THE INFLUENCE OF NEW MEDIA ON THE ACADEMIC PERFORMANCES OF

UNDERGRADUATE STUDENTS: A STUDY OF MOUNTAIN TOP UNIVERSITY

BY

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CERTIFICATION

I certify that this research project titled "Influence of New Media on the Academic Performances of Undergraduate Students: A Study of Mountain Top University"was carried out by Omoboye, Tolulope Lydia, in the Department of Mass Communication, Mountain Top University, Ogun State, Nigeria and it has been done according to the departmental guideline for project submission under my supervision.

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DEDICATION

This work is dedicated to God Almighty for his loving kindness, mercy, grace and anointing to successfully complete this research work.

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ABSTRACT

The study investigated the influence of new media on the academic performances of undergraduate Students. A Study of Mountain Top University. The study adopted a survey research design. The population consisted of 1415 students from which 312 students were selected. The measuring instrument for the study was questionnaire and students' academic records. The result of the study revealed that there is significant relationship between new media usage for academic work and students' academic performance; there is significant relationship between internet access and students' assignment submission; there was significant relationship between time spent on the internet and students' academic performance. It was recommended that students should use the internet to enhance their academic performance of which they should restrict themselves from nonacademic purposes; lecturers should adopt proper regulations to guide students on the extent of Internet usage to avert over dependency among students.

CHAPTER ONE

INTRODUCTION

1.1 Background of Study.

New media are forms of media that are computational and rely on computers and the Internet for redistribution. Some examples of new media are computer animations, video games, human computer interfaces, interactive computer installations, websites, and virtual worlds. New media are often contrasted to "old media", such as television, radio, and print media, although scholars in communication and media studies have criticized inflexible distinctions based on oldness and novelty. New media does not include analog broadcast television programs, feature films, magazines, or books – unless they contain technologies that enable digital generative or interactive processes (Wikipedia).

Wikipedia, an online encyclopedia, is an example of new media, combining Internet accessible digital text, images and video with web-links, creative participation of contributors, interactive feedback of users and formation of a participant community of editors and donors for the benefit of non-community readers. Social media or social networking services, such as Facebook and Twitter are additional examples of new media in which most users are also participants. According to Techopedia the distinction between old and new media is difficult to draw because the former has abandoned its traditional techniques of representation in favor of new digital forms of representation. It is generally agreed upon that new media refers to the multimedia and digital forms of communication that take place on desktop and laptop computers, as well as on phones, tablets, and other devices. Instead of just consuming information, new media has made user engagement possible. New media can be customized to the users' preferences and it can selectively link from one form of content to another.

The emergence of social networking websites as a result of the development of information and communication technology has furthered the process of turning the entire world into a global village in terms of accessibility and information transmission. The development of social media, including Facebook, Whatsapp, 2go, Myspace, YouTube, blogs, and Twitter, among others, has reduced reliance on traditional information-dissemination channels like radio, television, and newspapers. Social media also allows for immediate response when necessary.

Social media according to Carr (2019) are website applications that enable users to create and share content or participate in social networking. Cooper (2019) claims that the use of social networking sites by students in higher education precedes their admittance into higher education because they utilize them to look for higher education institutions that prospective international students to the United Kingdom are interested in attending. The usage of social media, including Facebook, YouTube, Instagram, LinkedIn, and Pinterest, by young people to acquire and disseminate information is acknowledged by scholars. According to Jeffrey and Musah (2015), social media has had an impact on many facets of our society, both positively and negatively. The researchers assert that social media has changed and had an impact on communication, learning, and research education in general.

Several scholars, including Boateng and Amankaa (2016), Kolan and Dzandza (2018), and Tayo et al. (2019), attested to the prevalence of social media use among university undergraduate students for both academic and non-academic purposes, finding that the majority of them spent one to three hours per day on social networking sites.

Statement of the Problem

The internet is the most significant source of information in the modern world, which is a global market. It is widely believed that since the development of social media platforms in the 1990s, students' academic performance has been neglected and challenged. Nigeria's educational system is dealing with a great deal of difficulties, which undoubtedly contributed to a sharp drop in educational quality. There is a deviation, distraction and divided attention between social networking activities and their academic work. I observed that students devote more attention to social media than they do to their studies. Students' dependence on social networks, their exposure to them frequently, the social media networks to which they are more exposed, and the importance of social media as a medium for students' engagement have all been discussed recently and have an impact on their academic performance.

Instead of reading their books, students spend their time conversing and establishing relationship on social media, which may have an impact on how well they perform academically, because reading is essential for academic success. It is not uncommon to observe students talking in sensitive and well-organized settings like lecture halls or churches after spending much time on different new media sites. Thus, this study sought to ascertain the influence of new media on the academic performances of undergraduate students in Mountain Top University.

Objectives of the Study.

The general objective of this study is to ascertain the influence of new media on the academic performance of undergraduate students of Mountain Top University (MTU). The specific objectives of study are:

1. To find out how much time is spent on new media channels by MTU undergraduate students for academic purpose.

2. To ascertain the effect of social media on the academic performance of MTU undergraduate students.

3. To verify the various technologies students use to access new media channels

4. Determine the challenges associated with the use of the new media by students of MTU.

1.2 Research Questions

The following research questions have been formulated to guide this study:

1. To what extend do Mountain Top University students spend time on new media for academic purpose?

2. What is the effect of new media on the academic performances of MTU students?

3. What are the technological gadgets MTU students use in accessing new media?

4. What are the challenges associated with the use of new media by MTU students?

1.3 Significance of the Study

This study is significant to the lecturers, parents and students. This study will help lecturers of the school to know the influence that new media have on their students, so as to assist them to get enlightenment and create awareness to the students on the possible effect on them. This study will help parents in guiding their children on how to use the internet for academic purposes. The study will enable the students to be aware that, despite the social advantages of this social networking

sites, frequent use of the sites could be harmful to users' health. It will be useful for helping students comprehend the variety of new media. It will offer essential information for students and other scholars conducting related study. The study will give experts additional knowledge about how new media affect students' academic performance. Finally, this study will help students to know how to use internet appropriately to get the needed academic information.

1.4 Scope of the Study:

The study examined the influence of new media on the academic performances of undergraduate students in Mountain Top University. The study is limited to Mountain Top University, MFM Prayer City Ogun State, Nigeria.

1.5 Operational Definition of Terms

Influence: Influence is the capacity to have an effect on the character, development or behavior of someone or something, the effect itself.

New media: New media are forms of media that are computational and rely on computers and the Internet for redistribution.

Academic: The scholarly activities of a school or university or relating to a college, academy school or higher education or institutions.

Performance: Performance is the action or process of carrying out or accomplishing an action, task, or function.

Undergraduate: An undergraduate is a student who is still studying in a university and has not collected his/her first degree.

Students: A student is someone who is still studying in college or university.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed the key literatures that are relevant to the different variables of this study which follow the research objectives and also look at the positive and negative influences of New media on students learning outcomes.

2.1 The Concept of New Media

The idea of mass communication has been significantly altered by digital technologies powered by computers and the Internet. The term "New Media" can be used to refer to social media platforms, blogs, video games, and online news websites all at once. It is the cornerstone of digital media marketing and adds a layer of interaction that is usually absent from more conventional forms of communication. Digital media integrates digital technologies to expand its audience and provide viewers the freedom to connect whenever it suits them. Above all, it provides everyone the chance to stop being passive recipients and start creating. New media is "a series of Internet-based applications that build on the theoretical and technical foundations of Web 2.0 and that enable the creation and exchange of user-generated contents" (Kaplan and Haenlein 2010, p. 61). As evidence of the potential of these applications to produce spectacular results, many people have in fact effectively navigated the new media world. For instance, in politics, Barack Obama's campaign relied heavily on new media messaging.

In their investigation, Mensah and Nizam (2018) came to the conclusion that social networking sites have a considerable impact on students' academic performance in Malaysian tertiary institutions. The two factors that have a more significant impact on students' academic performance among the six variables included in their study are time appropriateness and health

addiction. This is so because a person's ability to manage their time effectively determines whether they succeed or fail. Thus, students who struggle with time management are more likely to be affected negatively by new media. Similar to health and addiction, students who are immersed in social media platforms wind up skipping meals, which has a negative impact on their health. The study by Owusu-Acheaw and Larson found a negative correlation between social media use and academic performance. Their research also showed that the majority of respondents used new media networking sites more for chitchat than for academic purposes.

Andreas and Mich (2010) states that new media is a group of internet-based application builds on the ideological foundation and allows the creation and exchange of user generated contents. New media have become the major channel of chatting through platforms such as 2go, BB chat, blogger and wiki a. Social media is a phrase being tos around a lot. It is a website that does not just give you information but interact with you, while giving you information. It is a group of internet-based application that allows creation and exchange of users generated content. It is easy to confuse social media with social news because we often refer to members of the news as the media. Adding to it, social news site is also social media site.

2.1.1 History of New Media.

In the 1950s, connections between computing and radical art began to grow stronger. It was not until the 1980s that Alan Kay and his co-workers at Xerox PARC began to give the computability of a personal computer to the individual, rather than have a big organization be in charge of this. "In the late 1980s and early 1990s, however, we seem to witness a different kind of parallel relationship between social changes and computer design. Although causally unrelated, conceptually it makes sense that the Cold War and the design of the Web took place at exactly the same time." During this time, writers and thinkers like Marshall McLuhan played a key role in the

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development of media theories. His now-famous claim that "the medium is the message" in understanding media. According Shapiro (1999), the introduction of new digital technologies "signals a potentially fundamental shift in who is in control of information, experience, and resources" (Shapiro cited in Croteau and Hoynes 2003: 322). In the words of Neuman (1991), while "new media" have the technical ability to move in one direction, economic and social pressures move in the opposite direction. We are witnessing the development of a global network of interconnected audio, video, and electronic text communications, which Neuman claims will obfuscate the lines between interpersonal and mass communication as well as between public and private communication (Neuman cited in Croteau and Hoynes 2003: 322). Neuman argues that new media will:

Alter the meaning of geographic distance.

Allow for a huge increase in the volume of communication.

Provide the possibility of increasing the speed of communication.

Provide opportunities for interactive communication.

Allow forms of communication that were previously separate to overlap and interconnect.

2.1.1   History of Social Media

According to Wikipedia, the PLATO system was launched in 1960, after being developed at the University of Illinois and subsequently commercially marketed by Control Data Corporation. It offered early forms of social media features with 1973-era innovations such as Notes, PLATO's message-forum application; TERM-talk, its instant-messaging feature; Talkomatic, perhaps the first online chat room; News report, a crowdsourced online newspaper, and blog and Access Lists, enabling the owner of a note file or other applications to limit access to a certain set of users, for example, only friends, classmates, or co-workers.

ARPANET, which first came online in 1967, had by the late 1970s developed a rich cultural exchange of non-government/business ideas and communication, as evidenced by the network etiquette (or 'netiquette') described in a 1982 handbook on computing at MIT's Artificial Intelligence Laboratory. ARPANET evolved into the Internet following the publication of the first Transmission Control Protocol (TCP). The Specification of Internet Transmission Control Program written by Vint Cerf, Yogen Dalal, and Carl Sunshine in 1974 became the foundation of Usenet, conceived by Tom Truscott and Jim Ellis in 1979 at the University of North Carolina at Chapel Hill and Duke University, and established in 1980.

A precursor of the electronic bulletin board system (BBS), known as Community Memory, appeared by 1973. True electronic BBSs arrived with the Computer Bulletin Board System in Chicago, which first came online on February 16, 1978. Before long, most major cities had more than one BBS running on TRS-80, Apple II, Atari, IBM PC, Commodore 64, Sinclair, and similar personal computers. The IBM PC was introduced in 1981, and subsequent models of both Mac computers and PCs were used throughout the 1980s. Multiple modems, followed by specialized telecommunication hardware, allowed many users to be online simultaneously.

Compuserve, Prodigy, and AOL were three of the largest BBS companies and were the first to migrate to the Internet in the 1990s. Between the mid-1980s and the mid-1990s, BBSes numbered in the tens of thousands in North America alone. Message forums (a specific structure of social media) arose with the BBS phenomenon throughout the 1980s and early 1990s. When the World Wide Web (WWW, or 'the web') was added to the Internet in the mid-1990s, message forums migrated to the web, becoming Internet forums, primarily due to cheaper per-person access as well as the ability to handle far more people simultaneously than telco modem banks.

Digital imaging and semiconductor image sensor technology facilitated the development and rise of social media. Advances in metal-oxide-semiconductor (MOS) semiconductor device fabrication, reaching smaller micron and then sub-micron levels during the 1980s–1990s, led to the development of the NMOS (n-type MOS) active-pixel sensor (APS) at Olympus in 1985, and then the complementary MOS (CMOS) active-pixel sensor (CMOS sensor) at NASA's Jet Propulsion Laboratory (JPL) in 1993. CMOS sensors enabled the mass proliferation of digital cameras and camera phones, which bolstered the rise of new media.

2.1.2 The Effect of Social Media on Students'.

The use of new media has rapidly increased. Social engagement among students is made possible through social networking sites like Facebook, MySpace, 2Go, and BB Chat. Sofela (2012) looked at the advantages such sites had for young people. It gives young people a means of amusement, communication, and reconnecting with old friends and new ones. The study also examined the drawbacks of such sites. Even though there are benefits, there is also a drawback. Students utilized it in the past for research, but most stopped to speak with friends instead of finishing their homework. However, both the reviewed study and the current study focused on how new media affect students, emphasizing both the good and negative effects on students' academic performance. In order to avoid setbacks, the report underlined that students must strike a balance between social media and their studies.

Positive effects of social media on students' academic performances

Since the advent of these social media platforms, students' academic lives have taken a new dimension, and numerous studies have confirmed the significant influence that social media has on students in higher education, including those by Wheeler, Yeomans, and Wheeler (2008); Rifkin, Longnecker, Leach, and Ortia (2009 & 2010). In their study, the authors identified four

primary benefits of social media use by college students, including: building relationships, boosting learning motivation, providing individualized course materials, and fostering teamwork. Social media has, in fact, made a significant contribution to modern learning. It has been demonstrated that a higher percentage of students, even PhD candidates, regularly use social media to enhance their studies (Khan, 2010).

When social media platforms are used wisely, they can make a significant contribution to understanding the reasons why flexible study schedules are prevalent today all over the world. Even though there are some schools of thought that believe social media is a hindrance to students' academic lives, such as Kuppuswamy and Shankar (2010), who claimed in their study that social networks divert students' attention and concentration away from learning and redirect it toward non-educational activities like pointless and unnecessary chit-chatting, there have been several studies conducted since that time whose findings are in direct opposition to this claim.

For instance, the study "the role of social networking on promoting education" by Jain, Verma, Verma, and Tiwari (2012) found that students gain knowledge via interacting with other students, lecturers, and outside sources. Additionally, Yunus and Salehi (2012) made a similar case that using social media helped students enhance their writing abilities, increase their vocabulary, and decrease their spelling errors. In fact, as an educational tool, social media enriches learning by giving both students and lecturers the opportunity to connect in new and very exciting ways thereby encouraging flexible mode of learning.
It is stated that flexible learning expands the choice on what, when and how people learn. It supports different styles of learning including E-learning which is highly patronized across the globe (Pappas, 2013). Other scholars; O'keeffe and Clake-pearson (2011), in their study also revealed that social media benefits students by connecting them to one another on assignments and

class projects. The study by Arquero and Esteban (2013); Selwyn (2007), which came to the conclusion that social media undoubtedly creates new opportunities to engage students in higher education because they are remarkably effective at connecting people and facilitating the exchange of information, supports it further. These findings prove beyond a shadow of a doubt that social media use in education has grown significantly since its inception.

Negative effects of social media on students' academic life.

Some of the problems linked with social media were listed by Davies and Cranston (2008), including inappropriate advertising, sexual abuse or harassment, and illegal actions including identity theft and the use of phony contacts, which are common in today's world. O'keeffe and Clakepearson (2011) also discussed privacy issues, sexting, depression on Facebook, cyberbullying, online harassment, and other issues with social networking in their article on the subject**.**

Cyberbullying: Cyberbullying is a category of bullying that occurs in the digital realm or medium of electronic text. ''It is any behavior performed through electronic or digital media by individuals or groups that repeatedly communicates hostile or aggressive messages intended to inflict harm or discomfort on others'' (Tokunaga, 2010). Cyberbullying is one the serious threat in the social media environment and has called for a number of studies to determine its causes. The causes of cyberbullying according to Calvete, Orue, Estevez, Villardon and Padilla (2010), was significantly related with the use of proactive aggression, justification of violence, exposure to violence and less perceived social support of friends.

Privacy concerns: this is another concern that everyone involved in social networking is faced with. The rate at which people post or share fake information calls for alarm, and it is difficult to ascertain that, what people say and post are truly who they are. Individuals' private information

are publicly displayed on some of these social networks and malicious people take advantage and perpetrate all kinds of harassment. It is also argued that the privacy options offered by most social networking sites (SNSs) do not provide users with the flexibility needed to handle conflicts with individuals who have different conceptions of privacy (Preibusch, Hoser, Gurses and Berendt, 2007).

In addition to these negative consequences, research from various academic disciplines has shown that, if used carelessly, social media can harm students' academic lives. For instance, a 2012 study by Obi, Bulus, Adamu, and Sala'at titled "The need for safety consciousness among Youths on social Networking Sites" found that students' use of English is impacted by social media. When interacting with pals, they write in shorthand and unwittingly become accustomed to it, repeating the same mistakes before exams. Despite the fact that some could claim these are only minor difficulties, it is crucial to recognize that these mistakes are being repeated more frequently in the educational system, and if caution is not taken, future generations may come to accept them as the standard. Studies by Kuppuswamy and Shankar (2010), Osharive (2015), Maya (2015), among others, have conclusively shown that social media can negatively affect students' academic lives if prudence is not applied in its use.

2.1.3 New Media in Education

In order to improve students' lives, we can see that educational institutions are now incorporating these advances into their systems and depending on group resources and methods. Using social media in the classroom enabling students, teachers, and parents interact with learning groups and other handy educational systems, as well as obtain more helpful information. New media networking tools give students and institutions several chances to enhance teaching strategies. You can incorporate social media plugins that support engagement and sharing through various

networks. Students can profit from online tutorials provided by YouTube, online classes taught by foreign colleges via Skype, and a vast range of resources that are shared through social media. Social media can provide useful information for research purposes, such as analytics and insights on numerous topics or concerns. Being involved on as many new media platforms as you can as a school is essential because it helps you develop better students' training programs and impacts students' culture.

New media has an impact on all aspects of life, including the political, economic, social, and educational sectors. In the context of education, these media expand the range of 24-hour student-teacher interactions while also improving learning chances for pupils. The fact that the Indian government is taking steps to build its own educational social network is evidence of the significance and influence of new media in the sphere of education. The information technology division of the Rajasthani government intends to introduce its own educational social network, akin to Facebook for learning. This website will include all the typical social networking features (pictures, games), but it will be primarily used for educational collaboration, and subject matter experts will be available to respond to queries from users (Kirkpatrick, 2011).

The role of new media in the field of education is demonstrated by the following points given below:

• Self-paced learning: Websites created with educational objectives are referred to as educational websites. These websites have the distinctive feature of self-paced learning, allowing the learner to examine the course material whenever and wherever it is most convenient for her or him.

• Self-knowledge: Students participate in numerous conversations in discussion fora on a variety of subjects. Students have the chance to engage and learn from one another here without being limited by geography, which helps them become more self-aware.

• Developing skills: Students can engage in practical activity that will help them strengthen their skills through blogging. Utilizing new media in this age of computers aids an individual in improving their communication and computing abilities.

• Information spreads quickly and there is more engagement: Social media serves as a quicker means of communicating information about tests and specific topics, seminars, and conferences. Just-in-time learning and greater levels of engagement are made possible by networking.

• Learning flexibility: Social networking offers a dimension of learning flexibility. These instructional websites give students the option to choose learning materials based on their knowledge and interests.

• Improved student interaction: The use of new media technologies encourages student participation, interaction, and the growth of their writing and literacy skills (Zheng, 2013). In educational settings, these media can improve teacher-student interaction and act as a "communication" platform (Williams, 2012).

• Collaborative learning: New media supports collaborative learning by making it possible (Lockyer & Patterson, 2008). Students work in groups to generate content and provide feedback on each other's efforts. They are able to contact each other and the teacher with queries or to start a discussion (Kalia, 2013).

• Inclusive learning: New medias' accessibility and ease of usage foster a diverse learning environment. Students with impairments gain the same educational benefits from accessing new media as their peers without disabilities (Asuncion et al., 2012).

Social media has enriched the educational process by fostering inclusivity, teamwork, self-paced learning, self-knowledge, 24-7 interaction, and flexibility. These factors support the growth of

transferable, technical, and social skills that are important in both formal and informal education in one way or another.

Suggestions for appropriate use of social media in education:

• New media tools should be regulated by the school according to the age of the students.

• Teachers should inform students about the negative aspects of new media.

• Teachers should be fully aware of how new media sites work and what different settings and functions are available to use.

• Teachers must know how to reduce online risks and how to safeguard students from it.

2.1.4 Online Addiction Among Nigerian Students

Addiction to social networks can cause a wide range of issues, including difficulties at home, at work, with friends, and more. Facebook is one of the most popular social networking sites, according to Pamaoukaghion (2010). Addiction to social networks can manifest on a variety of levels, some of which are associated with emotional poor self-esteem and social anxiety.

People with low self-esteem are most likely to fall into social network addiction, because of the unstable social expose with people. According to Pamaoukaghion in a study from the University of Athens, psychiatrists discuss about a woman who lost her job because of being online on a social network website. The discussion was about the situation of the women; that it could be a sign of social network addiction. There are five indicators that one may have a social network addiction, according to Cheever (2009). The ones that matter the most are when a person has trouble sleeping because they spend so much time on social media, when they spend more than an hour on social media, when they neglect their work—which may include schoolwork—and when the thought of going a day without using social media makes them anxious.

One of the most common indications of social network addiction is when you start to deviate from your regular routine and start to miss events like school, job, or other crucial commitments. Others may find this knowledge quite typical for their daily lives, while others may find it unsettling. High internet use was linked to higher degrees of emotional loneliness but lower levels of social loneliness, according to Hardie & Tee (2007). What this means is that a great number of people who suffer from emotional distress tend to be addicted to social networks. The popularity of the social media made it irresistible for even non users and those who have no idea what it is to begin to be attracted to it, as friends will introduce it to them. This is due to the fact that it costs nothing to register. Awake (2011) acknowledged that it took 38years for radio signal to reach 50 million people, 13years for Television to attract same number of viewers and 4years for the internet to do so, but it only took Facebook 12months to have 200million users.

The solution to this problem of social media addiction amongst students can only be effective when certain measures are taken. Eke, Omeukwu, Obiora & Odoh (2014) suggested the following as solutions to social network addiction among Nigerian students:

Students who are heavy users should moderate the use of social networking sites to avoid addiction and also to create a balance between their offline and online lives.

Since most students access social networking sites on their mobile devices, it is advised that secondary and postsecondary schools pass legislation making it illegal for students to use their phones during class, with severe penalties for offenders.

To educate students about the negative consequences of utilizing social networking sites for engagement, tertiary institutions should host seminars. This can be achieved by showing pupils how crucial face-to-face communication is to the development of genuine communication or message sharing. The risks of social media addiction should also be made clear to students.

Social media users need to be aware of how much information they disclose across all of their social media accounts. By doing so, identity theft will be reduced.

Social media content regulation: Students should be subject to regulations that govern their use of and dissemination of material on social media.

2.1.5 The Concept of Social Networking Site or Services

It is a term used to describe any website that allows users to make public profiles on the site and establish relationships with other website users who view their profiles.

A social media could be referred to as an online service or platform that focuses on promoting the creation of social networks among people who share interests, activities, and a common history with other people in real life. It is a website that enables users to share information inside a certain group, as well as a fantastic method to remain in touch and a practical way to share travel images (Awake, 2012). It consists of a representation of each user (profiles), social links and a variety of additional services. For detailed analysis of social networking, the following terms will be discussed;

- Features
- Social network and education
- Constraints of social network in education.

Features

Social networking, according to Boyd and Ellison (2007), has a number of technical capabilities that enable users to create a public or semi-public office, specify a list of users with whom they are connected, and access their list of contacts within the system. On certain websites, users can upload photos, include multimedia, or change how their profiles look. For instance, users can edit

their status and profile images on Facebook, and they can also change and display names, pictures, and statuses in WhatsApp conversation. They provide spaces for comments from friends and other users as well as the ability to search for users and share contact lists. They offer a feature that enables users to decide who can read their profiles, contacts, and add them to their list of contacts in order to safeguard their privacy.

Social Network and Education

Social networking sites may potentially be changing how students interact with technology in general. Prensky (2001), who was regarded as a fairly realistic representation of the ease with which individuals of a specific age rate, in particular, those born before and after 1980, utilize technology, divided society for a period of years into two groups: digital immigrants and natives. Numerous researchers are interested in social networking and its applications in education. According to Livingstone and Brake (2010), social networking sites, like many other things on the internet, constitute a changing target for researchers and decision-makers. 47 percent of American adults, according to recent trends, use social networks. According to a national poll conducted in 2009, social networking sites are used by 37 percent of online youths, and that number rose to 55.5 percent after three years (Lenhart, Purcell, Smith & Zickuhr 2010).

Constraints of Social Networking in Education

Social networking was once thought to be an educational liability and a distraction. Students were protected against time wastage, bullying, and invasion of their privacy by having this social network blocked. Facebook and WhatsApp communication are viewed by teachers and instructors as a waste of time and a diversion from the classroom. With social networking sites, cyberbullying has been a problem. Online bullying comments were found to be common among respondents in the age range of 9 to 19 and older. Many people believe that social networking, which frequently

includes a lot of personal information shared publicly, opens the door to others, including sexual predators, by making it easy to communicate (Lenhart & Madden, 2007).

Online yearbooks for both private and public usage are also growing on social media. They enable registration and social networking for anyone from the general public. They provide participants with the chance for just-in-time learning, engagement, and a set curriculum. Participatory culture is how Jenkins (2006) characterized it. It generates room for learners, according to James' (2004) suggestions for affinity spaces, expertise dispersion, and learning-relatedness. According to reports from 1994, the number of people who had access to the internet was increasing at a monthly rate of 10.1%. Forecasts suggested that there may be one billion internet users, one hundred million computers, and one million networks by the year 2000. (Lenhart & Madden, 2007). 205 nations had at least one internet connection as of July 1999. (Oludayo & Levi, 2008).

Social Networking and students.

In the information and communication fields, social networks are picking up speed. It has unquestionably changed the traditional way of gathering and disseminating news, supporting what appears to be a paradigm shift away from print and broadcast media and toward the more effective and efficient rave of the moment. We will always remember how important social networking was for student information sharing, communication, and academic performance. Given that this whole affair began and finished on Facebook, which made everyone laugh, the significance of social networks in this circumstance is actually rather overpowering. It demonstrated how social networks are transforming into aids for students and their academic success. Social networks, in contrast to the majority of traditional news outlets, encourage and depend on user input and participation to exist, providing good communication that has undoubtedly gotten us this far and will, hopefully, help us on our road into the contemporary society. Students' use of social

networking sites, according to Charlene Li et al. (2006), is mostly for communication. Examining one another's profiles, looking up random people or updating one's own profile, listening in on conversations, and eavesdropping among the most common activities students and other users engage in on social networking sites (sensing others activities on social networking websites and analyzing their posts). Such as searching for events, watching videos online, or listening to music and the news, are media and content-related activities. In their 2011 study, Williamson and Kim found that 42.2 percent of men and 35.3 percent of women utilize social networking sites, respectively.

Many users, in the opinion of Acquisti and Gross (2006), mistakenly believe that the audience for the content they upload is just their affiliations and immediate circle of friends, not realizing that it may actually be publicly accessible and open to search and reading by a much larger audience. Social media platforms that link users through informal means, such as by facilitating group sense-making, best suit educational goals and purposes (Greenhow & Robelia, 2009). Some social networking sites are designed exclusively for educational environments. These websites offer full functionality for educational reasons, allow users to update their educational credentials, and help them connect with professionals. Additionally, Lampe et al. (2008) noted that since the majority of students use social networking sites, they may facilitate collaborative sense-making among students. According to a number of studies, there is a connection between social media and students' commitment to their higher education. King and Robinson (2009) discovered that students who utilize electronic voting systems are more likely to respond to questions in their mathematics classes. According to Annetta et al. (2005), students who play educational games are more dedicated to their work than students in a group control. According to Nicole et al. (2007)

analysis, there is a strong relationship between social networking websites and students because they make it easier for people to stay in touch when they move from one offline group to another.

2.1.6 Social networking sites in education

In higher education and beyond, a lot of social networking sites are used. A study on the use of social networking found that Facebook, Myspace, Twitter, and LinkedIn are some of the most popular social networking sites utilized in higher education. Previous studies have also noted that social networking websites like Facebook, Friendster, LinkedIn, LiveJournal, and MySpace are just a few examples. "The most well-known social networks include MySpace (myspace.com), Twitter (twitter.com), Facebook (facebook.com), and others. MySpace and Facebook are the two most well-known social networking services. The two social media platforms that students utilize the most are Facebook and YouTube. in addition to the social media platforms already listed.

2.1.7 Challenges of social networking sites in higher education

According to Farkus, George, et al., some of the difficulties with using social networking sites are brought on by the dangers of student internet usage. They continued by claiming that access to the internet exposes students to offensive content, unwanted adult interactions, and peer bullying. Similar comments were made on how concerns about privacy, creativity and copyright rights, the digital divide in the classroom, and time management are also raised by Web 2.0. Also mentions information overload as a problem, but bemoans the poor quality of the content as the main issue. The issues stated here apply to social networking sites as well because they are a part of Web 2 technologies**.**

Brady, Holcomb, and Smith draw the conclusion that social networking sites face concerns related to privacy and safety, which were also brought up by a number of authors. Similar findings

indicated that the academic community has been notably reticent in approving lecturers' use of social networking sites in their courses, primarily due to privacy and safety issues affecting students. Who asserts that numerous school districts, colleges, and universities have taken proactive measures to forbid the usage of social networking sites in educational institutions, which supports this allegation further. Despite the fact that some schools went to extremes by outright prohibiting usage of social networking sites, it may be inferred from these prohibitions that the sites were causing some difficulties for students**.**

The Use of Web 2.0 Technologies in Social Media and Education

The technology framework known as Web2.0 enables the production and dissemination of social media content. Web2.0 can be viewed as a collection of hardware and software technical advancements that promote affordable content generation, engagement, and interoperability. Web 2.0 technologies are created with the user in mind, allowing for online collaboration (Berthon, Plangger, & Shapiro, 2012). In 2006, as social networking became a popular cultural phenomena, web 2.0 applications were created. In order to connect, cooperate, collaborate, negotiate, and create, social networks have an impact on educators, students, youth, businesses, media, and governments. MySpace, YouTube, and Wikipedia, three examples of Web 2.0 technologies, have experienced remarkable growth because they satisfy user needs. Due to the need for connection and community, online social groups continue to exist (Lai & Turban, 2008).

Minocha and Roberts (2008) claim that the usage of Web 2.0 technologies and applications supports education with materials that are jointly developed and revised by students. Students have easy and unrestricted access to these materials. Consequently, dynamic web technologies are effective tools for structuring, disseminating, and presenting knowledge as well as for fostering collaborative environments.

Learning experiences might vary from person to person, according to various aspects and functions of dynamic web technologies. The outcomes of using dynamic web technologies in education, regardless of the caliber and variations of the learning procedure, are:

Dynamic web technologies are useful for creating highly interactive, comprehensive training. A robust and efficient blended learning environment is produced by combining an appropriate learning environment made using dynamic web technologies with in-person instruction. Along with achieving the course goals and objectives, educational activities carried out using dynamic web technologies also develop qualified persons who can use and process information effectively.

2.2 THEORETICAL FRAMEWORK

Theories are needed in research because they serve as basis for the explanation of the phenomena being observed. Hence, this research study will be built on the following theories:

2.2.1 Technological determinism theory

According to international journal of English, literature and social science (ijels) by prof. Tthoman Hauer the concept called technological determinism denotes the approach promoting the thesis that the use of educational technology is influenced both by the user and his surroundings, but also, above all, by the technology itself. It means that technologies as such are not neutral to the learning process. They structure information in a manner typical of them (the world is structured differently by the medium called writing and the medium called the technical image), they affect the psyche of the user, and even cause social change. The proponents of technological determinism argue that the society is influenced and shaped by technological development. It has to adjust and adapt to new technologies and innovations.

Technological determinism has been summarized as 'The belief in technology as a key governing force in society' (Merritt Roe Smith). 'The idea that technological development determines social

change' (Bruce Bimber). It changes the way people think and how they interact with others and can be described as ' a three-word logical proposition: "Technology determines history"' (Rosalind Williams) . It is, 'the belief that social progress is driven by technological innovation, which in turn follows an "inevitable" course.' This 'idea of progress' or 'doctrine of progress' is centralised around the idea that social problems can be solved by technological advancement, and this is the way that society moves forward. Technological determinists believe that "'You can't stop progress', implying that we are unable to control technology" (Lelia Green). This suggests that we are somewhat powerless and society allows technology to drive social changes because, "societies fail to be aware of the alternatives to the values embedded in it [technology]" (Merritt Roe Smith).

 The negative consequences of the technological development are the result of poor use by the people, not of the very nature of technology. According to Toffler he understood the technology as a determinant of all changes that have a fatal impact on all areas of human life. The computer has the ability to take control of the entire mechanical age. Today's situation is called the "third wave", a period of significant changes and acceleration of life pace, which is faster due to the continuous development of technology. He believes that the changing society has a major impact on the human psyche and talks about the "shock of the future". Negroponte has a more optimistic, however, somewhat utopian view of the issue, when he likens the situation to "replacing atoms with bits". The qualities of the digitization process (decentralization, globalization, harmonization and strengthening) are too strong for it to be stopped. On the contrary, social determinism argues that the social sphere conditions and determines technological development. Introduction and use of new technologies is the result of social order. However, proponents of this concept emphasize the bi-directionality of this process in their theory. The technology on one hand and the social aspect on the other hand do not exist as two heterogeneous worlds or processes. The society is

modelled by the technical change and the technical change is created by the society. Technical innovation comes from within the economic system gradually introduced by supply and demand, and it is not simply adapting to external transformations. As the work of man, it passes unnoticed only if he allows it. The society is thus defined both by means of technologies which it is able to create, and those which it decides to use and develop rather than others. In this sense, technology is one of the many social processes

According to M. Castells he took a similar stand on this issue. He rejected the idea of ICT as something that the society must adapt to. He understood the technology as a social process, when the society is formed by the technical change, and the technical change is shaped by the society. This two ways process is called social embeddedness. In his publication, Castells also comments concerning the issue: "The technology does not determine the society, the technology is the society". Pierre Lévy also refused to accept the concept of one-sided technological determination: "The technology is an analytical angle of global socio-technical systems, a view that emphasizes the material and artificial part of human phenomena, and not the actual quantity that would exist independently of the rest, would have diverse effects and work by itself"

2.2.2 Diffusion of Innovation Theory

One of the earliest theories in social science is called the diffusion of innovation theory (DIO), which was proposed by E. M. Rogers in 1962. It first appeared in communication to clarify how a concept, or product picks up steam and spreads (diffuses) throughout a certain demographic or social structure. they were acting in a different way than before. The person must believe the concept, action, or product to be novel or inventive in order for adoption to occur. This allows for the possibility of dissemination. Diffusion is the process of an idea or habit gradually spreading through a social structure like a neighborhood using certain channels. (Katz and others, 1963)

Their research on the spread of innovations shows that in order for a new concept or invention to spread, there must be;

a. Awareness stage

b. Interest stage

c. Evaluation stage

d. Trial and adoption stage.

Different innovations call for different adoption units, and Bittner (1984) acknowledges that the media can help spread awareness of an item's existence.

From there, he becomes intrigued by, makes an effort to judge, and gives it a trial touch before deciding to buy it.

In order to understand how new ideas are disseminated among individuals through media, Rogers (1983) developed the diffusion of innovation hypothesis. It is a theory that aims to clarify the methods, causes, and rates of the diffusion of new concepts and innovations across cultures. The adoption of a new concept, activity, or product does not occur simultaneously throughout a social system; rather, it is a process where certain people are more likely to adopt the innovation than others. In his 1962 book, Diffusion of Innovation, professor of rural sociology Everett Rogers popularized the thesis.

Early adopters, innovators, the early majority, the late majority, and laggards are the different types of adopters (Rogers, 1962, p. 150).

The conditions that raise or decrease the likelihood that a new idea will be adopted or not are the focus of the change agent. In other words, they guide the audience's decision regarding the best course of action by influencing their viewpoint on a given circumstance.

2.3 Empirical Review

Elphinstone, Whitehead, Tinker, and Bates (2019) focus their investigation on the role of mindfulness in fostering academic performance in a sample of Australian undergraduates. Specifically, the study shows that the effects of mindfulness on final grades are mediated by the extent to which students are academically engaged, able to adapt, and able to let go (non-attachment). Kirschner & Karpinski (2010) saying that excess involvement or obsession with social networking by students can have negatively impact on their academic performances. Although the merits of the Internet make it an ideal research tool, undergraduates tend to experience significant challenges as they surf irrelevant websites, engage in chat room gossip, converse with Internet pen-pals, and play interactive games at the cost of productive activity. (Sampath Kumar & Manjunath, 2013) in quantitative studies has found that teachers and research scholars have been using the internet to support their research and teaching. By the use of the internet, it's had a positive impact on their academic performance, namely by writing research papers further help in doing better research and also provide a better learning experience. Besides, according to (Sushma et al., 2014) the more time spent with the Internet, the higher a student addicted to the internet. The study showed that the time spent on the internet is becoming a measure of academic achievement. The use of the Internet beyond the time will not be a hint of academic success.

Besides, it is also based on the research by (Kubey et al., 2001) that the decline of college student's academic achievement is due to the application of synchronous communication such as chat rooms, which can lead students to stay up late at night and cause their academic achievement decline. Therefore, it can be said online media use affects academic performance. Kubey, Lavin

and Bamous (2001) reported that internet addiction is a basic problem which affects the academic performance of students.

Hamilton (2009) revealed that the use of internet has both positive and negative impacts on academic performance of students. Kachala and Bialo (2000) explained that the research studies carried out on the effectiveness of technology on student achievement their findings revealed that the use of technology like the internet promotes learning among students. Honey (2005) worked on the use of internet inimproving student achievement. The researcher discovered that students can benefit from internet-enhanced collaborative learning methods and the interactive learning process can enhance academic performance of students. Oliver(2002) noted that the use of the internet enhances high academic performance

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter illustrates in details various methodologies that were used in generating data and analysis which are applicable to the research. They include areas such as the research method, population, sample size and sample technique. Other notable methodologies to be considered are the research instrument, administration of research instrument and method of data analysis adopted.

3.1 Research Design

The research design refers to the overall strategy that you choose to investigate the different components of the study. Creswell (2014) states that "research design is the specific procedure involved in the research process: data collection, data analysis, and report writing. The research design adopted in this study was survey method (questionnaire). According to Creswell (2012); surveys are procedures in quantitative research in which you administer questionnaire to a small group of people. Survey was adopted in this study in order to generate quantitative information about the population knowledge, attitude and influence of new media usage on the academic performance of undergraduate students in Mountain Top University.

3.2 Population

A population is the complete set or group of individuals, whether that group comprises a nation or a group of people with common characteristics. The Population for the study consists of 1415 undergraduate students in Mountain Top University, Ogun State, Nigeria.

3.4 Sample Size

According to NG Chander (2017), Sample is an unbiased number of representatives taken from a population. It is said to be a group of people, object or items that are taken from a larger population for measurement. The sample should be representative of the population to ensure that we can generalize the findings from the research samples to the population as a whole. The number of undergraduate students (sample size) administered the questionnaire were 312 students.

3.3 Sampling Technique

Sampling technique is the method of selecting a subset of the population of interest in a research study. Sampling technique is the identification of the specific process by which the researcher selected some entities. The study adopted simple random sampling technique. The method used is taro Yamane to get 312 number of respondents as the sample size.

3.5 Measuring Instrument

A research instrument is a tool used to obtain data from subjects around the research topic. The instrument used in the gathering of information is structured questionnaire. It consists of chains of questions designed by a researcher with the aim of gathering reasonable information from the respondents in order to achieve the purpose of the study.

3.6 Validity and Reliability of Instrument

This deals with the extent to which the instrument accurately measures what it is set to measure. According to (Drost, 2011) validity is the extent to which a measure adequately represents the underlying construct that it is supposed to measure. The research instrument was validated by the research supervisor and other experts in mass communication department. The reliability test was done, using test re-test method.

3.7 Method of Data Collection

Structured questionnaire was used to collect data from the participants. The questionnaire was designed in a printed survey format and was administered to the respondents in school. However, the researcher together with the research assistants was able to administer the copies of questionnaires to the respondents.

3.8 Method of Data Analysis

According to statistician John- Turkey, defined data analysis in 1961 as Procedures for analyzing data, techniques for interpreting the results of such procedures. The data generated from the questionnaire were coded and entered into a computer using Statistical program and were sent to SPSS (Statistical Package of Social Sciences) for further analysis. Data was processed in order to minimize entry mistakes, and for outliers and missing values. Descriptive statistics such as mean, frequency, and percent were computed for the study variables using SPSS.

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CHAPTER FOUR

DATA PRESENTATION AND ANALYSES

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4.1 Introduction

This chapter presents the data analysis and results of the findings collected from undergraduates in Mountain Top University through the use of questionnaire. Out of three hundred and twelve copies of questionnaire distributed, three hundred and three were able to be retrieved and usable for the study. The frequency distributions are presented and interpreted in the table below:

4.1 Socio-Demographic Characteristics of the Respondents

Table 1: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	175	57.8	57.8	57.8
	Female	128	42.2	42.2	100.0
	Total	303	100.0	100.0	

Source: Field Survey, 2022.

The above table indicated that 57.8% of the respondents are males and the remaining 42.2% are females.

Table 2: Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 Years and Below	157	51.8	51.8	51.8
	21 Years and Above	146	48.2	48.2	100.0
	Total	303	100.0	100.0	

Source: Field Survey, 2022.

The above table indicated that 51.8% are aged 20 years and below and the remaining 48.2% are aged 21 years and above

Table 3: College

		Frequency	Percent	Valid Percent	Cumulative Percent
	CHMS	181	59.7	59.7	59.7
Valid	CBAS	122	40.3	40.3	100.0
	Total	303	100.0	100.0	

Source: Field Survey, 2022.

The above table indicated that 59.7% of the respondents are from CHMS and 40.3% are from CBAS.

Table 4: Marital Status

		Frequency	Percent	Valid Percent	Cumulative Percent
	Single	296	97.7	97.7	97.7
Valid	Married	7	2.3	2.3	100.0
	Total	303	100.0	100.0	

Source: Field Survey, 2022.

The above table indicated that 97.7% of the respondents are single and 2.3% are married.

4.3.1: Respondents' Views on extent which Mountain Top University students spend time on the new media

Table 4.3.1: Extent on which Mountain Top University students spend time on new media

S/N	STATEMENTS		SD	D	U	A	SA	Total
Q1.	I use new media to read my books	**F**	77	72	52	69	33	**303**

		%	25.4	23.8	17.2	22.8	10.9	**100**
Q2.	I use new media to download pictures	**F**	48	48	39	75	93	**303**
		%	15.8	15.8	12.9	24.8	30.7	**100**
Q3.	I use new media for academic materials	**F**	84	81	45	42	51	**303**
		%	27.7	26.7	14.9	13.9	16.8	**100**
Q4.	I use new media to watch videos	**F**	61	91	42	45	64	**303**
		%	20.1	30.0	13.9	14.9	21.1	**100**
Q5.	I use new media to send and receive mails	**F**	1	2	1	66	233	**303**
		%	.3	.7	.3	21.8	76.9	**100**
Q6.	I use new media to check my results	**F**	2	4	12	141	144	**303**
		%	.7	1.3	4.0	46.5	47.5	**100**
Q7.	I use new media for recreational activities	**F**	60	92	58	42	51	**303**
		%	19.8	30.4	19.1	13.9	16.8	**100**
Q8.	I use the new media for virtual and e – learning	**F**	16	10	6	130	141	**303**
		%	5.3	3.3	2.0	42.9	46.5	**100**

Source: Field Survey, 2022.

Table 4.3.1 above indicated that 77(25.4%) of the respondents strongly disagreed that they use new media to read their books, 72(23.8) respondent disagreed, 52(17.2) respondent were undecided, 69(22.8) of the respondents agreed that student use new media to read their books, 33(10.9) respondent which is the majority strongly agreed that MTU students make use of new media to read their books. If the students use the new media to download pictures, 48(15.8%) respondents strongly disagreed, 48(15.8%) respondents also disagreed, 39(12.9%) respondents were undecided 75(24.8%) of the respondents agreed and 93(30.7%) strongly agreed that they use

new media to download pictures. 84(27.7%) strongly disagreed that they use new media to download academic materials, 81(26.7%) disagreed, 45(14.9%) respondents were undecided, 42(13.9%) respondents agreed and 51(16.8%) strongly agreed that they use new media to download academic materials. 61(20.1%) respondents strongly disagreed that they use new media to watch videos, 91(30.0%) disagreed, 42(13.9%) respondents were undecided, 45(14.9%) respondents agreed and 64(21.1%) respondents strongly agreed. 1 (.3%) respondent strongly disagreed that he uses new media to send/receive mails, 2(.7%) respondents disagreed, 1(.3%) respondents ticked undecided, 66(%21.8) agreed and 233 (76.9%) respondents strongly agreed.

2(.7%) respondents strongly disagreed that they use new media to check their results, 4(1.3%) respondents disagreed, 12(4.0%) said undecided, 47.5% strongly agreed that they use new media to check their results, 141(46.5%) respondents agreed and 144(47.5%) of them strongly agreed. 60(19.8) respondents strongly disagreed that they use new media for recreational activities, 92(30.4%) disagreed, 58(19.1%) respondents were undecided, 42(13.9%) respondents agreed and 51(16.8%) respondents strongly agreed. 16(5.3%) respondents strongly disagreed that they use new media for virtual and e –learning, 10(3.3%) respondents disagreed, 6(2.0%) respondents ticked undecided, 130(42.9%) respondents agreed and 144(46.5%) respondents strongly agreed.

4.3.2: Respondents' Views on the effect of new media usage on the academic performance of MTU students

Table 4.3.2: The influence of new media on the academic performance of MTU students

S/N	STATEMENTS		SD	D	U	A	SA	Total
Q1.	New media enables you prepare for class to study ahead of the lecturers	**F**	22	19	3	11	148	**303**
		%	7.3	6.3	1.0	36.6	48.8	**100**

Q2.	New media makes students to have much details	F	41	40	18	96	108	303
		%	13.5	13.2	5.9	31.7	35.6	100
Q3.	New media enable students to read on mobile	F	63	73	24	58	85	303
		%	20.8	24.1	7.9	19.1	28.1	100
Q4.	New media enables students to share information with others from afar	F	10	18	3	122	150	303
		%	3.3	5.9	1.0	40.3	49.5	100
Q5.	New media makes students to be focus on their studies	F	115	128	36	9	15	303
		%	38.0	42.2	11.9	3.0	5.0	100
Q6.	New media makes students do 'comparison of lessons'	F	111	128	25	18	21	303
		%	36.6	42.2	8.3	5.9	6.9	100
Q7.	New media opportunity to acquire a practical knowledge	F	25	85	4	66	90	303
		%	8.3	28.1	1.3	21.8	29.7	100

Source: Field Survey, 2022.

Table 4.3.2 above indicated that 22(7.3%) strongly disagreed that new media enables them to prepare ahead of class, 3(1.0%) disagreed, 19 (6.3%) undecided, 11(3.6%) agreed and 148(48.8%)) strongly agreed that new media enables them to prepare ahead of class. 41(13.5%) strongly disagreed that new media makes students to have much details (40)13.2%, disagreed, 18(5.9%) respondents said undecided, 96 (31.7%) agreed and 108 (35.6%) strongly agreed that new media provides them with much details. 63(20.8%) strongly disagreed new media enable students to read on mobile, 73(24.1%) disagreed that social media enable students to read on mobile, 24(7.9%) undecided, 58(19.1%) agreed, 85(28.1%) strongly disagreed. 10(3.3%) respondents said that new media enable students to share information with others from afar, 18(5.9%) respondents disagreed, 3(1.0%) respondents undecided, 122(40.3%) respondents agreed and 150(49.5%) strongly agreed

that social media enables them to share information to others from afar. 115(38.0%) respondents strongly disagreed that new media makes students to be focus on their studies 128 (42.2%) disagreed that new media make them focus on their studies, 36(11.9%) respondents disagreed 9(3.0%) respondents agreed and 15(5.0%) respondents strongly agreed that new media makes students to be focus on their studies. 111(36.6%) respondents strongly disagreed that new media make students do comparison of lessons, 128 (42.2%) respondents disagreed, 25(8.3%) were undecided, 18(5.9%) agreed and 21(6.9%) respondents strongly agreed. 25(8.3%) respondents strongly disagreed that new media give opportunity to acquire a practical knowledge, 85(28.1%) respondents disagreed, 4(1.3%) undecided, 66(21.8%) respondents agreed and 90(29.7%) strongly agreed that new media give them opportunity for practical knowledge.

4.3.3: Respondents' Views on various technological gadgets uses to access social media in mountain top university

Table 4.3.3: Various technological gadgets used to access new media in mountain top university

S/N	STATEMENTS		SD	D	U	A	SA	Total
Q1.	The students use their school tabs	**F**	7	13	24	99	160	**303**
		%	2.3	4.3	7.9	32.7	52.8	**100**
Q2.	Laptops are being used by students	**F**	94	116	27	30	36	**303**
		%	31.0	38.3	8.9	9.9	11.9	**100**
Q3.	The students use their phones	**F**	111	111	43	18	20	**303**
		%	36.6	36.6	14.2	5.9	6.6	**100**
Q4.	The students use the computers in the e-learning library	**F**	57	57	51	55	83	**303**
		%	18.8	18.8	16.8	18.2	27.4	**100**

Q5.	The students use the school wifi	F	40	47	9	60	147	**303**
		%	13.2	15.5	3.0	19.8	48.5	**100**
Q6.	The students use their own personal wifi	F	90	106	67	18	22	**303**
		%	29.7	35.0	22.1	5.9	7.3	**100**

Source: Field Survey, 2022.

Table 4.3.3 above indicated that 52.8% of the respondents strongly agreed that the students uses their school tabs, 38.3% disagreed that laptops are being used by students, 36.6% strongly disagreed that the students uses their phones, 27.4% strongly agreed that the students use the computers in e-learning library, 48.5% strongly agreed that the students uses the school wifi and 35% disagreed that the student uses their own personal wifi

4.3.4: Respondents' Views on challenges faced by mountain top university students with the use of social media

Table 4.3.4: Challenges faced by mountain top university students with the use of Social Media.

S/N	STATEMENTS		SD	D	U	A	SA	Total
Q1.	Some students do not have gadgets to enable them to have access the social media	F	130	130	36	4	3	**303**
		%	42.9	42.9	11.9	1.3	1.0	**100**
Q2.	Some students find it hard to operate on the social media	F	66	85	73	33	46	**303**
		%	21.8	28.1	24.1	10.9	15.2	**100**

Q3.	There is slow internet connection sometimes to be able to use social media	**F**	53	78	37	57	78	**303**
		%	17.5	25.7	12.2	18.8	25.7	**100**
Q4.	Some students are carried away by other adverts on social media	**F**	27	13	12	109	142	**303**
		%	8.9	4.3	4.0	36.0	46.9	**100**
Q5.	The use of social media is addictive and some students cannot study without the use of internet	**F**	68	66	33	48	88	**303**
		%	22.4	21.8	10.9	15.8	29.0	**100**
Q6.	Students spend much time on the social media and therefore suffer mental health issues	**F**	62	81	42	55	63	**303**
		%	20.5	26.7	13.9	18.2	20.8	**100**

Source: Field Survey, 2022.

Table 4.3.4 above indicated that 42.9% strongly disagreed that some students do not have gadgets to enable them access social media, 28.1% disagreed that some students find it hard to operate the social media, 25.7% strongly agreed that there is slow internet connection sometimes to be able to use social media, 46.9% strongly agreed that some students get carried away by adverts on social media, 29% strongly agreed that the use of social media is addictive and some students cannot study without it and 26.7% disagreed that students suffer mental health issues by spending more time on social media.

4.4: Discussion of Findings

Based on the findings from the above analysis, it was discovered that majority of the respondents were male. The findings revealed that majority of the respondents were aged 20 years and below, from CHMS and are single. The extent to which MTU students spends time on the social media,

It was revealed that the students uses social media for different things and these thing takes their time. They use it in downloading pictures, they use it in communicating to people via mail and pass and get information among themselves to people who are outside the school community and equally those in the environment of the school. It is useful when virtual and e-learning lectures are taken, these teachings are conducted on social media and not physically. They equally use the social media to check their result. Emeka and Okoro (2016) asserted that there is a great contribution that social media brings into an individual life. It enhances the skills and capabilities of students in their academic and professional life.

In addition, how the use of social media affects the academic performance of MTU students was also studied. It can be said that the social media enriches the students and makes them perform better academically as it helps in providing details that the lecturer may skip during classes, they are able to share and receive information from people who are afar and can help them get better in their courses and other academic related issues. It provides an opportunity for students to acquire a practical knowledge on their course and other academic activity and ensures they are provided with adequate information and details needed for better job performance. Awoleye et. al (2008) opined that the dependency of students on lecture room is not enough, there is need for them to use social media to gain further knowledge and understand things better.

In conclusion, the findings further revealed the gadgets that are made available for students to use in accessing the social media. It was seen that majority of the respondents uses their school tablets, the computers provided in the e-library of the school and then operate on the school wifi. It was seen also that majority of the respondents do not use their phones in accessing the internet and they do not have a personal wifi that they can be using in communicating. The challenges faced by students while using the internet was equally studied, it can be said that slow internet network

frustrates the students as sometimes the school internet is not available for the usage of students in the school premises.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 PREAMBLE

This chapter presents the summary of the study, conclusion; contributions to the knowledge and recommendations based on the findings of the study. Though the research in this study was conducted on the influence of new media on the academic performance of undergraduate students with reference to MTU, but the recommendations that is derived in this study can be applied to other tertiary institutions.

5.2 SUMMARY

This study examined the influence of new media on the academic performances of undergraduate students with reference to MTU. Chapter one of the study explained the background of the study, statement of the problem, the aims and objective of the study, research questions, the significance of the study, the scope and the definition of operational terms.

Chapter two presented the general literature review on new media and its influence on academic performance. The chapter presents an overview of the conceptual review, the related theoretical framework and empirical review which are in relation to this study. The essence of this chapter is to critically examine previous studies done by scholars or claims they have made as well as findings they have established.

Chapter three provides clarity, explained and also presented the framework underlining the research objectives. The chapter highlights the research design, population of the study, sampling technique and sample size, research instrument, validity and reliability of research instrument, method of data collection and methods of data analysis. Chapter four which is the core of the study, dealt with the presentation and analysis of data collected through the questionnaire administered to the students of MTU. The data collected were presented in tabular form and simple percentages method was used in interpreting the data.

5.3 CONCLUSION

This study concluded that the new media has a significant role to play in the academic performance of undergraduates in Mountain Top University, it is used in getting better and better academically by themselves, the lectures notes and materials given in the lecture rooms is never enough to provide in-depth knowledge on the study. There is need for students to go study themselves, download textbooks, journals and materials they can find online to ensure they get better. It also

serves as a good communication tool to reach out to people who can help them academically and become better in their academics and equally provide professional advice.

Moreover, the study concluded that there are some moments when students get ahead of their lecturers, new media enhances this and makes it easier for students to do, they go into the social media and download materials that can help and positively influence their growth. It provides all details that the student may require to prepare better and adequately, they equally have access to practical knowledge while using the social media. It is of great value and influence to the academic performance.

Furthermore, the study concluded that there are various gadgets that are used by students on campus to access social media. It can be said that the tools available for students to access the social media are the school wifi, the tabs that the school provided for the usage of the students and then they use the computers that was made available in the e-learning library. The study identified the challenges that students face while using the internet in Mountain Top University, sometimes, the school wifi becomes really slow and frustrates the efforts of the users, this is the major issue that the students face while using the social media and could be really frustrating on the students' part as they do not have personal wifi that can be used in its place. When the school connection is down bad, the students cannot use the internet to access the social media.

5.4 CONTRIBUTIONS TO KNOWLEDGE

This research will be beneficial to the management of Mountain Top University as they can see how much importance the internet is to the students of their school. It will equally help them in making policies and ensuring that the students are not disconnected from the internet at any point in time as it plays a significant role in their academic growth. Also, the study will be beneficial to

anyone who comes across it, as it will educate them on how important the internet is and how it can affect academic performance of students. The study has also contributed to the existing knowledge on internet and academic performance.

5.5 RECOMMENDATIONS

Based on the findings in this study, the following recommendations are made:

i. The management of Mountain Top University should ensure that their students are not cut off from the internet at any point in time as this plays a significant role in the academic performance of students.

ii. The students are greatly enhanced by social media as it was seen in this study. The school management should allow these students have personal wifi in order not to slow own their learning process as the school wifi may not be available in all locations of the school and may be congested at a time.

iii. The study revealed students really do not use their personal laptops in using the internet just the public e-library in the university. Personal laptops of students in the school should be encouraged as this would help them keep accurate track unlike the public computers where progress cannot be saved or abandoned to get back to later.

iv. Adequate computers should be provided for students in the e-library provided as this would ease their affairs and make them access it. The students may be taking turn in its usage as it may not be available at a time for all students who needs it.

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Appendix

I Am Omoboye Tolulope Lydia a 400 level student of Mountain Top University. Am writing a project on the Influence of Internet Usage on the Academic Performances of Undergraduate Students. A Study of Mountain Top University in the Partial fulfillment of the requirement for Bachelor of Science degree in Mass Communication in Mountain Top University, Km 12, Lagos-Ibadan Express way, Ibafo, Ogun.State, August 2022.

THE INFLUENCE OF NEW MEDIA ON THE ACADEMIC PERFORMANCES OF UNDERGRADUATE STUDENTS: A STUDY OF MOUNTAIN TOP UNIVERSITY

Dear Respondent,

I am Omoboye Tolulope Lydia a 400 level student of Mountain Top University. I am writing a project on the above named topic in the partial fulfillment of the requirement for Bachelor of Science degree in Mass Communication. I need you by providing answer to the questionnaire to enable me gather data for the study. I promise you that all the information provided for me in this questionnaire will be treated with utmost confidentiality.

INSTRUCTION: Please read the question carefully and tick{√} the appropriate answers in the box provided.

SECTION A: DEMOGRAPHIC DATA

1. Gender: (I) Male { } (II) Female{ }

2. Age: 20 years and below { } (II) 20 years and above{ }

3. College: CHMS { } (II) CBAS { }

4. Marital Status: Single{ } (II) Married{ }

SECTION B: RESEARCH QUESTIONS

Please respond to the following statements by indicating the extent to which you agree or disagree with them.

KEY : SD=1: STRONGLY DISAGREE; D=2: DISAGREE; U= 3:UNDECIDED; A=4: AGREE; SA=5:STRONGLY AGREE

KEY : SD=1: STRONGLY DISAGREE; D=2: DISAGREE; U= 3:UNDECIDED; A=4: AGREE; SA=5:STRONGLY AGREE

S/N	EFFECT OF SOCIAL MEDIA ON THE ACADEMIC PERFORMANCE OF MTU STUDENTS	SD	D	U	A	SA
1	Social media Enables you prepare for class to study ahead of the lecturers					
2	Social media makes students to have much details					
3	Social media enable student to read on mobile					
4	Social media enables students to share information with others from afar					
5	Social media makes students to be focus on their study					
6	Social media makes students do comparison of lessons					
7	Gives opportunity to acquire a practical knowledge					

S/N	EXTENT ON WHICH MOUNTAIN TOP UNIVERSITY STUDENTS SPEND TIME ON SOCIAL MEDIA FOR ACADEMIC PURPOSES	SD	D	U	A	SA
1.	I use the social media to read my books					
2	I use social media to download pictures					
3	I use social media for academic materials					
4	I use social media to watch videos					
5	I use social media to send and receive mails					
6	I use social media to check my results					
7	I use social media for recreational activities					
8	I use social media for virtual and e -learning					

SD=1: STRONGLY DISAGREE; D=2: DISAGREE; U= 3:UNDECIDED; A=4: AGREE;

SA=5:STRONGLY AGREE.

S/N	VARIOUS TECHNOLOGICAL GADGETS USES TO ACCESS SOCIAL MEDIA IN MOUNTAIN TOP UNIVERSITY	SD	D	U	A	SA
1.	The students use their school tabs					

S/N		SD	D	U	A	SA
2.	Laptops are being used by students					
3.	The students use their phones					
4.	The students use the computers in the e-learning library					
5.	The students use the school wifi					
6.	The students use their own personal wifi					

KEY : SD=1: STRONGLY DISAGREE; D=2: DISAGREE; U= 3:UNDECIDED; A=4: AGREE; SA=5:STRONGLY AGREE

S/N	CHALLENGES FACED BY MOUNTAIN TOP UNIVERSITY STUDENTS WITH THE USE OF SOCIAL MEDIA	SD	D	U	A	SA
1	Some students do not have gadgets to enable them to have access to the social media					
2	Some students find it hard to operate on the social media					
3	There is slow internet connection sometimes					
4	Some students are carried away by other adverts on the social media					

5	The use of social media is addictive and some students cannot study without the use of social media.					
6	Students spend much time on social media and therefore suffer mental health issues.					