



The Impact of social media on Students' academic performance at Adeyemi College of Education Ondo, Ondo State, Nigeria

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ABSTRACT

This research study examines the effects of social media on students' academic performance at Adeyemi College of Education, Ondo, Ondo State. To carry out this study, five research questions were posed and three hypotheses were formulated and tested at a 0.05 level of significance. The sample of the study consisted of 120 students of Adeyemi College of Education students. Simple Random Techniques were used to select 20 students undergoing the NCE program and 100 students running the degree program. The 20 NCE students were used to test the reliability coefficient which was 0.75 obtained using PPMC 100 students running the degree programme. The collected data was analysed and presented in terms of frequency, simple percentage, standard deviation and a mean score of statement using SPSS version 20.0 software—both descriptive and inferential statistics in the presentation and analysis of the data. The research study showed that most students of Adeyemi College of Education have access to the internet and the female gender visits social media more than the male gender. To this end, the researcher recommended that more sites should be created for educational purposes as well. This will create a balance between Social Media and the Academic activities of students to avoid setbacks in the Academic Performance of the students.

Introduction

Background to the Study

Social media is constantly being used by undergraduate college students across the globe. Social media can be accessed through a computer, cell phone, iPad, and much more. Technology is constantly changing and is always finding a way for different generations to have access to different forms of social media right at their fingertips. The generation that is now in college was named the “Millennials.” According to a survey conducted by the American Press Institute (2015), “the survey measured the use of seven different social networks as pathways to news and information. That analysis provides a landscape view of social media and news.

One striking finding is that every one of these social networks, to greater or lesser degrees, are now news platforms. Fully eighty-eight (88) per cent of those surveyed get news from Facebook at least occasionally, eighty-three (83) per cent from YouTube, and fifty (50) per cent from Instagram.” “For young adults between eighteen and twenty-nine years old, social media use is even more common-as in 2010, it was seventy-two per cent (Lenhart, 2010). The use of social media in college can be deemed useful when it comes to making connections with your teachers and other classmates.

The findings indicated that young five (5) people who have used Facebook (but not YouTube) for more than a year had higher scores of verbal ability, working memory, and spelling, compared to their peers who had used it for a shorter time period” (Alloway, 2013). One researcher described how social media use could benefit the life of college students when it comes to social support. This study focused on two scales: FOMO (Fear of Missing Out) and SME (social media engagement), SME measured how social media was utilized in the classroom. Millennials were the primary focus of this study because they are the ones that grew up with the bulk of technology and are usually better at social interaction and connectedness with family, friends, etc. By text messages, chat rooms, email and much more. “These techniques might play a significant role in keeping college students connected to family and friends to obtain social support, as a buffer to “excessive” levels of stress they experience as they grapple with a host of academic, personal, and social pressures” (Alt 2015).

Social media is one of the biggest inventions of technology, which is now the most popular and widely used. A direct relationship exists between social media usage and the academic performances of students. However, the darker side of technology evolution has resulted in dilemmas such as setbacks of the real value 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 or activities. With so many social media sites students are tempted to abandon their studies (Das and Sahoo, 2010).

Social media use in universities has many advantages, these include enhancing relationships, improving motivation, offering personalized course material, and developing collaboration abilities. This means social media have the ability to improve students’ participation in class particularly where introverted students are involved. Students can function in online groups learning with less or no anxiety about raising questions before peers at school. A direct relationship exists between social media usage and the academic performance of university undergraduate students (Bamigboye and Olusesan, 2017).

Chu (2011) examined students’ profiles to determine why and to what extent they were keen on posting their entire identity, sharing pictures, and videos, and indicating their religious affiliations, marital status, and political orientations on the internet. He discovered that students interact with others, exchange information about their interests, raise discussions about a few topics and follow news about specific topics on different social media. Students now use the internet for most of their daily activities and information gathering as opposed to older generations who used resources like textbooks, TV, or newspaper.

Modern technology in communication, no doubt has turned the entire world into a ‘Global Village (Ibrahim, 2012). The advancement of technology has made it easier for people especially the young people to have access to the internet and thus social networking which they connect to friends (Ibrahim, 2012). Social media or networking has revolutionized the way social interaction takes place. It is a process by which people socialize online. Through it, people seek and enjoy the companionship of others online, it supports the sharing of information and services among individuals and groups having a common interest (Ibrahim, 2010)

Current university students grew up in the technology era and social media is now just part of students’ daily routine. Habes et al. (2018) asserted that the most used social media is Facebook and that despite spending time on social media, students are still efficient enough in their studies. This means that social media have both positive and negative impacts on students’ academic performance. The current study is therefore set out to investigate the influence and the overall effect of social media on the academic performance of Nigerian university using Adeyemi College of Education as a case study

Statement of the Problem

Since the onset of social media sites, it has been assumed in some quarters that the academic performance of students is facing a sort of neglect and divided attention between social networking activities and their academic work. It is observed that students devote more attention to social media sites than they do to their studies.

Therefore, this study is making an effort to examine how social media affect the student academic performance of students in Adeyemi College of Education Ondo, Ondo State, Nigeria.

Purpose of the Study

The general purpose of the study is to unravel the impact of social media on students' academic performance at Adeyemi College of Education Ondo, Ondo State, Nigeria.

The specific purpose of the study is to;

- i. Find out the extent to which social media negatively affect the academic performance of students at Adeyemi College of Education.
- ii. Identify the most visited social networking sites by students of Adeyemi College of Education, Ondo.
- iii. Determine the students' purpose for using the identified social media sites by students of Adeyemi College of Education, Ondo.
- iv. Find out the amount of time Adeyemi College of Education students invest in social media sites.
- v. Identify the Information Communication Technologies mostly used by Adeyemi College of Education students for social networking.

Research Questions

The following research questions were formulated to guide this study.

- i. To what extent do the uses of social media influence the performance of students of Adeyemi College of Education?
- ii. Which social networking sites do students of Adeyemi College of Education visit most?
- iii. What purposes do students of Adeyemi College of Education use their chosen social media for?
- iv. What is the extent of time students of Adeyemi College of Education invest in the use of social media?
- v. Which Information Communication Technologies do students of Adeyemi College of Education mostly use to explore their social media?

Research Hypotheses

The following hypotheses are put forward to guide the research at a 0.05 level of significance.

- i. There is no significant relationship between the performance of male and female students in Adeyemi College of Education as a result of their use of social media.
- ii. There is no relationship between time spent on social media and the academic performance of students at Adeyemi College of Education, Ondo.
- iii. There is no relationship between the use of social media and the excellent academic performance of students at Adeyemi College of Education, Ondo.

Significance of the Study

The study will be of massive benefit to students, parents, guardians, counsellors, school teachers, school principals, school owners, management and other stakeholders in the education of the post-primary schools. It will as well be helpful to students who need to learn how to manage and balance their time well to be a tremendous contributor to the development and growth of society.

It will also help teachers, parents, guardians and school management who needs to teach students the importance of prioritizing their needs and visiting social networking sites with good intentions rather than ulterior motives as well as lecturers who need to introduce group discussion forums on social networking sites for students.

Review of Literature

The Concept of Social Media

Social media is that means that employ mobile and web-based technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modify users' generated content (Kietzmannin, 2012).

According to Andreas and Michael (2000), some media website includes:

1. Social Bookmarking: Interact by tagging the website and searching through website bookmarked by others (Blink list, simple).
2. Social News: Interact by voting for articles and commenting on them (Digg, Propeller).
3. Social Networking: Interact by adding friends, commenting on photos and profiles, and sharing groups for discussions (Facebook, 2go, BB chat)
4. Social Photo and Video Sharing. Interact by sharing photos or videos and commenting on the user submission. (YouTube and Fliki).
- 5 Wikis: Interact by adding articles and editing existing articles. (Wikipedia, Wikia).

The Concept of Mass Media

Mass media is communication whether written, broadcast, or spoken that reaches a large audience. This includes television, radio, advertising, movies, the internet, newspapers, magazines, and so forth (Young, 2010), Mass media is a significant force in modern culture, particularly in America. Sociologists refer to this as 'mediated culture' where media reflects and creates the culture. Communities and individuals are bombarded constantly with messages from a multitude of sources including TV, billboard, and magazines, to name a few. These messages promote not

only products but moods attitudes and a sense of what is and is not important. Mass media makes possible the concept of celebrity: without the ability of movies, magazines, and news media to reach across thousands of miles, people could not become famous. In fact, only political and business leaders as the few notorious outlaws were famous in the past. Only in recent times have actors, singers and other social elites become celebrities (Young, 2010).

Functions of Mass Media

Mass media usually are thought of as sources of news and entertainment; they also carry messages of persuasion. Important, though often overlooked, is how mass media messages bind people into communities even into nations So the main functions of mass media according to Helou and Rahim (2014) are

- Ø Pervasiveness
- Ø Information source
- Ø Entertainment source
- Ø Persuasion forum
- Ø Binding influence

The Concept of Social Networking

Social networking site is a web-based service which allows people to sign up in a bounded system, articulating group of people within the same system so as to share personal or academic-related information. This indicates that social media is a place where people connects with each other and share common issues relating to relationship, sports, politics or academics (Ahmad, 2011). However, the participants from certain social media sites are not primarily there to connect with people they are not familiar with, rather they sign up to connect and catch up with lost but found offline friends as well as close ones. Social network sites have attracted considerable attention among scholars and educators due to their growing popularity among students and the impact of social media on users. While proponents argue that it allows users in connecting people of common interest and value, opponents claim that excessive use of these sites affects the social, mental and physical health of the users. (Ahmad, 2011).

The Concepts of Student Academic Performance

Academic performance is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important-procedural knowledge such as skills or declarative knowledge such as facts. Furthermore, there are inconclusive results on which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement.

Factors Influencing Academic Performance.

According to Bragg, Kim, and Barnett (2006), the factors influencing academic performance are

Individual Differences: Individual differences in academic performance have been linked to differences in intelligence and personality. Students with higher mental ability as demonstrated by IQ tests and those who are

higher in conscientiousness (linked to effort and achievement motivation) tend to achieve highly in academic settings. A recent meta-analysis suggested that mental curiosity (as measured by typical intellectual engagement) has an important influence on academic achievement in addition to intelligence and conscientiousness. Children's semi-structured home learning environment transitions into a more structured learning environment when children start first grade. Early academic achievement enhances later academic achievement.

Non-Cognitive Factors: Non-cognitive factors or skills are a set of “attitudes, behaviours, and strategies” that promotes academic and professional success. Such as academic self-efficacy, self-control, motivation, expectancy and goal-setting theories, emotional intelligence, and determination. The term serves as a distinction of cognitive factors, which are measured by teachers through tests and quizzes Non-cognitive skills are increasingly gaining popularity because they provide a better explanation for academic and professional outcomes.

Self-Efficacy: Self-efficacy is one of the best predictors of academic success. Self-efficacy is the belief you can do something. Stajković et others looked at the Big Five traits on academic success as well and saw that conscientiousness and emotional stability were of self-efficacy in over half of their analyses. However, self-efficacy was more indicative of academic performance than personality in all of the analyses. This suggests that parents who want their children to have academic achievement can look to increase their child’s sense of self-efficacy at school.

Motivation: Motivation is the reasoning behind an individual’s actions. Research has found that students with higher academic performance, motivation and persistence use intrinsic goals rather than extrinsic ones. Furthermore, students who are motivated to improve upon their previous or upcoming performance tend to perform better academically than peers with lower motivation. In other words, students with a higher need for achievement have greater academic performance. Bad dietary habits can create the disadvantage of a lack of motivation

Extracurricular Activities: Organized extracurricular activities have yielded a positive relationship with high academic performance including increasing attendance rates, school engagement, GPA, postsecondary education, as well as a decrease in dropout rates and depression. Additionally, positive developmental outcomes have been found in youth that engage in organized extracurricular activities. High school athletics have been linked with strong academic performance, particularly among urban youth.

Theoretical Framework

Two key theories formed the foundation for this study. They were:

- i. Diffusion of Innovation Theory.
- ii. Gratification Theory.

Diffusion of Innovation Theory

Diffusion of innovation theory developed by E.M Rogers in 1962, is one of the oldest social science theories. It originated in communication to explain how over time an idea or product gains momentum and diffuses (spread) through a specific population or social system. Doing something differently than what they had previously. The key to adoption is that the person must perceive the idea, behaviour or product as new or innovative. It is through this that diffusion is possible.

Diffusion is the process of spreading a given idea or practice over time, via specifiable channels, through a social structure such as neighbourhoods. Their work on the diffusion of innovation to diffuse, there must be;

- a. Awareness stage
- b. Interest stage
- c. Evaluation stage
- d. Trial and adoption stage

Different types of innovations require different kinds of adoption units; Bittner (1984) recognizes that the media can lead someone to get aware of the existence of an item from there he gets interested in, makes an attempt to evaluate it, and gives it a trial touch before making up his mind to acquire it.

The diffusion of innovation theory by Rogers (1983) was set to examine how new ideas are spread among people through media. It is a theory that seeks to explain how, why and at what rate new ideas and technology spread through cultures. Adoption of a new idea, behaviour, or product does not happen simultaneously in a social system; rather it is a process whereby some people are more apt to adopt the innovation than others. Everett Rogers, a professor of rural sociology popularized the theory in his 1962 book. Diffusion of Innovation.

The change agent centre's around the condition which increases or decreases the likelihood that a new idea would be adopted or not. That is to say, they help the audience in deciding on the best idea to adopt by influencing the option about a particular situation. It relates the usefulness of the media to what extent it can affect man.

Gratification Theory

However, the gratifications theory by E. M. Rogers in 1962, holds a contrary view that media fulfils certain needs for people including the need for social relationships or a sense of friendship and emotional attachment that develops between media users and media personalities. Though many arguments can be made about the possible risks of students' social networking, it is important to point out the benefits of these websites as well. Many schools have started to use these sites to promote education, keep students up to date with assignments, and offer help to those in need Boyd, (2007). In general, the internet and the social media sites can be a possible influence on students.

Students use these sites as tools to obtain information and resources for future planning. For example, students applying for college visit profiles of that college's students to view pictures and read blogs of past students to determine where the college would be a good fit (Boyd and Ellison, 2007).

They also serve as a source of information to students and it costs less for students to use social networking sites (SNSS) to reach their schoolmates and friends. Bonds-Racke (2008), posited that with so many students using these friend networking sites and spending a significant amount of their time on them, users are meeting a need by using the site as a source of information.

Having explored the various concepts and analyzed related works or studies on the "Impact of Social Media on Students' Academic Performance" we can infer that social media sites have both positive and negative impacts on the students' academic performance.

Effects of Social Media on Students

According to Singh (2012), Social media offers greater opportunities for learning. Students are exploring the world more than just books. Students are learning and adapting to the world using a relatively new form of communication. Students gain from social media in the following ways:

1. Social media networks are designed for the purpose of communal connections. Today, students assess Facebook, Twitter, WhatsApp, Instagram and so on to connect and share information with those around them.
2. Students use social media day-in-day-out to interact with their peers including teachers about class-related subjects.
3. Knowledge: social media users use to share among themselves day-in-day-out, giving and receiving information at rapid speeds. For instance, they share helpful information for classes.

However, some findings reviewed that, students who engaged in social media networks more often engage in more frequent and problematic drinking habits, have trouble managing their time, and have trouble developing effective study habits. Low academic performance is another attributed negative effect of social media. So use of social

media may not result in all positive outcomes and the “Sum” of its influence on any particular student is likely complex.

Empirical Studies

According to Igbo, Ifeyinwa and Christiana (2018) in their study conducted to ascertain the influence of social networking sites activities (Twitter and Facebook) on secondary school student’s interest in learning which also considered the impact of these social networking sites activities on the location of the students, the sample of the study consisted of 240 senior secondary school Two (SSS11) students from public schools. Using a multi-stage sampling technique to select 120 students from the urban and 120 students from the rural areas, a 15-item questionnaire was used in data collection. The findings of the study indicated that there is a significant influence of students' Twitter and Facebook activities over their interest in learning. The result also indicated that there is no significant difference in the Mean interest ratings of urban and rural students.

Muritala, Makama, and Godwin (2014) carried out a study to find out the influence of social media usage on group behaviour and academic performance among senior secondary school students in Ilorin-West (Nigeria). The study used an ex-post factor design. Purposive and simple random samplings were used to select the sample. Four senior secondary schools with a total population of 1,660 and a sample size of 310 students were drawn and used for the study. Two questionnaires were used for the study: Social Media, and Group Behavior Questionnaire (SGBQ) and English Language and Mathematics Test (EMT). The result showed that a positive correlation exists between social media usage and group behaviour. The findings showed that there was a negative correlation between social media usage and academic performance. The result also shows significant age differences among students. Hence, the researchers recommended that students should be conscious of the time they spend on social media sites in order to have more time for their classroom activities and homework. They as well recommended that teachers should encourage the students to expend some meaningful hours on social media sites so as to make friends that would help increase their self-image arguing that comments from these friends are better to boost and enhance group behaviour on social media.

Idubor, Elogie, and Ikenwe (2018) examined the influence of social media utilization and addiction on the self-perception of undergraduate students in Nigeria’s premier university. The study adopted the survey method of ex-post-facto design. The multi-stage sampling procedure was used to select nine hundred and seven (907) undergraduate students from seven (7) faculties at the University of Ibadan. A questionnaire titled “Social Media Utilization, Addiction and Self-Perception Questionnaire” was used for data collection. Three research questions were answered in the study. Data were analysed using descriptive statistics, Pearson’s Product moment correlation and multiple regression.

Methodology

This section discusses the various research methods used in the study. It contained and explained the following; Research Design, Population of the Study, Sample and Sampling Technique, Research Instruments, and Validation of the Instruments. Reliability of Research Instrument, Method of Data Collection, and Method of Data Analysis.

Research Design

Descriptive Research Design was adopted for the study. This is a scientific method which observes and describes the behaviour of a subject without influencing it. Sometimes an individual wants to know something about a group of people. The Descriptive Research Design was used to provide a foundation for this study by clearly giving an in-depth profile and understanding of the Effects of Social Media on Students’ Academic Performance in Adeyemi College of Education, Ondo State.

One of the advantages of Descriptive Research Design is that; it gives a holistic understanding of the research topic.

Population of the Study

The target population for this study consisted of students of Adeyemi College Of Education 2018/2019 academic session, in Ondo, Ondo State, Nigeria. This population was preferred because of its accessibility and proximity.

Sample and Sampling Procedure

In statistics and quantitative research methodology. A data sample is a set of data collected and the world selected from a statistical population by a defined procedure. The elements of a sample are known as sample points, sampling units or observations. Simple Random Techniques were used in the selection of the sample of this study. 120 students were selected from the college. 20 students were selected using Simple Random Techniques from students running Nigeria Certificate in Education (NCE) and 100 students running degree programmes using simple random techniques. The total sample makes 120 students. The demographic characteristics of this sample were: Sex, Age range, School, Level, and, Mode of Programme.

Research Instrument

The research instrument was a self-designed structured questionnaire tagged "Effects of Social Media on Students' Academic Performance". The questionnaire was divided into two sections (sections A & B). Section "A" contains the demographic characteristics of the respondents, While Section "B" contains 25 statement items that were expected to throw light on the research questions and hypotheses.

Validity of Research Instrument

The items in the questionnaires were developed by the researcher and was presented to experts in the Department of Economics to validate and later presented to the supervisor for proper criticism, correction and final validation.

Reliability of Research Instrument

The reliability was conducted by administering the instrument to 20 students undergoing the NCE programme randomly from different schools in Adeyemi College of Education, Ondo. The reliability coefficient was 0.75 and was obtained using t-test and PPMC which was considered to be high enough for the instrument to be used for the study.

Method of Data Collection

The researcher distributed the questionnaire randomly to students in various schools at Adeyemi College of Education. The questionnaires were administered for about a week to the respondents and were collected to be complied with.

Method of Data Analysis

Simple table, frequency, simple percentage, standard deviation, t-test and Pearson Product Moment Correlation (PPMC) were used to analyze both descriptive and inferential statistics in the presentation and analysis of the data. These statistical tools were used because they were suitable means of interpreting data generated from the respondents.

Results and Discussion

Data Presentation

Demographic Information of Respondents

Table 4.1

Distribution by Gender of Respondents

Gender	Frequency	Percentage
Male	46	46.0
Female	54	54.0
Total	100	100.0

Table 4.1 shows that 100 respondents took part in the study. Out of 100 students, 46 (46%) were male while the remaining 54 (54%) were female. The result from the table implies that the female students were more than the male students. Figure 4.1 below further presents the result in a bar chart.

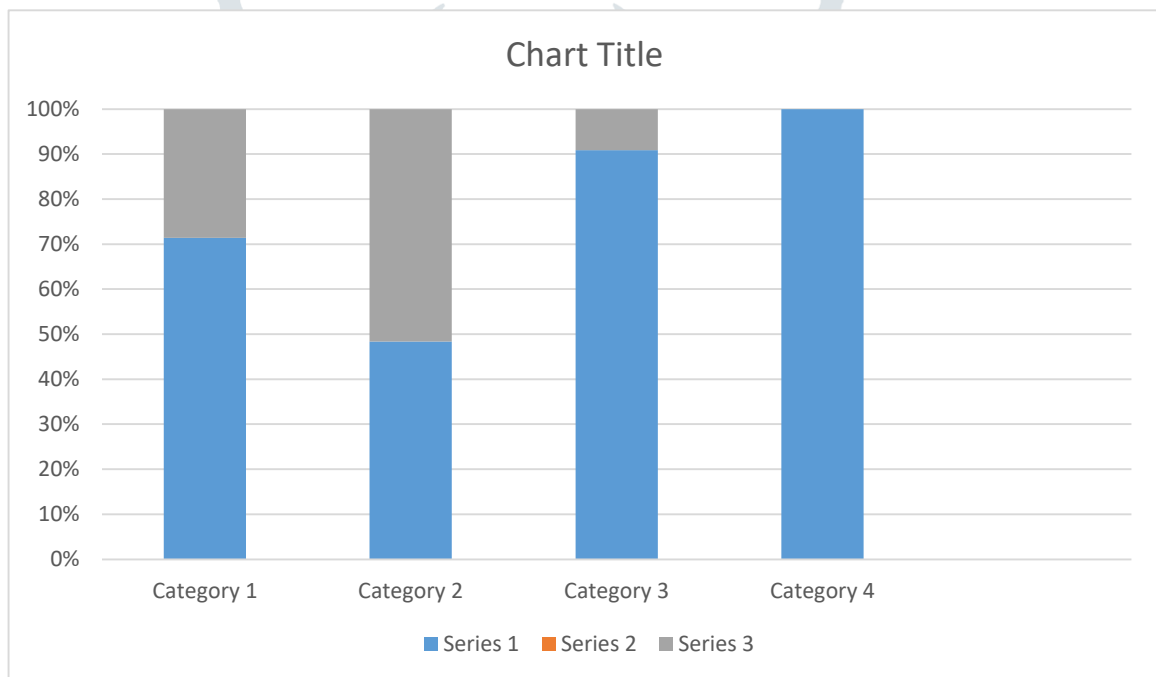
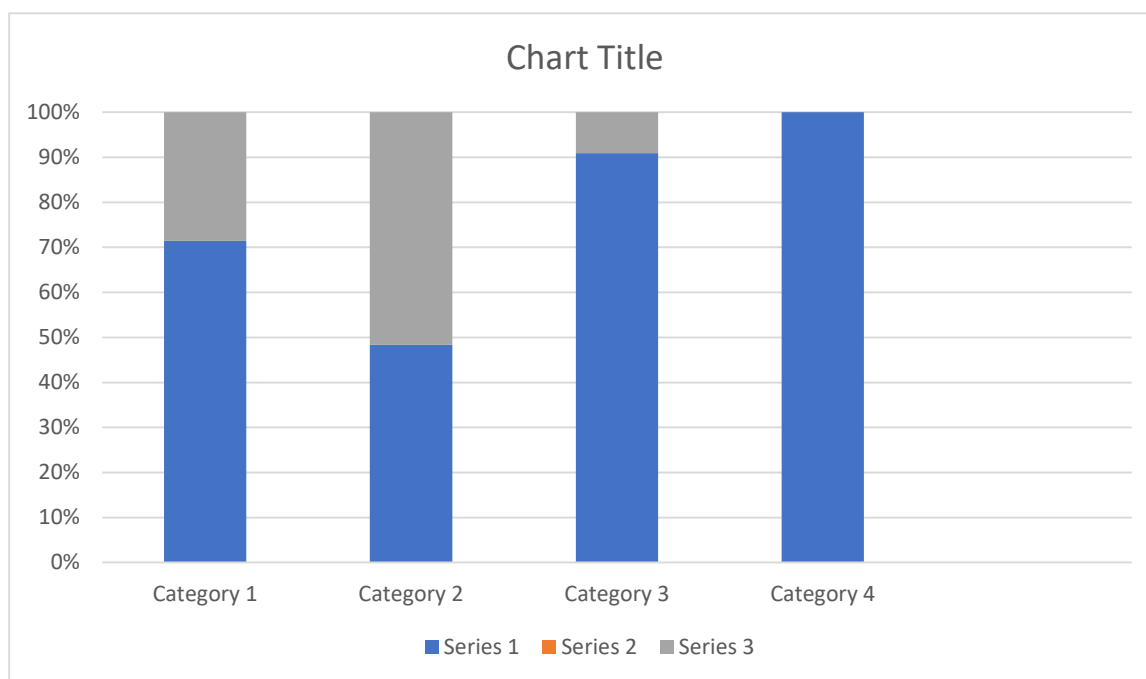


Table 4.2

Percentage Distribution of Age of the Students

Age of Respondents	Frequency	Percentage
18-24	32	32.0
25-31	64	64.0
32-37	4	4.0
Total	100	100.0

As shown in the Table 4.2, 32% (32) of the students were within the age of 18-24, those in the category of 23-27 years are 64% (64) while 4% (4) samples under the age of 32-37 years. Figure 4.2 below further presents the result in a bar chart.



Research Question 1: To what extent do the users of social media influence performance of students of Adeyemi College of Education?

Table 4.3: Extent to which Social Media Influences Students' Performance

S/N	ITEMS	YES		NO		Remark
			%		%	
1.	Social media have broadened my knowledge on different subject matters	73	73.0	27	27.0	Accepted
2.	Social media has provided good learning experiences by consistently sharing ideas with peers	89	89.0	11	11.0	Accepted
3.	Social media has enhanced my learning by getting my assignment done	78	78.0	22	22.0	Accepted
4.	Social median sites help get involved in some competitions such as essay competitions	59	59.0	41	41.0	Accepted
5.	I feel academic and socially integrated since I started to use social networking sites	59	59.0	41	41.0	Accepted
6.	Social media is addictive	59	59.0	41	41.0	Accepted
7.	Social media is a form of distraction	57	57.0	43	43.0	Accepted
8.	Constant use of social media sites takes away the time of reading	72	72.0	28	28.0	Accepted
9.	Social networking sites are the easiest point of pornographic access, drifting my mind away from reading	62	62.0	38	38.0	Accepted

10.	Social media caused constant procrastination of my studies	62	62.0	38	38.0	Accepted
11.	I usually experience some health symptoms like blurring visions and headache after long use of these sites	45	45.0	55	55.0	Accepted
12.	There are instances when I am chatting on social media sites while classes are on	55	55.0	45	45.0	Accepted
13.	My poor writing skills is as a result of code-switching (using slang) while chatting on social media sites e.g. tru-‘through’, tym-‘time’.	44	44.0	56	56.0	Not Accepted

N=100

Key: 2=Yes, 1= No

Table 4.3 shows the extent to which social media usage influence students’ performance in Adeyemi College of Education. The table shows that the students accept the following as being the area in which social media influenced: social media have broadened their knowledge on different subject matters (73%), social media has provided good learning experiences by consistently sharing ideas with peers (89%), social media has enhanced their learning by getting my assignment done (78%), social media sites help them get involved in some competitions such as essay competitions (59%), feel academically and socially integrated since they started to use social networking sites (59%), social media is addictive (59%), social media is a form of distraction (57%), constant use of social media sites take away the time for reading (72%), social networking sites are the easiest point of pornographic access, drifting their mind away from reading (62%), social media caused constant procrastination of their studies (62%) and that there are instances when they are chatting on social media sites while classes are on (55%). The table further shows that the students do not accept that they usually experience some health symptoms like blurring visions and headaches after long use of these sites (55%) and their poor writing skills is as a result of code-switching (using slangs) while chatting on social media sites eg. Tru- “through”, tym – “time” (56%). Based on this result, it can be inferred that the extent to which the use of social media influence performance of students of Adeyemi College of Education is high.

Research Question 2: Which social networking sites students of Adeyemi College of Education visit most?

Table 4.4: Most visit Social Networking Site by Students

Social Media Platforms	Percentage
2go	0
Facebook	38
WhatsApp	40
Blackberry	0
Messenger	4
Instagram	16
Yahoo messenger	2
Others,	-

Table 44 above shows most visit social networking sites by Adeyemi College of Education students. Overall, WhatsApp was the must visit social networking sites (4) followed by Facebook (38%) and Instagram (16%). The least visit social networking sites were 2go and Blackberry (0% each). Therefore, the social networking sites in which students of Adeyemi College of Education visit most are WhatsApp, Facebook and Instagram.

Research Question 3: What purpose do students of Adeyemi college of Education use their chosen social media for?

Table 4.5: Purpose of which Students visit Social Networking Sites

S/N	ITEMS	YES		NO		Remark
			%		%	
1.	I use social networking sites to relate with peers and classmates	91	91.0	9	9.0	Accepted
2.	I use social media sites for communication purposes	94	94.0	6	6.0	Accepted
3.	I use social media sites basically for entertainment (pleasure)	53	53.0	47	47.0	Accepted
4.	I use social media sites mostly for my assignments	87	87.0	13	13.0	Accepted
5.	I use social media sites to be abreast of happenings in the world	98	98.0	2	2.0	Accepted

Table 45 shows the purposes which Adeyemi College of Education student visit their choice of social networking at The table shows that the students all the their purposes for visiting social networking sites as follows: use social networking to relate with peers and classmates (91%), use social media sites for communication purposes (94%), use social media sites basically fin entertainment (pleasure) (536), use social media sites mostly for my assignments (87%) and they use social media sites to be abreast of happenings in the world (news) (98%). Based on the result from this table, it can be inferred that the purpose in which students of Adeyemi College of Education use their chosen social media for are: use social networking sites to relate with peers and classmates, use social media sites for communication purposes, use social media sites basically for entertainment (pleasure), use social media sites mostly for my assignments and they use social media sites to be abreast of happenings in the world (news).

Research Question 4: What is the extent of time students of Adeyemi College of Education invest into use of social media?

Table 4.6: Time Spent on Social Media Sites by Students.

S/N	ITEMS	YES		NO		Remark
			%		%	
1.	I visit virtually all social media sites daily	65	65.0	35	35.0	Accepted
2.	I spend my leisure hours on social media sites	74	74.0	26	26.0	Accepted
3.	My social networking account is active all through the day	59	59.0	41	41.0	Accepted
4.	I spend an average of one hour on social networking sites	71	71.0	70	70.0	Accepted
5.	I rarely visit social networking sites	30	30.0	70	70.0	Not Accepted

Key: 2=Yes, 1= No

Table 4.6 shows the extent of time students of Adeyemi College of Education invest into use of social media. The table shows all that the students accept the following: visit virtually all social media sites daily (65%), spent their leisure hours on social media sites (74%), their social networking account is active all through the day (59%) and spent an average of one hour on social networking sites (71%). The table also shows that the students do not accept the statement that they rarely visit social networking sites (70%). Based on the result from this table, it can be inferred that students of Adeyemi College of Education spend all their free time on social media of their choice.

Research Question 5: Which information communication technologies do students of Adeyemi College of Education mostly use to explore their social media?

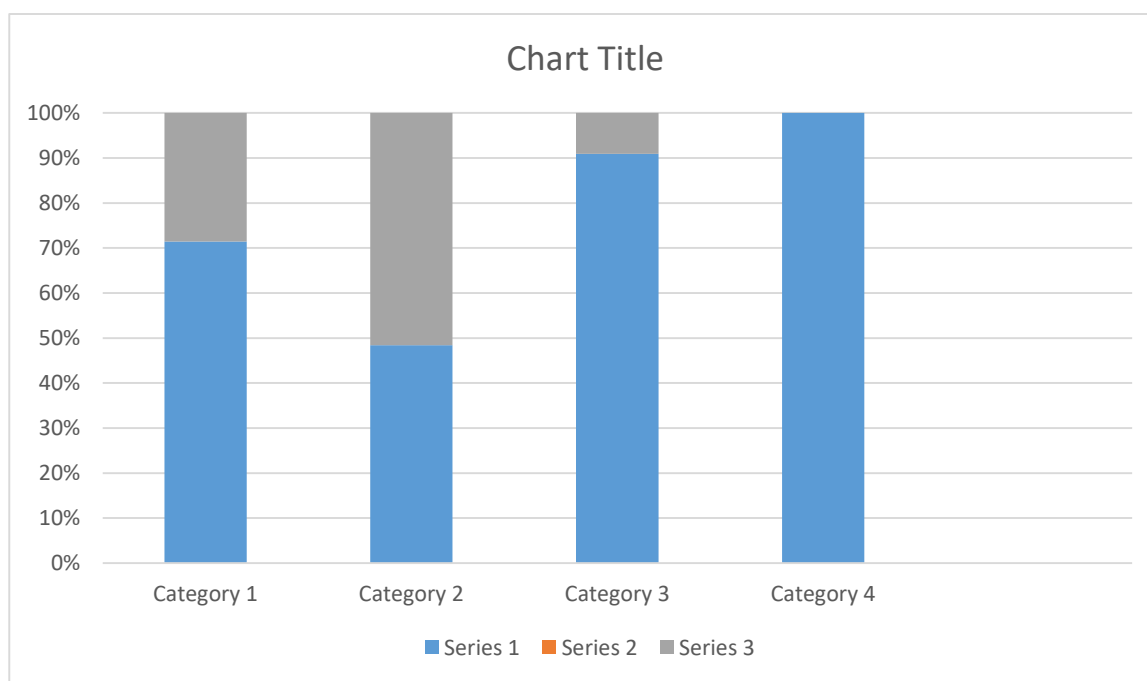


Figure 4.3 above shows the various information and communication technologies students use to access social networking sites. The figure shows that GSM/Cellphones with (52%) has the highest usage followed by Laptops with (39%), those with Ipad access were (6%) while the remaining 3% were students with desktops computer access.

Therefore, the information communication technologies students of Adeyemi College of Education mostly use to explore their social media are GSM/Cellphones and Laptops.

Hypotheses Testing

Hol: There will be no significant difference in the performance of male and female students in Adeyemi College of Education as a result of their use of social media.

Table 4.7: Summary of T-test Showing difference in Male and Female Students' Performance

Test Variable	Grouping Variable (Gender)	N	Mean	Std. D	df	teal	Sig.	Remark
Performance	Male	46	22.47	2.05	98	5.504	.000	Significant
	Female	54	20.00	2.39				

Table 4.7 shows that the difference in the performance of male and female students in Adeyemi College of Education as a result of their use of social media. The table shows that the mean score for male students is 22.47, while that of the female students is 20.00. The values of the mean scores revealed an appreciable difference. Therefore, there is significant difference in the performance of male and female students in Adeyemi College of Education as a result of their use of social media (df-98, t -5.504; $p < 0.05$). Hence, hypothesis I is not accepted.

Ho2: There is no relationship between time spent on social media and academic performance of students in Adeyemi College of Education, Ondo.

Table 4.8: Summary of Pearson product Moment Correlation Showing Relationship between Time Spent on Social Media and Students' Academic Performance

Variable	Mean	Std. D	N	r	Sig(p)	Remark
Time Spent on SNS	7.99	1.34	100	-.401	.028	Significant
Academic Performance	21.14	2.55				

Table 4.8 shows the relationship between time spent on social media and academic performance of students in Adeyemi College of Education. The table shows that there was a strong, negative relationship between time spent on social networking sites and academic performance of the students which was statistically significant. (N = 100; $r = -0.401$; $p < 0.05$). Hence, hypothesis 2 is not accepted.

Ho3: There is no relationship between the use of social media and excellent academic performance of students in Adeyemi College of Education, Ondo.

Table 4.8: Summary of Pearson Product Moment Correlation Showing Academic Performance

Variable	Mean	Std. D	N	r	Sig(p)	Remark
Use of SNS	9.23	.75	100	-.844	.020	Significant
Academic Performance	21.14	2.55				

Table 4.9 shows the relationship between use of social media and academic performance of students in Adeyemi College of Education. The table shows that there was a strong, negative relationship between use of social networking sites and academic performance of the students which was statistically significant. ($N = 100$; $r = -.844$; $p < 0.05$). Hence, hypothesis 3 is not accepted.

Implication of Result

The findings from this study are quite revealing. The result revealed that there was a significant difference in the performance of male and female students in Adeyemi College of Education as a result of their use of social media. Majority of the female students used social media sites for academic purposes such as assignment, sharing of ideas, discussing class work activities etc. A greater number of male students used social media sites for communication and entertainment purposes. The findings of the study also revealed that female students used social media more than their male counterparts.

These findings tally with that of Khan (2010) who noted that majority of male students use social networking sites for communication and entertainment purposes. The results also revealed that students used some social networking sites to a high extent. Some of these social networking sites are, 2go, Facebook and WhatsApp. However, the results of this study related with the findings of Michikyan, Subrahmanyam, & Dennis, (2015), who conducted research on Facebook use and how it affects college students and their academic performance. They had found that students with lower GPAs are involved with more activity on Facebook than students with higher GPAs. "However, our findings implied that students who are experiencing difficulties at college and who are not fully engaged in their studies may be those who are most likely to turn to Facebook for distraction and entertainment or even to cope with their frustrations."

The results revealed the Information and Communication Technologies mostly used by Adeyemi College of Education students. These information communication technologies are GSM/Cell phones, Laptops, Desktop Computers and I pad. The result of this study indicated that these students prefer to use GSM/Cell phones. This was posited by Pierce and Vaca (2007) that teens use their cell phones for their social networking activities.

The results of this study revealed that the amount of time spent on social media sites interfere with the academic performance of students. In addition, the students developed poor writing skills and their grammar usage was very poor due to the abbreviations they use in the process of chatting (social networking sites).

The finding of this study was in line with Pokhan (2010), whose study revealed that social networking is most likely to affect students' grammar usage, make the students take short cuts in school work and got distracted in their academic exercise.

Summary, Conclusion and Recommendations

The research work was carried out in order to examine the impact of social media on students' academic performance of Adeyemi College of Education, Ondo, Ondo State. 100 students were randomly given questionnaire in the various schools of the college.

This chapter presents the summary, conclusion and recommendations which are based on the findings from the study

Summary of Findings

The extent to which the use of social media influence performance of students of Adeyemi College of Education is high. The social networking sites in which students of Adeyemi College of Education visit most are WhatsApp, Facebook and Instagram.

The purpose in which students of Adeyemi College of Education use their chosen social media for are: use social networking sites to relate with peers and classmates, use social media sites for communication purposes, use social media sites basically for entertainment (pleasure), use social media sites mostly for my assignments and they use social media sites to be abreast of happenings in the world (news). The students of Adeyemi College of Education spend all their free time on social media of their choice.

The information communication technologies students of Adeyemi College of Education mostly use to explore their social media are GSM/Cell phones and Laptops.

There is significant difference in the performance of male and female students in Adeyemi College of Education as a result of their use of social media. There is no relationship between time spent on social media and academic performance of students in Adeyemi College of Education, Ondo. There is no relationship between the use of social media and excellent academic performance of students in Adeyemi College of Education, Ondo.

Conclusion

This study showed that Adeyemi College of Education Students Ondo, Ondo State, Nigeria, appear to be different in the use of social media sites as a result of gender. The female students visit the social media more than the male student I Adeyemi College of Education. The students visit Instagram, Facebook and WhatsApp when compared to other social networking sites via their handsets.

The College students of the sampled schools to a large extent visit these social networking sites to relate with their peers as well as for communication. They also use them for assignments (academic purpose) but far much lesser.

Adeyemi students prefer the use of Cell phones in accessing social networking sites than Laptops, Desktop Computers and Ipad. Social media do have both positive and negative impact on students offering but due to the misuse of social media, the students' academic performance suffers set back. Most of the students are prone to use of short words called abbreviations and wrong spellings.

Recommendations

Based on the findings of this study, the following recommendations are offered.

1. The stakeholders (school authorities, teachers, parents and guardians) should pay more attention to the female folk. Both male and female students need to be guided properly and informed on the vulnerability they may face on these sites if not utilized in moderation.
2. Lecturers should introduce a group discussion forum on these networking sites for the students to contribute positively on different topics of interest; this will keep them active in a productive way.
3. Teachers, parents, guardians and school management should teach students the importance of prioritizing their needs and visit social networking sites with good intents rather than for ulterior motives. They should be encouraged to explore the potential benefits of social media sites.

4. Parents, teachers, school management and Government bodies should monitor the students from falling to the dangers of wrong use of these social media sites. Schools teachers should also make sure that when students are in class they pay attention to teaching and not distracted by some social networking sites.
5. Parents, teachers and school management need also to teach the students about time management. They should put a limitation to students' activities while at school and at home so that they will not fritter away useful time on irrelevant activities like chatting.

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APPENDIX I**Reliability**

Scale: All Variables

Case Processing Summary

	N	%
Case Valid	20	100.0
Excluded	0	.0
Total	20	100.0

- a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.750	.752	25

Item Statistics

	Mean	Std. Deviation	N
reason	1.9500	.22361	20
rea2	1.8500	.36635	20
rea3	1.5000	.51299	20
rea4	1.8500	.36635	20
rea5	1.9500	.22361	20
Social Networking	3.7000	1.71985	20
time	1.6000	.50262	20
time2	1.7000	.47016	20
time3	1.7000	.47016	20
time4	1.8000	.41039	20
time5	1.3000	.47016	20
inf	1.7000	.47016	20
inf2	1.8500	.36635	20

APPENDIX III

FREQUENCIES VARIABLES=inf1inf2inf3inf4inf5inf6inf7inf8inf9inf10inf11inf12inf13

\ORDER=ANALYSIS

Frequencies**Statistics**

	Inf	Inf2	Inf3	Inf4	Inf5	Inf6	Inf7
N Valid	100	100	100	100	100	100	100
Missing	0	0	0	0	0	0	0

Statistics

	influ8	influ9	influ10	influ11	influ12	Influ13
N Valid	100	100	100	100	100	100
Missing	0	0	0	0	0	0

Frequency Table

Inf

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	27	27.0	27.0	27.0
	Yes	73	73.0	73.0	100.0
Total		100	100.0	100.0	

inf2

		Frequency	Percent	Valid Percent	Cumulative Percent
--	--	-----------	---------	---------------	--------------------

Valid	No	11	11.0	11.0	11.0
	Yes	89	89.0	89.0	100.0
	Total	100	100.0	100.0	

Influ3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	22	22.0	22.0	22.0
	Yes	78	78.0	78.0	100.0
	Total	100	100.0	100.0	

Influ4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	41	41.0	41.0	41.0
	Yes	59	59.0	59.0	100.0
	Total	100	100.0	100.0	

Influ5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	41	41.0	41.0	41.0
	Yes	59	59.0	59.0	100.0
	Total	100	100.0	100.0	

Influ6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	41	41.0	41.0	41.0
	Yes	59	59.0	59.0	100.0
	Total	100	100.0	100.0	

Influ7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	43	43.0	43.0	43.0
	Yes	59	59.0	59.0	100.0
	Total	100	100.0	100.0	

Influ8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	28	28.0	28.0	28.0
	Yes	72	72.0	72.0	100.0
	Total	100	100.0	100.0	

Influ9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	38	38.0	38.0	38.0
	Yes	62	62.0	62.0	100.0
	Total	100	100.0	100.0	

Influ10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	38	38.0	38.0	38.0
	Yes	62	62.0	62.0	100.0
	Total	100	100.0	100.0	

Influ11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	55	55.0	55.0	55.0
	Yes	45	45.0	45.0	100.0
	Total	100	100.0	100.0	

Influ12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	45	45.0	45.0	45.0
	Yes	55	55.0	55.0	100.0
	Total	100	100.0	100.0	

Influ13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	56	56.0	56.0	56.0
	Yes	44	44.0	44.0	100.0
	Total	100	100.0	100.0	

Frequencies Social Networking Site

Statistics

SocialNetworking

N	Valid	100
	Missing	0

SocialNetworking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Facebook	38	38.0	38.0	38.0
	Whatsapp	40	40.0	40.0	78.0
	Messenger	4	4.0	4.0	82.0
	Instagram	16	16.0	16.0	98.0
	Yahoo	2	2.0	2.0	100.0
	Total	100	100.0	100.0	

FREQUENCIES VARIABLES=reason rea2 rea3 rea4 rea5

\ORDER=ANALYSIS.

Frequencies Purpose for SNS Usage

Statistics

		reason	rea2	rea3	rea4	rea5
N	Valid	100	100	100	100	100
	Missing	0	0	0	0	0

Frequency Table**reason**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	9.0	9.0	9.0
	Yes	91	91.0	91.0	100.0
	Total	100	100.0	100.0	

rea2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	6.0	6.0	6.0
	Yes	94	94.0	94.0	100.0
	Total	100	100.0	100.0	

rea3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	47	47.0	47.0	47.0
	Yes	53	53.0	53.0	100.0
	Total	100	100.0	100.0	

rea4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	13	13.0	13.0	13.0
	Yes	87	87.0	87.0	100.0
	Total	100	100.0	100.0	

rea5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	2.0	2.0	2.0
	Yes	98	98.0	98.0	100.0
	Total	100	100.0	100.0	

FREQUENCIES VARIABLES=time time2 time3 time4 time5

\ORDER=ANALYSIS

Frequencies Time Spent on SNS

Statistics

		time	time2	time3	time4	time5
N	Valid	100	100	100	100	100
	Missing	0	0	0	0	0

Frequency Table

time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	35	35.0	35.0	35.0
	Yes	65	65.0	65.0	100.0
	Total	100	100.0	100.0	

time2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	26	26.0	26.0	26.0
	Yes	74	74.0	74.0	100.0
	Total	100	100.0	100.0	

--	--	--	--	--

time3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	41	41.0	41.0	41.0
	Yes	59	59.0	59.0	100.0
	Total	100	100.0	100.0	

time4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	29	29.0	29.0	29.0
	Yes	71	71.0	71.0	100.0
	Total	100	100.0	100.0	

time5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	70	70.0	70.0	70.0
	Yes	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

FREQUENCIES VARIABLES=DevicesForSNS

/ORDER=ANALYSIS.

Frequencies Devices for SNS

Statistics

DevicesForSNS

N	Valid	100
	Missing	0

DevicesForSNS

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid GSM/Cellphones	52	52.0	52.0	52.0
Laptops	39	39.0	39.0	91.0
Desktop Computer	3	3.0	3.0	94.0
Ipad	6	6.0	6.0	100.0
Total	100	100.0	100.0	

T-TEST GROUPS=gender (1 2)

/MISSING=ANALYSIS

/VARIABLES=PerformanceTotal

/CRITERIA=CI(. 95) .

T-Test for Performance

Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
Performance Total Male	46	22.4783	2.05198	.30255
Female	54	20.0000	2.39496	.32591

Independent Samples Test

		Levene`s Test for Equality of variance		t-test for Equality of Mean					
		F	Sig.	t	df				
Performance Total	Equal variances assumed	.036	.849	5.504	98				
	Equal variance not assumed			5.573	97.995				

Independent Samples Test

		t-test for Equality of Means				
		Sig. (2-tailed)	Mean Difference	Std. Error Difference		
Performance Total	Equal variances assumed	.00	2.47826	.45024		
	Equal variance not assumed	.00	2.47826	.44470		

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
Performance Total	Equal variances assumed	1.58477	3.37175
	Equal variances not assumed	1.59577	3.36075

CORRELATIONS

/VARIABLES=PerformanceTotal TimeSpent

/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE

CORRELATIONS Performance and Time Spent on SNS**Descriptive Statistics**

	Mean	Std. Deviation	N
Performance Total	21.1400	2.55454	100
Time Spent	7.9900	1.34461	100

Correlations

		Performance Total	Time Spent
Performance Total	Pearson Correlation	1	-.401
	Sig. (2-tailed)		.028
	N	100	100
Time Spent	Pearson Correlation	-.401	1
	Sig. (2-tailed)	.028	
	N	100	100

CORRELATIONS

/VARIABLES=PerformanceTotal TimeSpent

/PRINT=TWOTAIL NOSIG

/STATISTICS DESCRIPTIVES

/MISSING=PAIRWISE

CORRELATIONS Performance and Use of SNS**Descriptive Statistics**

	Mean	Std. Deviation	N
Performance Total	21.1400	2.55454	100
Reason Total	9.2300	.75015	100

Correlations

		Performance Total	Time Spent
Performance Total	Pearson Correlation	1	.020
	Sig. (2-tailed)		-.844
	N	100	100
Reason Total	Pearson Correlation	.020	1
	Sig. (2-tailed)	-.844	
	N	100	100