Effects of Social Network Sites on Students Performance in Federal College of Education, Yola, Adamawa State Nigeria.

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Abstract: *This paper, examine how the use of social network sites may affect students' performance couple with the fact that the use of online social network sites consumes a lot of time and at the same time divert students interest from the actual academic activities. The paper also looks into how the students share their time in respect to social network site and other activities including academic activities. Relevant authors work on the topic were also reviewed. Student of NCE program from computer science department, Federal College of' Education, Yola were used as sample from whom relevant information were gathered and used for the study.*
Keywords: *Social Network Sites, Academic Activities, Non academic Activities*

I. Introduction

The importance of Internet in the education sector cannot be overemphasized. According to Harasim (2000), three new modes of education delivery make online education distinctive. They are (1) *adjunct mode* that is using networking to enhance traditional face-to-face education or distance learning: (2) *mixed mode* that is employing networking as a significant portion of a traditional classroom or distance course; (3) *pure online mode* that is relying on networking as the primary teaching medium for the entire course or program. Among these three modes, the pure online mode has caught the most attention.

Internet is more than just a means of seeking information. People have now discovered that it can be used to connect with other people for business, to make friends and so on (Helon and Rahim, 2014). The social network has made an impact in minds and actions of its users or subscribers there-by bursting the subscription and usage of Internet even on those that do not used it before. A larger population of the entire world today has subscribed with one social network or the other, where several issue of interest are discussed, shared, seen or listen to from friends, relatives, organizations, companies, among others. About 46.4% of the world's population uses Internet for one thing of the other, and 29.1% of them make use of one social network or the other, World Internet stats (Nov. 2015). For one to really discuss, share or listen to friends, relatives, organizations among others from far and near on the social network definitely he needs to devote his time, energy and attention in order to send or receive accurate information.

The growth of social network analysis as an academic field has coincided with an explosion in popular interest in social networks. This is due in part to the popularization of new social network sites (SNSs), or "web-based services that allow individuals to (I) construct a public or semi-pubic profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system" (boyd and Ellison, 2007) and (Egedegbe, 2013). This paper intends to look into how student coup with social network and academic activities at the same time.

II. General Review.

New developments in the technological world have made the Internet an innovative way for individuals and families to communicate. Social media networks have created a phenomenon on the Internet that has gained popularity over the last decade, Megan at el (2013). Social network sites are web based services that allow individuals to (1) construct a public or semipublic profile within a bounded system (2) articulate a list of other users with whom they share a connection and (3) view and traverse their list or connections and those made by others within the system. The nature and nomenclature of those connections may vary from site to site, Danah & Nicole (n.d). According to Raj et al (2013) Social Network Service is an online service platform, or site that focuses on facilitating the building of social networks or social relations among people who, for example, share interests, activities, backgrounds, or real life connections.

Researchers have long recognized the potentials of online communication and the realities of the impact of the Internet on education as an important issue that caught stakeholder's attention in recent years. This important, educative, entertaining, communicative and time consuming medium of communication has and is playing a very significant role on how students manage their time for the purpose of their studies. Social networking sites (SNS) have brought both good and bad experience to the present generation. Social networking site has helped many students to acquire knowledge from one another over Internet without necessarily meeting

physically. On the other band, social networking sites have caused many students to loss interest in their studies as they spent most of the time on these sites chatting with friends, arguing on issues not relevant to their studies etc. What started as a hobby for some computer literate people has become a social norm and way of life for people from all over the world (Boyd, 2007). According to Lenhart et al, (20I0), about 57% of social network users are 18-29 years old and have a personal profile on multiple social media websites. Madge et al (2009) argue that often students use social networking websites to discuss their academics issues formally and informally and also to interact with their instructors, teachers and professors. University of New Hampshire (2009) agrees, and believes that current college students grew up in the technology era and social networking is now just a part of the student's daily routine. Their research show that 63% of heavy users received high grades, compared to 65% of light users', The University also said that a majority of students not only use social networking for social connections and entertainment, but are also using it for Academic activities.

Banquil & Chua (2009), on the other hand came up with a conclusion that social networking sites do affect one's academic performance adversely. It directly causes the gradual drop of grades of students. It directly affects a student's academic performance if the student invests his time in social networking sites instead in his studies. Paul, et al (2012), in their research on effect of online social networking on student academic performance found that there is statistically negative relationship between time spent by students on social networks and their academic performance. Egedegbe, (2013) findings suggested that spending time on the use SNS, does not in anyway create difficulty in meeting their studies requirement. For Helou and Rahim (2014), social network sites have positive impact on student's academic performance if it is properly coordinated and used. They concluded that the negative impact of SNSs on their academic performance is considerably low.

Researchers have argued that in teaching and learning the integration of media to facilitate the process is widely encouraged especially in relation to improving final results of the scholars. [Mclaughlin & Lee (2008) & Tay & Allen (2012) Tay et al (2012) advised that students ought to be given careful scrutiny to check their use of the tools they feel at ease and acquainted with.

III. Objective Of The Study

I. To study the effect of social networking sites on academic achievement or the students
2. To study how the students are able to manage time for both social networking and pure academics activities.

IV. Hypotheses

1. Using social networking sites has no significant effect on student's Academic achievement.
2. Students can manage their time effectively for both social networking site and academic activities.

V. Methodology

The sample of the study consisted of 80 NCE student of Computers Science Department, School of Sciences in Federal College of Education, Yola. Selection of the sample was done by using simple Random Sampling Method. Questionnaires were tag and distributed to the students according to individual tag. This was done without the knowledge of the students so that the respondent to each of the question will be identified for easy access to his/her results in the Department.

VI. Instrument

Data was collected with help of an Inventory comprised of 11 items for both users and none users of social network sites on the Effects of the social network on student's Academic performance and time management. Grade Point Average (GPA) obtained by each student in their previous class for both the users and the non – users were considered as their academic achievement. Any student who got a GPA of less 1.0 is considered to have fail for the semester, other wise he has passed.

VII. Data Analysis

In order to study the effect of Social Networking Sites on Academic performance of the students, the students are classified into two categories on the basis of the students' usage of Social Network sites (SNS). The first group comprised of those students who frequently use SNS and the other group consisted of those students who do not use SNS at all. Simple percentage was used in analyzing the data collected

Table 1. Distribution of Social Network users and non-users

Items	Number	Percentage
Users	66	82.15
Non users	14	17.85
Total	80	100

The table one above shows the two categories of social network users and non-users. Out of 80 students that were sample 66 of them are users of social network sites which represent 82.15% while 14 are non-users representing 17.85%. This indicates that majority of the students in the Department are social network users.

Table 2. Grade point average (GPA) distribution of the students

Grade point average (GPA)	Users (No)	Percentage%	Non Users (N0)	Percentage (%)
4.5 – 5.0 - Distinction	5	7.6	1	7.1
3.5 – 5.0 - Credit	23	34.8	3	21.4
2.5 -3.49 – Merit	21	31.8	6	42.4
1.0 - 2.49 - Pass	13	19.7	4	28.6
Below 1.0 - Fail	04	6.1	0	0.0
Total	66	100	14	100

Table two above shows that 5, 23, 21, 13, and 4 of the social network users obtained Distinction, Credit, Merit, Pass and Fail respectively in their previous semester result in computer science. Also 1, 3, 6, 4, and 0 0f the non –users obtained Distinction, Credit, Merit, Pass, and Fail respectively in their previous semester examination in Computer Science. The table also shows that 49 out of 66 users of social Networking sites obtained a good grade representing 74.2%, while 10 out of 14 non-users of social networking sites obtained a good grade and this represents 71.4%. On the other hand where as 17 out of 66 of the users of SNS representing 25.8% and 4 out of 14 non-users of SNS representing 28.63% obtained a pass or less in their previous semesters results in Computer science

Table 3. Daily activities of students

Responses	Academic Activities				Non –Academic Activities											
					Hours spent on SNS				Hours spent in sleeping				Hours spent on other activities			
Hours	1-6	7-12	13-18	19-24	1-6	7-12	13-18	19-24	1-6	7-12	13-18	19-24	1-6	7-12	13-18	19-24
Number of Responses	55	10	-	1	66	-	-	-	47	19	-	-	65	1	-	-

Daily hours spend Academic Activities.
Table 3 above indicate how the students, that use social network sites manages their time with regards to both academic and non – academic activities. The table shows that 55 out of the respondents spent 1 to 6 hours daily on academic activities while 10 spent 7 to 12 hours and only 1, spent 19 to 24 hours daily on academic activities.

Daily hours spend on Non Academic Activities.
1. Hours spend on social network sites all the 66 respondents spend 1 to 6 hours on social network sites daily.
2. Hours spend in sleeping: 47 respondents are of the opinion that they spends 1 to 6 hours in sleeping while 19 responded spent 7 to 12 hours sleeping.
3. Hours spend on other activities 65 respondents spent 1 to 6 hours on others activities while 1 respondent spends 7 to 12 hours on other activities.

VII. Hypothesis Testing
1. Hypothesis 1- Using social networking sites have no significant effect on student's performance.
   Based on the results on tables 1 and 2, it is confirmed that social networking sites has no significant effect on students academic performance in Federal College of Education, Yola, since 74.2% of the students got a good GPA at the end of their previous semester. The hypothesis is therefore accepted.
2. Hypothesis 2 – Students can manage their time effectively in schools. Base on the results on table 3, it is also confirmed that students can manage their time effectively in school to be able to achieve their aim of schooling. This is because an average of 83.3% of the users use their time moderately for reading, sleeping, social networking and other activities.

VIII. Discussion of Finding And Recommendations
The paper answers two research questions highlighted earlier. The finding indicates that there will be no significant effects of social networks sites on academic performance of students and that students can effectively manage their time for both social network sites and academic activities. This tends to agree with other researches who's findings reveals same as in Egedegbe (2013) that spending time on the use of internet or SNS, students arc still efficient enough for their studies, they do not face any difficulty in meeting their studies/performance than those who do not use the SNS. This may also mean that the SNS users are using than to discuss academic issues related to their studies as mentioned by Madge et al (2009), and Helon and Rahim.

This finding on the other hand differs with the findings of Banguil & Chua (2009) who concluded that social Networking sites do affect academic performance of students.

Base on the findings, Institutions should take the advantages of the popularity and positive impact of SNS to formally incorporate their use in the teaching and learning process. The government regulating agencies such as Nigeria communication commission as well as Federal Ministry of education could find the findings relevant to improve on the existing guidelines on Internet usage on the country.

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