

THE IMPACT OF SOCIAL MEDIA ON STUDENTS' ACADEMIC PERFORMANCE AT THE KURUTIE CAMPUS, NIGERIA MARITIME UNIVERSITY, DELTA STATE, NIGERIA

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ABSTRACT

The study was on the impact of social media on the students' academic performance at the Kurutie Campus, Nigeria Maritime University, Delta State. To achieve this aim, the survey research method was adopted for the study. The sample size of 300 students was selected randomly from students from Faculty of Engineering. Questionnaire was the instrument for data collection. 280 respondents (representing 93.3%) were retrieved and analysed. Subjects were drawn from the students using the simple random sampling technique and purposive sampling. Four research questions guided the study. Frequency and percentage were used to analyze the four research questions using the proportional sampling techniques, including the table of random numbers technique for the primary stratum, and therefore the accidental sampling technique for the second stratum. Research findings showed that a great number of students had access to the ICT which impacts to very high extent on the students' academic performances. The research showed that students use internet fairly often, they are attentive to and use social networking sites, they spend above 3 hours on social networking activities, and also the use of social media has influenced their academic performances positively in numerous ways such as; Information retrieval skill, activities participation in terms of assignment with a classmate, and in their grades. They use social networking sites for entertainment, reading newspapers, academics, and searching for advertisements. The research concluded that lecturers and students should use social media for tutorial purposes, and students should be oriented on effective time management on the internet for socialising and academic purposes. Furthermore, the researcher concluded that sites should be created for educational purposes so as to create a balance between social networking and academic activities of students to avoid setbacks in their academic performances.

Keyword: Impact, Social media, Information and Communication Technology, Students, Academic Performance

1. INTRODUCTION

The world is today celebrating the improvements in communication technology which has broadened the scope of communication through information and communication technologies (ICT) (Asemah, et. al., 2013). Modern Technology in communication has without doubt turned the complete world into a "Global Village" (Osharive, 2015). It helps people to be better informed, enlightened and follow world developments. Technology exposes mankind to a far better way of doing things. Information and communication technology could be a veritable tool which refers to varied gadgets that aid in communication like computers, mobile phones, and satellite communication. Information and communication technology could be a tool that helps in improving communication among people. According to Okwuchukwu, (2015), information and communication technology has given rise to unlimited access to information in most spheres of human endeavour. Issa, et. al., (2014) also noted that ICT may be seen because of the varieties of computers, telecommunication gadgets, multimedia resources and other related technologies that are applied and utilized within the total process of knowledge management and dissemination. Talukder, et. al, (2015), stated that educational institutions adopted ICT-based teaching methods and offered ICT-related academic programs which impacts the scholars with skills of using different smart devices and also the internet to gain access to information, which is of utmost importance to academics. According to Ntui (2014), ICT has been thought to be a very important tool to leverage the economy and society. Thus, mastering basic skills and

ideas of ICT has become one core part of education, besides reading, writing, and numeracy. ICT skills are necessary prerequisites for information literacy and life-long learning. According to Hasnain, Nasreen, and Ijaz (2015), social media could be a phenomenon developing at a rapid pace. Social media is the fastest growing web application within the 21st Century that depends on the computers, mobile phones and web-based technologies to make highly interactive platforms, through which individuals can share, co-create, discuss, and modify user-generated content. It introduces a considerable and pervasive change in communication between individuals. Al-Rahmi and Othman (2013), noted that the driving factors for adopting social media are progressively ubiquitous access, convenience, functionality, and suppleness of social technologies. Onah et. al. (2014), observed that within the manner of a wildfire in harmattan, the phenomenon of social media (networking) has spread to any or all nooks and crannies of Nigeria, engulfing an outsized number of her youths. Social media usage has become so common among the youths, that it has become unfashionable to not engage oneself at a minimum one in all the social networking sites. Hence, before the invention of this phenomenon, communication over a distance was comparatively difficult. However, the arrival of social media has made the impossible become possible, people can conveniently communicate with anyone at any time regardless of geographical barriers and distance.

Umekachikelu (2013), noted that it is amazing that with a click one passes information to thousands of individuals in a second. Social media are new technologies which are used as channels of knowledge dissemination to heterogeneous audiences without the constraints of your time, space or distance.

According to Onah et. al., (2014), social media may be a group of internet-based application that builds on the ideological and technological foundation of the net which allows the creation and exchange of user-generated content. They see internet-based social websites like Facebook, MySpace, Twitter, e.t.c which permit users to interactively communicate with each other. Social media can even check with those web-based and mobile-based technologies which are accustomed in turning communication into an interactive, dialogue between organizations, communities and individuals. Ictech (2014), noted that technologies like smartphones can potentially make users more efficient and productive once they use them in an advantageous manner rather than as a distraction (Aral, et. al., 2007).

Smartphones are not any different from desktops and laptops, aside from in size and computer power. The students during this study is additionally referred to as the "Next Generation" those born between 1980 and 1989, and are in use of social media technologies. The students at the Kurutie Campus, Nigeria Maritime University, Delta State use social media for one reason or another. It is of concern to grasp how social media has influenced the academic performance of students. As it is, social media like two sides of a coin brings with it both negative and positive impacts. The students are expected to form the simplest use of social media to impart knowledge in an exceedingly wide selection, but some are found misusing it. With the invention of technologies, knowledge management has been enriched. It is of interest to the institutions that students should end up being good researchers, which they may explore different sources of knowledge, like paper-based and data-based information/digital libraries. This information source has its special qualities, but students seem to depend more on databases/digital libraries which they will access on their personal devices due to the time factors.

Nwangwe, et. al. (2014), notes that almost all students running full-time programmes in Nigerian universities spend longer time on social media than on the other activity of the day including academic work.

Junco and Cotton (2012), noted that students became keen on social media as it splits their attention causing an enormous decrease in knowledge retention. Idubor, et. al. (2016), believed that social media networks' use is not only an addictive behaviour but also forms a set of recognition and behavioural factors that leave people susceptible to addiction resulting in a negative effect on the individual's life. But, the idea of Dabbagh and Kitsantas (2012), states that social media can help facilitate the creation of non-public learning environments, which empower students to require a charge of their own learning by selecting, creating and organizing tools and resources that helps in effective and efficient learning. The increased use of social networking websites has become a world phenomenon within the past several years. What started off as a hobby for a few computer-literate people has become a social norm and way of life for people from everywhere on the planet (Boyd, 2007). Teens can form online communities so as to plan for a project, have group class material, or use social networking sites so as to stay in grip when a student has been absent and desires to be updated on current academic information (Salas and Alexander, 2008). Internet is the great global virtual library where anyone at anywhere within the world can secure access to the massive digital archive where knowledge, leisure and the professional world can also converge in one's space. It has changed the face of the lives of individuals, turning them completely into the fashionable and latest lifestyle with its developments (Arua, et al., 2014). The web facilitates data exchange by allowing users of interconnected computers of every kind and size to speak in real-time. The supply of high-speed internet broadband reference to the massive use of desktop computers, laptops, e-readers, tablets and smartphones enables scores of people including students to actively engage in social networking, text, message, blogging, content sharing, online learning and far

more (Nwangwe, et. al., 2014). Today, rather than print materials, students use the web to access e-materials, during which the interactive nature of online environments has expanded with social networks. Social networking sites are getting used in various ways like forming communities, chatting, blogging, etc. The academic performance of students is measured by the examination, which is one among the goals of the university to search out the students' capabilities.

According to Osharive (2015), schools are established with the aim of imparting knowledge and skills to those that undergo them and behind all this is often the thought of enhancing good academic performance.

2. THEORITICAL BASIS

2.1 Social networking and Education

The advent of social network platforms may also be impacting the way in which learners engage with technology in general. Social networking and its educational uses are of interest to many researchers. Gafni and Deri (2012), emphasized the roles of social networks in socializing students and opening channels for finding more academic resources, thus improving their academic achievements. Lenhart, et. al., (2010), showed that it provides opportunities within professional education. Social connection has become very important and has improved the library sector tremendously in Nigeria. There has been an establishment of a social group in Nigeria in which the library is involved called the Nigerian Library Association (NLA) online forum. The concept of the library as a physical place where one can visit to get information is rapidly changing to social cyberspace, where users access, communicate and contribute to existing knowledge. This is because the modern library of the 21st century is characterized by collective knowledge creation and enabling technologies, and also a movement away from the old stereotype, conventional and one-directional library services to a more dynamic, two-way communication network environment characterized by open access, content creation, collaborative and participatory social space, where users are free to access and contribute content. Ezeani and Eke (2011), posited that the most applicable web 2.0 technology for library services is the social networking tool, where librarians can interact with their users to study their needs and give feedback. Social networking presents some important opportunities to libraries which include marketing library services and reference services. In the marketing of Library Services, the growing population of patrons and librarians that makes social networking is an indication that it is an ideal vehicle for marketing the services of library users and general services. Most students are not aware of the different services offered in the library, such as reservation of books, reference services and selective dissemination of information. Librarians can spread awareness of library services to those who may not be aware of the services via social media. Librarians can also develop subject-specific blogs and play a leading role in advocating the use of blogs for scholarly communication and commenting on research findings. Chauhan (2013), Ezeani and Igwesi (2012), noted that in the Reference Services, the use of social networking tools has enabled librarians to identify library patrons on social cyberspace, and proactively provide the types of information that would normally result from reference services.

Students are using tools like Ask a Librarian, and Twitter to ask questions in real-time and this is assisting in promoting the library as are levant, efficient and helpful place. According to (Boyd and Ellison, 2007), social networking sites have been popular since the year 2002 which has attracted and fascinated tens of millions of internet users. The proliferation of digital, social and mobile technologies has created a culture in which youth participate more in creating and sharing content, profoundly changing the way students communicate, interact, and learn (Buzetto-More, 2012). In many cases, students spend as much (or more) time online in an informal learning environment, interacting with peers and receiving feedback as they do with their teachers in the traditional classroom. According to (Coyle and Vaughn, 2008), 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 at home alone with their computer or smart devices.

Tiryakioglu and Erzurum (2011) citing (Balci, et. al., 2010), states the advantages possibly derived from the use of social networks as an educational tool can be listed as follows:

- Independence from time and location.
- Improvement in quality, success, and efficiency of education by use of computers for education.
- Ability to learn in a more systematic manner and in a short time due to advances in computer technology.
- Individualization of learning.
- Ability to have instant feedback.
- Offering students' the ability to repeat the course as much as desired.

- Archiving course content and synchronized class (virtual class) application
- Bi-directional communication.
- Tendency towards more voluntary behaviours on the side of students for improving research, knowledge, and skills in comparison to conventional programs
- Minimizing risk of students and teachers to reach, evaluate, use, and efficiently cite the knowledge.

Librarians should act as active participants in the social space and be able to identify the needs of members of the library communities and offer solutions by offering information links to websites that are relevant to the information needed and direct offers to help the students and lecturers (Sachin, 2014).

2.2 Types of Social Networking sites Used by Librarians to Promote Library and Information Resources

Social networking sites are products of web-based or internet technologies which they depend upon these online and mobile technologies to figure. Social networking sites are important to the library organization and may be accustomed promote its services such as:

- Facebook: most well liked now because it's librarian-friendly, with many applications like JSTOR search, WorldCat, and much more. Librarians can interact with users to know their information needs. Libraries try to link variety of those specialized library applications to Facebook.
- MySpace: In Academic institutions where the students are; libraries have taken advantage of this site post, calendar, custom catalogue search tools, and blog features to spice up their presence.
- Blogs: Librarians can periodically post messages, share information on a particular subject or issue, and also users can contribute to the content. they're going to write articles on news, and typical issues and expect a reaction from their users.
- Wiki: this is often a free online encyclopedia that gives an information and definition of content. It offers a platform for users to access, edit and contribute to the content. this could be a collaborative web page for developing content.
- LinkedIn: Librarians can get patrons connected with specialists in their particular field of interest via LinkedIn. Librarians can also use the platform to render specialised services like Strategic Dissemination of information (SDI).
- Twitter: A micro-blogging application, to remain staff and patrons updated on daily activities, like frequently updated collections. Users can utilize this platform to type briefly messages or status updates. Librarians can use this platform to grant users firsthand information on the continued national elections. Users can send Instant Messages (IM) on complaints or ask questions on a particular issue and acquire feedback on the spot using Twitter.
- YouTube: In institutions in India, events like important highlights of inaugural lectures, conferences and workshops are disseminated via YouTube.
- Flickr: Librarians can use this tool to share and distribute new images of library collections. Cover pages of latest arrivals of both books and journals are often disseminated to users via Flickr.
- Library Thing: A tool that enriches the library OPAC. Once an account is created, a list of books with ISBNs is shipped to Library Thing which sends back a touch of code which is pasted into the footer of the Library OPAC (Chauhan, 2013).

3. MATERIALS AND METHOD

3.1 Study Population

The population of this study includes 300 students drawn from the Faculty of Engineering at the Kurutie Campus, Nigeria Maritime University, Delta State. The 100 level students were exempted from the study because they have not been exposed to ICT training and have not had cumulative grade average (CGPA) to be able to access their academic performance. This study population is presented in Tables 3.1.

Fig. 3.1: Student enrollment data for 2020/2021 academic session at the Kurutie Campus, Nigeria Maritime University and level.

(Source: Nigeria Maritime University ICT Unit, 2021)

S/N	Departments in Faculty of Engineering	200 Level	300 Level	400 Level	500 Level	Total
1	Civil Engineering	50	48	36	18	152
2	Electrical Engineering	50	48	53	16	167
3	Marine Engineering	80	115	91	14	300
4	Mechanical Engineering	50	69	36	14	169
5	Marine Engineering	60	55	68	26	209
	Total	290	335	284	88	997

3.2 Sampling Techniques / Sample Size

The sampling techniques are commonly used for research investigation to better estimate at low cost and less time with greater precision (Singh and Masuku, 2014). The sampling technique is specifying how elements are drawn from the population. The Sampling technique used is the Stratified Sampling Technique. According to Ross (2005), stratification does not imply any departure from probability sampling, it simply requires that the population be divided into subpopulations called strata and that probability sampling be conducted independently within each stratum. The sample estimate of population parameters is then obtained by combining information from each stratum. It is used primarily to ensure that different groups of the population are adequately represented in the sample so that the level of accuracy in estimating parameters is increased.

- **First Stratum:** To choose 1 out of 3 faculties, the researcher used a table of random numbers as enunciated by Chakrabarty (2013), it is a significant statistical tool for drawing the random sample that has been found to be the vital or basic task/work in most of the fields of research and investigation. The three Faculties are: Faculty of Engineering., Faculty of Marine Environmental Management, and Faculty of Marine Transport and Logistics Management. The faculty chosen was Faculty of Engineering, due to the fact that the other two faculties only have their 100 level students domiciled in the Kurutie Campus.

- **Second Stratum:** To choose the population from the Faculty of Engineering, the researcher adopted the accidental sampling technique.

Fig. 3.2: Sample Size

(Source: Field Survey)

S/N	Departments in Faculty of Engineering	200 Level	300 Level	400 Level	500 Level	Total	Sample Drawn
1	Civil Engineering	50	48	36	18	152	60
2	Electrical Engineering	50	48	53	16	167	60
3	Marine Engineering	80	115	91	14	300	60
4	Mechanical Engineering	50	69	36	14	169	60
5	Marine Engineering	60	55	68	26	209	60
	Total	290	335	284	88	997	300

Using the accidental sampling technique, the researcher purposively selected a sample size of 300 respondents from the faculty of Engineering (30.1 % of the total population). That is 60 respondents drawn from the 5 departments in the faculty of Engineering, which is shown in Table 3.2. Accidental sampling is based on using people who are a

captive audience, just happen to be walking by or showing a special interest in ongoing research. Therefore, the sample size for the study was 300 respondents.

3.3 Research Instrument

The research instrument used in this study was a self-administrative questionnaire. A questionnaire is a tool for collecting information to describe, compare, or explain an event or situation, as well as knowledge, attitudes, behaviours and socio-demographic characteristics of a particular target group. The questionnaire was chosen because of its reliability and validity of answers. Also, it was adopted because of its method of eliciting data from respondents. The questionnaire was divided into 6 sections.

- **Section A** was aimed at gathering data on the demographics of the respondents which include gender, age, department and level.
- **Section B and F** solicited information, which answers involved (very often, often, sometimes, and never).
- **Sections C, D, and E** were (strongly agree, agree, disagree, and strongly disagree).

3.4 Validity of Instrument

To ensure that the questionnaire was suitable for collecting data for the research, it was subjected to scrutiny by the project supervisor and other professionals in the field of Library and Information Science, to ensure that the items drawn are adequate and for necessary corrections and modification.

3.5 Procedures of Data Collection

The copies of the questionnaire were administered to the respondents by the researcher via google forms. Information regarding the nature and purpose of the study was provided to assist the respondents in responding to the items in the questionnaire.

3.6 Data Analysis

The method of data analysis for this study was frequency, percentage, mean and standard deviation. This method was preferred because of its suitability and clarity for organizing data, which aids understanding and it also served the purpose of assisting the research to compare sub-group of unequal sizes meaningfully.

4. RESULT

4.1 Presentation of Results

Research Question 1: How often do the students at the Kurutie Campus, Nigeria Maritime University, Delta State go on-line?

Table 4.1: Frequency of the use of Social Media
(Source: Field Survey)

Regularity of use of social media	Frequency	Percentage
Very often	172	61.43%
Often	66	23.57%
Sometime	42	15%
Never	0	0%
Total	280	100%

Table 4.1, shows that 172 (61.45%) respondents go online very often, 66 (23.57%) respondents go online often, 42 (15%) respondents go online sometime, while none respondents.

The table shows that majority of students in the faculty of Engineering at the Kurutie Campus, Nigeria Maritime University, Delta State go on-line very often with 172 (61.43%) responses.

Research Question 2: How many hours do students spend on social networking activities?

Table 4.2: Length of Time Students Spend on Social Media

(Source: Field Survey)

Length of time (Hour)	Frequency	Percentage (%)
0.5	4	1.43
1.0	12	4.29
2	48	17.14
3	50	17.86
> 3	166	59.29
Total	280	100

Table 4.2, shows that majority was 166 (59.29%) respondents spend above 3 hours online, 50 (17.86%) respondents spend 3 hours online in a day, 48 (17.14%) respondents spend 2 hours online in a day, while 12 (4.29%) respondents spend 1 hour online in a day, and 4 (1.43%) respondents spend 0.5 hour online in a day online.

Table 4.3: Preference to the Use of Social Media

(Source: Field Survey)

Response	Frequency	Percentage
Chatting	72	25.71%
Watching movies	6	2.14%
Sports and news	24	8.57%
Education	134	47.86%
Reading e-books and e-journals	44	15.72%
Total	280	100

Table 4.3, shows that 72 (25.71%) respondents would use for chat only, 6 (2.14%) respondents would use for watching movies only, 24 (8.57%) respondents would use for sports and news only, 134 (47.86%) respondents would use education only, 44 (15.72%) respondents would use for reading e-book and e-journals only, and none for others.

Table 4.4: Social Media and Academic Performance

(Source: Field Survey)

Question item	Frequency	Percentage
Yes	280	100%
No	0	0%
Total	280	100

From the table 4.4, shows that 280 (100%) respondents believed social media can influence academic performance of students.

Table 4.5: Influence of Social Media and Academic Performance

(Source: Field Survey)

Nature of influence	Frequency	Percentage
Positive	276	98.57%
Negative	4	1.43%
Total	280	100

From the table 4.5, 276 (98.57%) respondents affirmed that social media use influenced their academic performance positively, and 4 (1.43%) respondents stated that social media use has influenced their academic performances negatively.

Research Question 3: How has the use of social media by students at the Kurutie Campus, Nigeria Maritime University, Delta State influenced their academic performance?

Table 4.6: Influence of the Use of Social Media on students' Academic Performance
(Source: Field Survey)

SN	Nature of Influence	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed		SD
i.	I can receive announcements from lecturer and faculty	12	80	96	92	2.04	0.70
ii.	Finding Information for my research work(assignment)	42	184	36	14	2.92	0.33
iii.	Searching for information to supplement my notes given by the lecturers	62	192	26	0	3.13	0.18
iv.	Finding journals and articles online	44	150	84	2	2.84	0.48
v.	It has improved my grades	88	174	18	0	3.25	0.45
vi.	Email lecturers on academic related matters	6	52	112	110	1.84	0.28
vii.	It has improved my skills in the use of ICT, to be able to search and retrieve information	142	134	4	0	3.49	0.18
x.	It has improved my spelling	32	130	114	4	2.68	0.53
xi.	It encourages group discussion on assignment with classmate	40	226	12	2	3.09	0.37
xii.	It is expensive to maintain and it leads to wastage and reduction in study time	24	140	98	18	1.63	0.78
xiii.	I find it hard in concentrating on my study when I have internet connectivity	22	120	126	12	2.54	0.55
xiv.	It is not reliable for solving research related questions/issues	2	36	166	76	1.87	0.57
xv.	It does not give update of the type of I need information I need	4	12	174	90	1.75	0.61
xvi.	The information it provides is so much, that some of it becomes irrelevant	12	42	136	90	1.91	0.59

The result of the mean and standard deviation of various parameters contained in Table 4.6 shows that social media improve students' skills in the use of ICT with 3.49 and the standard deviation is = 0.18. Improving their grades with 3.25 mean score and the standard deviation is = 0.45. Searching for information to supplement for their notes given by their lecturers, with 3.13 mean score and the standard deviation is = 0.18. Least among it encourages group with 3.09 and standard deviation is = 0.37. Finding Information for my research work (assignment) with 2.92 mean score and the standard deviation is = 0.3. Finding journals and articles online with 2.84 mean score and standard

deviation is = 0.48. It has improved their spelling with 2.68 and standard deviation is = 0.53. I find it hard in concentrating on my study when I have internet connectivity with 2.54 and standard deviation is = 0.55. The ones that is below the 2.5 are, i can receive announcements from lecturer and faculty with 2.04 mean score and standard deviation is = 0.70. The information it provides is so much, that I hardly know which one to use with 1.91 and standard deviation is = 0.59. It is not reliable for solving research questions with 1.87 mean score and standard deviation is = 0.57. Email lecturers on academic related matters with 1.84 mean score and standard deviation is = 0.28. It does not give update information I need with 1.75 mean score and standard deviation is = 0.61 and which till the least of all can receive information from lecturer and faculty is 1.63 and standard deviation is = 0.78.

Table 4.6 addressed the research question. The table shows that majority of the students in Faculty of Engineering at the Kurutie Campus, Nigeria Maritime University, Delta State academic performance has been influenced by the use of social media because it improves their skills in the use of ICT, it improves their grades, it helps in searching for information to supplement their notes given by the lecturers, it encourages group discussion on assignment with classmate, it helps in finding Information for their research work (assignment), it also helps in finding journals and articles online, and It improves their spelling.

Research Question 4: What are the reasons for which students at the Kurutie Campus of Nigeria Maritime University, Delta State use social networking sites?

Table 4.7: Reasons for Using Social Networking Sites

SN	Specific Reason for the use of Social Networking Sites	Strongly Agreed	Agreed	Disagreed	Strongly Disagreed		SD
i.	Academics	230	44	6	0	3.8	0.38
ii.	Online chatting	194	70	12	4	2.19	0.74
iii.	Entertainment	146	96	34	4	3.37	0.48
iv.	Sport activities	114	90	66	10	3.1	0.50
v.	Reading newspapers	118	116	42	4	3.24	0.48
vi.	Looking for advertisement	62	98	82	38	2.66	0.51

The result of the mean and standard deviation of various parameters contained in Table 4.7 shows the most used social networking sites is entertainment 3.37 mean score and the standard deviation is = 0.48, followed by reading newspaper 3.24 and the standard deviation is = 0.48, academics 3.8 and the standard deviation is = 0.38, Sport activities 3.1 mean score and standard deviation is = 0.50, looking for advertisement 2.66 mean score and the standard deviation is = 2.66, while online chatting was 2.19 mean score and the standard deviation is = 0.74.

The table shows that the students in Faculty of Engineering at the Kurutie Campus, Nigeria Maritime University, Delta State use social networking sites for different reasons, such as entertainment (mean, 3.37), reading newspapers (mean, 3.24), academics (mean, 3.8), sports activities (mean, 3.1), looking for advertisement (mean, 2.66) and online chatting (mean, 2.19).

4.2 Results and Discussion

From the analysis of the demographic variables, the study revealed in response to research question one, Table 4.1 revealed that majority of respondents go online “very often”, followed by “often” and “sometimes”. This finding could be supported by Onyeka, Sajoh and Bulu (2013) discovering that with the wide spread of internet services provided by telecommunication companies in Nigeria, and the increased use of internet via computers, smartphones, tablets and other hand devices, student have been seen to always spend a lot of time on the internet.

In response to research question two, Table 4.2 revealed that the respondents spend above 3 hours online, followed by 2 hours, 1 hour, and spends 0.5 hour every day. Onyeka, Sajoh and Bulu (2013), noted that students spend two to four hours (2 - 4 hours) daily on the social networking sites doing their updates, postings and visitations. This can also be supported by Folorunso and Adebayo (2016) observation that everywhere they go, mostly at the jetty front where network is stronger, place of worship, relaxation center, e.t.c, students and youths generally are always pinging. Table 4.3 shows that the respondents would use social media for education, followed by chatting, e-books and journals, news and sports, watching movies, and none specified any other if they could use the social media for only one activity. This finding according to Gross (2004), notes that students use social networking sites not only for leisure and personal socialization but also as a platform for more meaningful and serious deliberations, and students are using social networking for making friends, sharing links, online learning, finding jobs to accomplish their economic, educational, political and social being. Table 4.3 shows that all the responding students believed that social media had influenced their academic performance. As the direction and nature of influence, Table 4.5 reveals that the 276 respondents acknowledged the use of social media has influenced their academic performance positively but 44 respondents have been influenced negatively. The exponential growth in digital information, which change the way students perceives study and how electronic materials are used to facilitate study as stated by Karim and Hasan (2007).

In response to research question three, Table 4.6 revealed that there is a significant relationship between the use of social media and how the students' academic performance has been influenced such as improving their skills in the use of ICT, improving their grades, searching for information to supplement their notes given by the lecturers, encourages group discussion on assignment with classmates, finding information for their research work (assignment), finding journals and articles online, improved their spelling, e.t.c., but these findings contradict the study that it is hard in concentrating on their study when they have internet connectivity. The information it provides is so much, that they hardly know which one to use, followed by it is not reliable for solving research questions. As for email lecturers on academic related matters, it does not give update information they need, because it is below the criterion mean. (Yusuf, 2005), states that ICTs have the potential to accelerate, enrich, and deepen skills, to motivate and engage students to help relate school experience to work practices. Also, Dabbagh and Kitsantas (2012), reported that social media can help facilitate the creation of personal learning environments, which empower students to take charge of their own learning by selecting, creating and organizing tools and resources that help in effective and efficient learning.

In response to research question four, Table 4.7, revealed that students use social networking site for reasons such as entertainment, followed by reading newspaper, academics, sport activities, looking for advertisement, and online chatting, which was above the criterion mean of 2.5. Okpala and Omekwu (2013), noted that students use the social networking sites for entertainment, to communicate and for educational purpose.

5. CONCLUSIONS

The study demonstrated that the students in Faculty of Engineering at the Kurutie Campus, Nigeria Maritime University, Delta State are aware of the social networking sites as well as having access and use it. Findings also indicates that they are influenced by the use of social media positively because it has improved their ICT skills and grades, which reflects on the use of social networking sites for their academic purpose; that encourages group decisions on assignments with class mates, searching for information to supplement their notes given by the lecturers and improves their spellings.

Therefore, researcher exploring these findings will provide support for appropriate and effective services for instructors, ultimately leading to best practices model to facilitate the adoption and use of social media sites as tools to teach and communicate with the students when necessary in the university.

6. REFERENCES

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