	1.19

8	Engage in academic forums on social network to increases understanding of topics discussed in class.	180	3.22	0.99
9	Involve group discussions on social network sites to gain general knowledge	180	3.46	0.75
10	I have many social media networking account for many purpose	180	3.20	0.81
	Grand Mean	180	3.26	0.90

Table 4.2 shows the respondent responses on awareness of social media networking site platform of Federal University of Technology Minna, students to social media networking sites. . The decision mean to agree is 2.50 and above while to disagree is less than 2.50. The outcome revealed that students are aware of the use of social media for the past 3 years, use social media to acquire information every day, post on social networking sites day and night, use of social as my daily activity, smartphone to any other phone, five (5) social network sites for the past 1 year, engage in social network platforms to meet friends, colleagues and others, engage in academic forums on social network to increase understanding of topics discussed in class, involve group discussions on social network sites to gain general knowledge, have many social media networking accounts for many purposes. However, the grand mean shows that most of the undergraduate students have awareness with use of social media networking sites for the past three years.

4.1.3 Research Question Three

What is the perceived usefulness of social media networking sites platform among Undergraduate students of Federal University of Technology Minna?

To answer this research question mean and standard deviation were used and the finding is as presented in table 4.3

Table 4.3 : perceived usefulness of social media networking site platform among Undergraduate student of Federal University of Technology Minna.

S/No.	Statement	N	Mean	Standard deviation	Remark
1	Social media networking sites platform allow students to developed creative skills.	180	3.22	0.7	Agree
2	Social media networking site platform encourage the students' participation in achieving learning goals.	180	3.53	0.56	Agree
3	I feel social media networking sites platform is wasting of time	180	2.34	1.59	Disagree
4	For the reading materials and watch video tutorials	180	3.63	0.49	Agree
5	to watch video films, comedy and hear music	180	3.72	0.45	Agree
6	To browse on the internet to gather resourceful information concerning my courses or lesson taught in school	180	3.03	1.37	Agree
7	social media networking sites platform have negative effect on the Undergraduate student of federal university of technology Minna Niger state	180	3.47	0.76	Agree
8	engaging in academic forums on social network to increases understanding of topics discussed in class.	180	3.75	0.44	Agree
9	to get involve group discussions on social network sites to gain general knowledge	180	3.72	0.45	Agree
10	To keep and store soft copy handouts for purpose of learning.	180	3.34	0.65	Agree
	Grand Mean	180	3.38	0.75	Agree

Table 4.3 shows the respondent responses on perceived usefulness of social media networking site platform among Undergraduate student of Federal University of Technology Minna. The decision mean to agree is 2.50 and above while to disagree is less than 2.50. The result displayed shows that students are of the opinion that social media networking sites platform allow students to develop creative skills, social media networking site platform encourage the students' participation in achieving learning goals, reading materials and watch video tutorials to watch video films, comedy and hear music, browse on the internet to gather resourceful information concerning my courses or lesson

taught in school, social media networking sites platform have negative effect on the Undergraduate student of federal university of technology Minna Niger state, engaging in academic forums on social network to increases understanding of topics discussed in class, get involve group discussions on social network sites to gain general knowledge, keep and store soft copy handouts for purpose of learning with mean value of 3.22, 3.53, 3.63, 3.72, 3.03, 3.47, 3.75, 3.72 and 3.34 respectively. however the grand mean showsthat undergraduate student use most of the social media networking site for education purpose.there it help student alot.

4.2.1 Research Hypothesis One

There is no significance difference in male and female awareness of social media networking sites platform of Federal University of Technology Minna, students to social media networking sites

Table 4.4: Summary t- test analysis on difference in the mean response between male and female awareness of perception social media networking sites platform of Federal University of Technology Minna, students to social media networking sites

Respondent	N	Mean	SD	Df	P	T	Decision
Male	99	3.09	0.57	178	0.13	.145	NS
Female	86	3.12	0.51				

At 0.05 level of significance SD =Standard Deviation *NS= Not Significant

Table 4.4 shows an independent t test undergraduate male and female of social networking site.the finding show that the ρ - value of 0.13 was obtained at 0.05 level of significance and 65 degree of freedom for the 14 items (research question 10 items) with t-test value $t(0.189)$, the $\rho (0.13) > 0.05$ indicate that null hypothesis must be accepted for these items. This shows that there is no significant difference between the mean responses of male and female awareness of perception social media networking sites platform of Federal University of Technology Minna, students to social media networking sites.

4.2.2 Research Hypothesis Two

H₀₂: There is no significance difference in the mean response between male and female students on percieve usefulness of social media networking site platform among Undergraduate student of Federal University of Technology Minna

Table 4.5: Summary of t-test analysis for difference in the mean response between male and female students on percive usefulness of social media networking site platform among Undergraduate student of Federal University of Technology Minna

Respondent	N	Mean	SD	Df	ρ	T	Decision
Male	99	3.17	0.96	178	0.22	.651	NS
Female	86	3.31	0.97				

At 0.05 level of significance *NS= Not Significant

Result in Table 4.5 above unveils that the significance value of 0.22 was obtained at 0.05 level of significance and 178 degree of freedom for the 10 items (research question three 10 items) with the t-table value of 0.651. Since ρ is (0.22); the null hypothesis is therefore not rejected for these items. This implies that a significant difference does not exist between male and female students on percive usefulness of social media networking site platform among Undergraduate student of Federal University of Technology Minna.

4.3 Discussion of Result

The aim of the study is to determine the perception of social media networking sites platform among undergraduate student of Federal University of Technology Minna, the following are findings of the study.

The findings of the study revealed various social media networking site platform available for learning. The outcome of the findings revealed that there Facebook, Instagram, Twitter, Whatapps and Youtube are revealed to be Social Media Networking Site Platform Available for learning

The findings emanated from the study revealed that student are aware of the use of social media networking site to Acquire information every day, post The findings is in agreement with the study of Selwyn and Stirling (2016) and Lee et al. (2008) who reported the usefulness of social media as stimulants for messenger, 2go, BBM, skype and Instagram. Most of students visited their social networking sites when they feel like. The findings is in agreement with the study of Selwyn and Stirling (2016) and Lee et al. (2008) who reported the usefulness of social media as stimulants for students to pay more attention to instructions.

The findings of the study unveiled the percived usefulness of social media networking site platform among Undergraduate student of Federal University of Technology Minna. The result displayed show that students are of the opinion that social media networking sites platform allow students to developed creative skills, social media networking site platform encourage the students participation in achieving learning goals, such as reading materials and watch video tutorials to watch video films, comedy and hear music and so on with mean value of 3.22, 3.53, 3.63 and 3.72 respectively.

From the hypothesis testing the findings on the study disclosed that ρ - value of 0.13 shows that there is no significant difference between the mean responses of male and female awareness of perception social media networking sites platform of Federal University of Technology Minna, students to social media networking sites.

The significance value of 0.22 was obtained at 0.05 level of significance implies that a significant difference does not exist between male and female students on percive usefulness of social media networking site platform among Undergraduate student of Federal University of Technology Minna.

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

Based on the findings of the study on the perception of social media networking sites platform among undergraduate student of Federal University of Technology Minna, this will give insights on the awareness perception, perceived usefulness of social media networking sites by undergraduate students.

From the findings of the study it could be concluded that Facebook, Instagram, Twitter, Whatapps and Youtube are Social Media Networking Site Platform Available for learning.

The findings emanated from the study also revealed high awareness of perception of student on social media networking site platform.

The findings of the study unveiled the perception usefulness of social media networking site platform among these are students to developed creative skills, social media networking site platform encourage the students' participation in achieving learning goals, reading materials and watch video tutorials to watch.

The study revealed that there is no difference in male and female student perception and perceived usefulness of social media networking sites platform.

5.2 Recommendations

Based on the findings of the study the following recommendations of the study:

1. Student should be enlighten on the importance of social medial networking platform on their academic performance.
2. The student should also be guided on the use of social media networking platform for learning purpose.
3. The curriculum planer should encourage the use of ICT facilities that will enhance the use of smartphone for learning.

5.3 Suggestions for Further Studies

The following suggestions were made for future research studies.

1. Influence of Social Media Networking Sites on academic performance of Technical Student Niger State College of Education.
2. Factors affecting the use of ICT facilities in School of Technical Niger State College of Education.

3. Effect of smartphone usage on student interest and retention on technical subject in School of Technical, Niger State College of Education.

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