



The Impact of Social Networking Sites on Teenagers in Nigeria

Ajike, Ada Kalu¹ and Nwakoby, Nkiru Peace²

¹Department of Management, Faculty of Business Administration, University of Nigeria, Enugu Campus | E-mail: mmandeodo@yahoo.com | Phone: 08037095806.

²Entrepreneurship Studies Unit, Nnamdi Azikiwe University, Awka | E-mail: nwakobyn@yahoo.co.uk | Phone: 08036286494

Abstract: For most people, social networking sites are harmful, distractive platforms which have caused a great deal of moral decadence among our teenage students. It has shifted the eyes of the young teenagers from studies to all other vices, thus, causing the paucity of academic quality among young people in Nigeria; for others, it is the entertaining form of engagement, which has become almost compulsory among the teenage students in Nigeria. The main objective of this study is to examine whether there is a significant relationship between the use of social networking sites among Nigeria teenage student and their academic performance. A survey research method was used to determine the above relationship, using standard questions drawn up to cover the objective of the study. All the secondary schools in Enugu South Local Government Area formed the population of the study, 249 students from seven secondary schools within the Local government Area were selected as the sample for the study. Data gathered were analyzed using frequency count and simple percentage tables. The findings reveal that social networking sites have come to stay; secondly, even though there is a relationship between the use of social networking sites and academic performance of teenagers in Nigeria, it cannot be significantly proved that it is the reason for the poor academic performance of teenagers. Following the above findings, the study recommended among other things, that teenagers should be helped to strike a good balance between their use of social sites and academic work and thus properly allocate time to all activities so as not to have one suffer at the expense of another because time management enhances efficiency and productivity. Also, teachers should help students use the social sites more advantageously by organizing study groups and online competitions among these groups. Similarly, parents should be on the guard to ensure that the use of these sites among teenagers at home do not encroach into the time for their home works and other activities of benefit which are supposed to be done at home.

Keywords: Impact, Nigeria, social networking sites, teenagers

1. Introduction

1.1. Background of the Study

Every human being has needs which range from basic to higher. According to Maslow's hierarchy of needs, man, among his basic needs has the need to belong to a group, love and be

loved (Amogu 2008). This made communication a basic human need and for that reason; man has always found a means of meeting this need either through interpersonal or mass communication. Unlike in the past, the people of the world are today living in a global village because of various breakthroughs in information technology. According to a Canadian Professor of English Marshall McLuhan, “the world is now a global village where the whole world is now compressed into a single electronic chat room”.

Katz (2009) states that information that usually takes many days or weeks to disseminate now takes seconds or minutes. It is now possible for people to make interpersonal communication with others to get desired information as quickly as possible from other areas of the country or from other countries through the use of social media without leaving their immediate environment.

The growth of technology towards the end of the 20th century propelled by the emergence of the internet, satellite, etc led to what is called Social Media. While social network is the term in this present world which means the encompassing of the emergence of digital, computerized or networked interactive information channel.

Social media has emerged as a term frequently used and variously defined as different types of communication platforms and electronic ways of interacting. For the purpose of this research, the definition of social media developed by Bryer and Zavatarro will be utilized. According to Bryer and Zavatarro (2011), social media is “the technologies that facilitate social interaction, make possible collaboration, and enable deliberations across stakeholders”. Going by this definition, social media includes such tools as electronic blogs, audio/video tools like YouTube, internet and chat rooms, cellular and computer texting, and social networking sites (SNSs).

Rosen in his study in 2011 found out that in terms of daily use of all social media collectively, those born between 1965 and 1979 (Generation X) consumes approximately 13 hours of social media per day; those born between 1980 and 1989 (Net Generation) consumes approximately 19 hours of social media per day; and those born between 1990 and 1999 (I Generation) consumes approximately 20 hours of social media per day.

Just as the term social media has obtained a fairly broad meaning, the term social networking sites (SNSs) generally refers to internet-based locations that allow individuals and groups to interact. Social networking Sites (SNSs) specifically refer to those internet-based services that promote online social interaction between two or more persons within a bounded system for the purpose of friendship, meeting other persons and/or exchanging information; contains a functionality that lets users create public or semi-public personal profile pages that contain information of their own choice; serves as a mechanism to communicate with other users; and contains mechanisms that allow users to search for other users according to some specific criteria (Zwart, Lindsay, Henderson, & Phillips, 2011; Boyd. & Ellison, 2007). Sites such as facebook, MySpace, LinkedIn, and Tweeter are good examples of Social Network Sites (SNSs) that meet the previously stated criteria.

Internet use overall, and the use of social networking sites in particular, have grown significantly since 2000 with some estimates of nearly 78% of American adults using the internet regularly; 46% of American adults – 18 and above use social networking sites; and 65% of teens age 12 to 17 using online social network (Pew 2009). In terms of membership and daily usage, more recent estimates show facebook as having over 750 million users worldwide; LinkedIn over 100 million members; Twiter having over 177million tweets per day; and Youtube having

over 3 billion viewers each day (Chen & Bryer 2012). The use of social networking sites has been repeatedly found to be the highest among those between the ages of 18 and 29 (Rainie 2011); while the fastest growing segment utilizing social networking sites since 2008 has been among those aged 35 and above (Hampton, Sessions-Goulet, Rainie, & Purcell, 2011). Approximately, 61% of teens age 12 – 17 utilize social network sites to send messages to their friends on a regular basis (Lenhart 2009). Overall, it has been found that women more than men tend to utilize social networking sites to communicate and exchange information (Hampton, Sessions-Goulet, Rainie, & Purcell 2011). In terms of overall popularity regarding usage, one recent survey conducted by the Pew Research Centre found that Facebook is the most used (92%), followed by MySpace (29%), then LinkedIn (18%), Twitter (13%), and other social networking sites (10%) (Hampton, Sessions-Goulet, Rainie, & Purcell, 2011).

As related to this exploratory study, the previous statistics indicate that social media tend to have the highest usage rate among traditionally-aged college students (that is those under 30 years old). For younger cohort groups below the college level, their usage rate tends to be the highest. The issue is whether this usage among college students is having a positive, negative or neutral effect on the academic performance of these students.

The history of social networking sites dates back to the late 1990s, suggesting that they are not as new as they may appear in the first place. With the emergence of social networking sites, overall internet usage has accelerated in such a way that they are considered a global consumer phenomenon. Today, studies suggest that between 55% and 82% of teenagers and adults use social networking sites on a regular basis. Relative to the general population, adolescents and young adults are the heaviest computer and internet users, primarily using it for completing school assignments (46%), e-mail and/or instant messaging (36%), and playing computer games (38%) (DeBell & Chapman, 2006). Social networking sites are the latest online communication tool that all allows users to create a public or private profile to interact with people in their networks (Boyd & Ellison 2007).

In Onyeka, Sajoh and Bulus, Obi et al (2012), Luedtke 2003, Social network sites deeply penetrate their users' everyday life and, as pervasive technology, tend to become invisible, once they are widely adopted and taken for granted. Social networking sites have become part of the daily life experiences for an increasing number of people. Socializing through the internet has become an increasingly important part of young adult life (Gemmil et al 2006). The popular image of young people is of the social sites, with their faces glued to screens while they are constantly texting, checking e-mail, or updating their Facebook pages. The stereotype is that we are becoming increasingly disconnected from the world around us. The truth is that through the use of cellphones, laptops, iPods and online "social networks" such as MySpace, young people are not only staying connected with their peers but are also becoming more adapted at keeping up with world events and helping to shape them (Kacie 2009). With so many social networking sites displayed on the internet, students are tempted to abandon their homework and reading times in preference to chatting online with friends. Many students are now addicted to the online wave of the moment, with Facebook, twitter, etc. Today most youths and students possess Facebook accounts. Olubiyi (2012), noted that these days students are so engrossed in the social media that they are almost 24 hours online. Even in class rooms and lecture theatres, it has been observed that some students are always busy pinging, 2going, or facebooking, while lectures are on. Time that ought to be channeled to learning, academic research and innovation have been crushed by the passion for meeting new friends online, sometimes, busy discussing issues of less

importance. Therefore, most students' academics suffer setbacks as a result of distraction from the social media. Obi et al (2012), observe that the use of these sites also affect students use of English and grammar. As they use short form of writing words in their chat rooms, they forget and use the same in their classrooms, and this affects their classroom assessment.

1.2. Statement of the Problem

Advancement in technology in this era has reshaped all human activities on earth to include communication. The world has become a global village as postulated by Prof. Marshal McLuhan where the use of computer and internet facilities is indispensable. Social media is among the numerous means which the people interact and communicate online.

Today, millions of people are now on social media such as Facebook, 2go, twitter and others, exchanging views, ideas and other related matters with a good number of them being young. The rapid adoption of social network sites by teenagers in the United States and many other countries round the world raises some important questions. Why do teenagers flock to these sites? What are they expressing on them? How do these sites fit into their lives, what are they learning from their participation? Are these online friendship activities different or complementary to face-to-face friendship? This study seeks to unravel the impact of these social networking sites on teenagers in Nigeria, with specific focus on some selected senior secondary school students in Enugu South Local Government Area of Enugu State, Nigeria.

1.3. Purpose of the Study

The study has the following objectives. They are:

- 1) To find out whether teenagers in Nigeria make use of social networking sites.
- 2) To find out how much time teenagers in Nigeria spend on social networking sites.
- 3) To find out the usefulness of social networking sites to teenagers in Nigeria.
- 4) To determine whether social networking sites affect academic performance of teenagers in Nigeria.

1.4. Scope of the Study

The essence of this research work is to primarily study the Influence of social networking sites on the academic performance of teenagers. The research intends to focus on some selected senior secondary school students in Enugu South Local Government of Enugu State, for easy analysis of data. This will reduce cost and avoid complexity that may arise as a result of having a very large population. But since in most cases the characteristics of students are generally similar, the research findings would be generalized to include all senior students of Nigerian secondary schools.

1.5. Significance of the Study

It is a fundamental need to understand current usage and behavior so as to identify potential problems and know how they can be addressed. The issue in focus is very important as can be seen from the number of studies done on it within the last ten years. Boyd (2010), gathered a collection of research about social networking sites that lists approximately one

hundred and fifty research papers, three books and seven research reports published between 2003 and 2010 (Boyd 2010). However, none of these works covered Africa.

Therefore, this study aims at contributing to research about social networking sites in Nigeria. The study will help researchers with more information on the Influence of social networking sites on the teenagers' academic performance in Nigeria. It will be relevant in assisting students in understanding the diversity of social media. It will also provide relevant materials for students and other researchers undertaking similar research. The research would provide data for marketing and product development professionals as well as educators as to how they can maximize social media for optimum benefit in their various fields.

1.6. Limitation of the Study:

A few factors constitute impediments to the success of this work. One of them was that validity for a study as this is only achieved on the honest response of the respondents in providing the needed information. Also, due to the constraints of time and money, it is difficult to carry out a research of this type extensively covering teenagers in Nigeria. This led to the limiting of the scope. Cognizance was taken of the fact that the academic calendar is short and workload, on the other hand, enormous. Therefore, the scheduled time to run around for the work was short.

1.7. Research Questions

1. Do teenagers in Nigeria make use of social networking sites?
2. How much time do teenagers in Nigeria spend on social sites?
3. Of what use are these social networking sites to teenagers in Nigeria?
4. What impact do social networking sites have on Nigerian teenagers?

1.8. Definition of Key Terms

1. **Social Media**- They are forms of electronic communication which facilitate interaction based on interests. Social media include web and mobile technology. Kaplan and Helen (2010) defined Social Media as a group of internet based application that allows the creation and exchange of user generated content.
2. **Social Networking Sites** – A website where people put information about themselves and a platform to reach others.
3. **Social Networking** – The use of internet to make information about oneself available to other people especially people one shares an interest with.
4. **Media** –technologies that are intended to reach a large audience by mass communication. “They are messages communicated through a mass medium to a number of people”(Bittner, 1980).
5. **Academic** – It is concerned with Studying whether from books or by a practical work.
6. **Teenager**– A person between the ages of thirteen and nineteen years.
7. **Computer** – A computer is a machine that receives, stores or processes data at a greater speed.

2. Review of Related Literature

2.1. Conceptual framework:

2.1.1. History of the Internet

There are conflicting versions about the origin of the internet but the common story is that the internet is a product of a cold war. (Hafner and Lyon, 1996). Its origin is traced back to 1957, when the Soviet Union launched 'Sputnik 1 into space, as a reaction to this, in 1958, the United State founded the Advanced Research Project Agency (ARPA), a special agency under the department of defense whose mission was to develop a long term highly innovative and hazard research projects (Cartoni and Tarding, 2006).

In 1962, the air force wanting to maintain the military's ability to transfer information around the country even if a given area was destroyed in an enemy's attack, commissioned leading computer scientist to do so. ARPANET, the first prototype of the internet, was developed by the ARPA department and saw the light in 1969 when four (4) of United States Universities (University of California Los Angeles, University of California Santa Barbara, Stanford Research Institute Palo Alto, and University of Utah) were connected by network of computers (Lorenzo and Stefano,2010).

Leonard Klein rock of UCLA successfully developed the first computer network through "packet switching" to the concept of "distributed network", two fundamental concurrent inventions in the field of computer science, packet switching is a process that allows division of messages into packets and sending them to their destination following different routes, once they arrive at their destination, they are all recomposed into the original message. Paul in 1960 developed the concept of distributed network funded by United States Air force at the research and development corporation (RAND) which is aimed at developing a telecommunication network which can stand a nuclear war. (Paul, 1964).

The growth of ARPANET accelerated in the second half of the 1980s, through computer protocol (Tcp/lp) Transmission control protocol/Internet protocol which was adopted by ARPANET (Vinton, 1969 UCLA) in 1983 and is still the core of internet. 'The transition of Tcp/lp was perhaps the most important event that will take place in the invention of the internet. After the installation of Tcp, the network could branch everyone' (Hafner and Lyon, 1998).In the same year, after the end of ARPANETs experimental phase, the network was split into two; A civilian network for the computer research community (ARPA internet) and military network (MILNET). In 1980, ARPANET was replaced by NSFANET created by National Science Foundation and in 1990, ARPANET was officially decommissioned and the commercial use of the internet was allowed in 1991, (Berners-Lee, 2000).

In 1995, the internet was just one networking system among many others such as Usenet, Fido net, Mintel, AT&T, but with advent of the web, the internet became by far the most important networking system. That led to what is now known as internet, a global network of interconnected computers that communicate freely, share and exchange information (Paul, 2010). The younger a person, the greater the likelihood he or she has access to the internet (Kim, 2004).

2.1.2. Social Networking Sites

Early 1990s, chat rooms and bulletin boards were forms of Social Networking in a way, they help people to connect with others and share interest. A little cater; dating sites hooked

those looking for partners and class mates.

In the early 1980s, a site called Friendster was set up where people invited their friends and their friends also invited others. The site was popular for a while, but suffered from technical difficulties and fake profiles and began to lose members. In 1999, MySpace took over but became popular in 2003. Its roots are a bit muddy because it received financial and logistical support from another company called the E-Universe and most of the early users were employers of e-universe but Tom Anderson and Chris DE Wolfe are given credit for much of the innovation and successes of the site, which built up to one hundred and fifteen million users worldwide. Members post BIOS, photos, blogs, video and other things that strike their fancy. (Retrieved November 7th 2012) www.mudconnect.com.

Social networking sites became very popular during the past few years. According to Downes (2005), social networks are the conjunction of personal ties which are combined by a set of relations. Daily thoughts can be expressed and discussions can take place about these thoughts and new ideas come up with on these sites. Photographs and videos can be shared, tagged and updated in addition to personal details, job search and other real world activities can be experienced within the virtual environment of a social network. According to Boyd et al (2007), the first social networking site – SixDegrees.com was launched in 1997, which allows its users to create profiles, list their friends and surf the friends' lists. From 1997 to 2010, there are 1.5bn users of social networking sites. Facebook tops the list with over 901 million users. Majority of users of these sites fall within 16 – 44 age brackets. List of top ten social networking sites are;

Facebook	Netlog
Twitter	Google+
Eskimi	Badoo
LinkedIn	2go
MySpace	Pinterest.

MySpace

Some Television Programmers had started producing programmes to air on MySpace in 2005; Rupert Murdoch's News Corporation (parent of fox broadcasting) bought MySpace for five hundred and eighty million dollars (\$580). A competitor to MySpace is face book which started in about 2004 by Mark Zuckerberg while he was a student at Harvard and grew rapidly in 2007. At first, face book was solely for college and high school students but Mark opened it to everyone and like MySpace, it encourages all types of member postings. There are also smaller social networks like 2go, YouTube, and blackberry chat for people to have access to. www.google.com

2go Logo

2go is a Social Networking Site, chat, and instant messaging (IM) application. It enables users to chat on their mobile phones free. You can meet users and 2go users as friends. Chat rooms on different topics are opened where you can join in the discussion and socialize with others and also, 2go have gateways that enable users chat with friends on Gtalk, Mxit, and face book. [www. Google.com.wikipedia](http://www.Google.com.wikipedia) (Research work).

One of the greatest points of 2go chat is its simplicity and light weight, making it available to lots of low-end phones. 2go runs on any java enabled phone, Nokia, LG, Samsung,

and Sony Ericson. Blackberry users can use 2go on their Pc as part of an experimental service by the company and with it, they can chat anywhere and anytime of the day as they so please. www.google.com.

Blackberry Messenger

Blackberry is propriety internet-based instant messenger application included on blackberry devices that allows messaging between blackberry users. It was developed by the manufacturer of the blackberry research in motion (RIM); messages sent via blackberry messenger are sent over the internet and use the blackberry pin system, so communication is only possible between blackberry devices. [www.mit.edu /people/mkgray/net](http://www.mit.edu/people/mkgray/net).

Pingchat

Pinging allows you to connect to friends using a ping ID, something akin to blackberry pin but easier to remember because you can pick it yourself. Once you've shared your pin or found friends via email or twitter, you can send text, messages, photos, videos and voice memos. Pretty much anything you might want to send to a friend can be sent using pin. Messages are in real time over the data network and pushed to the recipient. Once a message is sent, a little S or D and a tick with an R indicating the message has been sent and read. Ping chat also packs group messaging and social profiles, which allows you to display a photo, status and some information about yourself to confirm contacts and through these, one is connected to the whole world.

2.1.3. Social Networking Sites and modern communication:

Communication has been defined as the transmission of a message from the source to a receiver. According to Lasswell (1948), communication is an answer to these questions: Who says what?, through which channel?, to whom?, and with what effect? This description of communication from Lasswell exposes the process of communication as it must pass from the sender to the receiver through the chosen channel and feedback received to ensure that the message was well taken. This follows that unless there is a feedback, communication cannot be said to have been effective and uninterrupted. Modern communication can be said to be that message transmitted through a modern or trendy communication tool or media from the sender to the receiver.

The need for very effective and efficient ways of handling modern communication is very important, as communication remains the major sustenance of world existence. Invariably, without good communication, the world would be a difficult place to live in (Raji & Abdulkareem 2009). Networking is referred as the connection of two or more computers to communicate with one another that is when millions of computers in different locations around the world are connected together to allow users send and receive messages to one another (Olawepo & Oyedepo 2008). Social networking is an online service platform that focuses on building and reflecting of social relations among people, who for example, share interest, and/or activities. A social network service consist of a representation of each user (often a profile), his/her social links, and a variety of additional services (Gajala 2007). New Media Consortium (2008), current social networking systems like Facebook, MySpace, etc, are attempts to help people define themselves in ways that provide some of those contexts, but available information about friends of friends is still superficial and still related to personal interests than professional work. Therefore, subscribers to social networking sites simply open to web browsers, and are

able to edict group documents, hold online meetings, swap information and data without even leaving their desks.

Most social networking sites are web-based and provide means for users to interact over the internet, such as e-mail and instant messaging. Online community services are sometimes considered as a social network service, though in a broader sense, social networking sites usually mean an individual centered service whereas online community service are group centered. Social networking sites allow users to share ideas, activities, events and interest within their individual networks. The major types of social networking services are those that contain category places (former school year or classmates, means to connect with friends (usually with self-description pages, and a recommendation system linked to trust. Popular methods now combine many of these, with Facebook and Twitter widely used world-wide. There have been attempts to standardize these services in order to avoid duplication of entries of friends and interest. Golder, Wilkinson, and Huberman (2007), Social networking sites also provide rich sources of naturalistic behavioral data, profile and linkage data from these sites can be gathered either through automated collection techniques or through data sets provided directly from the company, enabling network analysis researchers to explore large-scale patterns of friendship, usage, and other visible indicators, and continuing an analysis trend that started with examination of blogs and other websites. Onasanya, et al (2012), conducted a study on mobile phone and adult education in Nigeria, and discovered that the use of mobile phones has not been fully incorporated into adult education programmes in Nigeria. They recommend that policy-makers and education curriculum planners in Nigeria should incorporate into adult education curriculum the use of mobile phones, an innovation which has made the 21st century unique.

2.1.4. Effects of Social Networking Sites on Nigerian teenagers

The issue of whether social networking sites are helpful or not is often couched in larger issues identified with the overall use of social media – psychological effects, privacy and safety concerns, individual self-discipline and self-regulation concerns, human adaptability concerns (Zwart et al 2011; Anderson et al 2012, Rosen 2011, Conolly 2011). Generally, the benefits of using social network according to Zwart et al 2011, Conolly 2011, Rosen 2011, include: encouraging greater social interaction through electronic media; providing greater access to information and information sources; encouraging creativity among individuals and groups; creating a sense of belonging among users of common social media tools; providing more choices to promote engagement among different individuals and groups; reducing barriers to group interaction and communication such as distance and socio-economic status; and increasing the technological competency level of users of social media. These benefits are expanded as follows:

1. **Connectivity to friends and relations:** Social networking sites started as a place to connect with your friends in an easy and convenient way. Many found their old pals from school or college who were out of touch due to one reason or the other and reconnected to them. Social networking sites provide the opportunity to connect with people and build better relationships with friends and keep them abreast with happenings around them.
2. **Reducing communication barriers:** With social networking sites, thoughts and perceptions over different issues and topics are shared with large audience. The sharing feature available on the social networking sites makes opinions about issues reach a large number of people at a time, including those who are not on the sharers friend list. Social

networking sites provide opportunities to make group with people of like minds and share opinions and inputs about issues with them.

3. **Business opportunities:** Social networking sites have become a crucial part of many people. This is more obvious when laptops and desktops are opened, and the web accessed, as social sites are sub-consciously, there is a unconscious business updates received. This shows that businesses have notices the value of social networking sites to human life and therefore, are using various techniques to promote their products. Also, a number of customized applications are made on the social platform with the aim of promoting products and services. Social marketing is also seen as cost-effective, so businesses are shifting towards that.

Potential drawbacks identified with the use of social networking sites include risks of psychological disorders and health problems such as anxiety, depression, poor eating habits, and lack of physical exercise; increasingly short attention spans and subverted higher-order reasoning skills like concentration, persistence, and analytical reasoning among frequent users of social sites, a tendency to over-estimate one's ability to multitask and manage projects; seeing technology as a substitute for the analytical reasoning process (Anderson et al 2012; Rosen 2011; Connolly 2011; Zwart et al 2011). These negative effects of social networking sites are expanded as follows;

1. **Risk of addiction:** It has been shown that many students make extensive use of social networking sites which has actually led to addiction to these sites. Throughout their day, they feel to post something on their pages or check others' post because it has become an important part of their lives.
2. **Risk of Isolation:** Extreme use of social networking sites has reduced the level of human interaction. This is because interaction on the social sites with other people has become effortless and people isolate their lives behind their online identities. Social networking sites have reduced face to face communication and meetings through its online meetings thus, the flavor of physical meeting, togetherness and interactions among people are lost.
3. **Negative effect on productivity:** Not only have face to face communication among people lost, there is also a negative effect of this loss on businesses. Recently, most businesses connect and communicate with their clients through the social media, this also brings a distraction to employees who instead of checking on their clients via their social sites, would prefer to check out on what their friends have posted on their sites. Thereby using the time for work for pleasure.

In 2011, Larry in a paper presented at the 119th Annual Convention of the American Psychological Association, said that pre-teens and teenagers who use technology like the internet and video games on a regular basis are likely to have more stomach aches, sleeping problems, anxiety and depression. Collectively, these benefits and risks play a role in a student's educational process to a large extent and at various times.

2.2. Theoretical Studies

2.2.1. Diffusion of Innovation and Creativity Theory

Diffusion of innovation theory (DOI) developed by E. M Rogers in 1962, is one of the oldest social science theories. It originated in communication to explain how over time an idea or product gains momentum, and diffuses (spread) through a specific population or social system. Doing something differently from what they had previously been. The key adoption is that the

person must perceive the idea, behavior or product as new or innovative. It is through this that diffusion is possible.

Diffusion is the process of spreading a given idea or practice over time, via specifiable channels, through a social structure such as Neighborhoods (Katz et al, 1963). According to Katz et al, the diffusion of innovations process records that for a new idea or innovation to diffuse; there must be Awareness stage, Interest stage, Evaluation stage, and Trial and adoption stage. However, Different types of innovations require different kinds of adoption units; Bittner (1984) recognizes that the media can lead someone into getting aware of the existence of an item. From there he gets interested in, makes attempt to evaluate it, and gives it a trial touch before making up his mind to acquire it.

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

The change agent centers on the conditions which increases or decreases the likelihood of adopting or rejecting a new idea. That is to say, they help the audience in deciding on the best idea to adopt by influencing their option about a particular situation. Goodhart et al (1975) and Barwise et al (1982) think that a great deal of media use is actually habitual and unselective. It relates to the usefulness of the media and to what extent it can affect man.

2.3. Empirical Framework

The World Wide Web is altering human social interaction and the way the brain processes information. Consequently, scholars dive into the potential of internet addiction and the internet's effect on other behavioural changes. There has been a lot of research work assessing whether youths are addicted to social media use or not. Many scholars have done some work on the relationship between the use of social networking sites and students' academic performance; and various researchers have tested social media addiction with some samples. However, there is no known documented research on the impact of social networking sites on teenagers in Nigeria with particular emphasis on senior secondary school students in Enugu South Local Government Area of Enugu State. Some research works similar to that undertaken by this study include; the research carried out by the International Centre for Media and Public Agenda concerning Generation Y's dependence on social media. In the research, Generation Y is defined as those born between the mid-1970s and the early 2000s. This population has grown up with a majority of technological advances such as computers and the internet (Cabral 2011). The study concluded that the students could function without technology, but could not remove it from their lives.

Pew internet and American Life Project conducted a research in 2007 on youths' addiction to internet. The study discovered that over 79% of youths cannot tear themselves away from the use of social networks and must update and view their profiles daily (Lenhart & Madden, 2007).

Gaudin (2009), in a survey of 3500 United Kingdom Companies, 233 million hours are lost every month as a result of employees wasting time on social networking sites.

A study of 935 participants in America conducted by Lenhart (2007), It was revealed that 55% of youths used social networking sites in 2006. According to the study, the reasons for the usage were 'staying in touch with friends', using them to make new friends', etc. Also, more than half of the youths that participated in the study visited social networking sites at least once a day, which is indicative of the fact that in order to keep an attractive profile, frequent visits are necessary and this factors in excessive use.

Subrahmanyam et al in a US survey of 131 psychology students conducted in 2008, indicated that 78% used social networking sites with 57% who use them on a daily basis. They mainly read and respond to messages and invitations, browse friends' profiles, walls, on their pages. These findings correspond with the findings of a research carried out by Pasek et al (2009) from a different study on another university student sample.

In another development, Karaiskos et al in a study carried out at the University of Athens in 2010, that a woman has gone to the extent of losing her job on account of her compulsion to check and update her profile on Facebook, which could be identified as social network addiction. This is in agreement with the view of Zinz et al (2009) which believe that youths are exposed to a higher risk of social network addiction because of their vulnerability since they are adjusting to massive amount of developmental and life changes and this susceptibility and exposure to an abundance of new things are aided by the use of technology and social network that ease new connection and relieve societal pressures.

Young in 1998 carried out a study at a Czech University to analyze Facebook related academic procrastination. Though his sample was viewed too small to draw a generalized conclusion, the finding of the study was that people tended to be unaware of just how much time they really spend on social networking sites and the effect it might have on their academic performance.

Wired.com posted two studies which demonstrated damage to productivity caused by social networking. Nucleus research reported that Facebook shaves 1.5% off office productivity while Morse claims that British companies lose 2.2billion a year to social phenomenon. Similarly, in a study conducted in Nigeria. Enikuomelin in 2011, evaluated the consequences of ICT on Nigerian University students. The paper investigated the popularity of internet services within the Nigerian University community and its consequences on the academic performance of its users. The findings of the study showed adverse effect in the area of combining social and media exploration like Facebook with real studying that the resultant effect on the Nigerian University students is lower Cumulative Grade Point Average (CGPA) of student users.

Ogedebe et al in 2012, conducted a study on Facebook and academic performance in Nigerian University. The study was carried out on 122 University students in selected universities. The study tested among other hypotheses, the effect of Facebook on academic performance of students in Nigerian University as well as the relationship between the time spent by a student on Facebook and its effect on his/her grade point average. The finding of the study shows no relationship between the two.

Olubiyi in 2012 observed through a study conducted that the bone of contention of the social networking sites is the attitude of Nigerian youths towards its use, and found in his study that the youths waste their time through idle chats and other immoral acts. He then concludes

that quality time that ought to be spent on academic research and other productive networking is lost.

In a similar development, Onyeka et al in 2013 conducted a survey on the effect of social networking sites usages on the Nigerian students with particular reference to the students of tertiary institutions in Mubi Educational zones in Adamawa State of Nigeria. The study concluded at a 15% level of significance that there was zero relationship between the use of social networking sites and students' academic performance. It further recommended that students should learn to manage their time properly and teachers should use social networking sites to promote teaching learning process.

Onasanya et al in 2013 conducted a study on the online social networking and the academic achievement of University students: the experience of selected Nigerian Universities. The study investigated the relationship between the use of social networking sites and academic achievement of Nigerian youths in tertiary institutions with reference to students in Universities in Kwara State of Nigeria. The findings show no relationship between students' academic performance and their use of social networking sites. It therefore recommended that school administrators should build upon the positive attributes of the social networking sites, and make use of them in teaching-learning processes to achieve expected outcomes.

Also, in a study of social network addiction among youths in Nigeria, Ajewole et al examined the addiction to social networking sites among Nigerian Youths using eight higher institutions in Oyo State. It was shown that majority of Nigerian students show a tendency towards addiction to social network sites. The study then recommends based on the findings that more time should be spent on face to face interaction rather than online communication, to sustain close physical interpersonal relationships.

Sofela, T. (2012) studied the effect of social media on students. (A paper presented in Craft Magazine October 23 2012), the study examined the positive effect of social networking sites on youths. The findings are that there are positive as well as negative impacts of SNSs. The study failed to throw light on the negative influence of social media on the academic performance of students. Seyi, O. (2012), Social Media and Nigeria Youth Burden. (A paper presented in Blue Print Newspaper December 17 2012). This study stressed on the negative effect of giving too much time and undue attention to online socialization to the detriment of academics.

According to the researcher, the 21st century brought with it the advent of the new media with its fast tracking means of sending and receiving information via internet in our contemporary society, the new media has gained popularity as its been used for entertainment, networking and academics. The study noted that, the social media was given a boost as a result of ideas from youths.

The study criticized seriously the obsessive attitude of Nigeria youths towards social media and traced the incessant incidents of murder and gang-rapping of girls by guys whom they interact with through social media. It gave an instance of a celebrated cases of gang-raping and killings in Nigeria as a result of social network relationship, and suggests the need for more time to be channeled to academics to prevent setback.

Summary of Literature Review

This chapter reviewed the concepts of the internet, social networking sites and the effects of these sites on Nigerian teenagers. It also had a review of related studies. The Diffusion of

innovation theory formed the theoretical base of the study. The relevance of the theory to the study was clearly stated.

3. Methodology

This chapter discusses the various methods used in the study. It contains and explains the following; Research design, Population of the study, Sampling technique and sampling size, description of research instrument, validity of research instrument, method of data collection and method of data analysis.

3.1. Research Design

It is a term used to describe a number of decisions which need to be taken regarding the collection of data before they are collected (Nwana, 1981). It provides guidelines which direct the researcher towards solving the research problem and may vary depending on the nature of the problem being studied. According to Okaja (2003), research design is the structuring of investigation aimed at identifying variables and their relationships. It is used for the purpose of obtaining data to enable the investigator test hypothesis or answer research questions by providing procedural outline for conducting research. It is therefore, an outline or scheme that serves as a useful guide to the researcher in her efforts to generate data for the study. The study therefore, adopted the survey method in data collection. The opinion of the population sample was obtained through questionnaire.

3.2. Population of the Study

Population means, all cases or individuals that fit a certain specification. According to Kerlinger (1981), population refers to all members of any well-defined class of people, events, or subjects which can be, living or non-living things. Based on the aforesaid, the population of study is the entire senior secondary school students in Enugu South Local Government Area of Enugu State, Nigeria, which was represented by seven (7) secondary schools with the population of one thousand and forty-eight (1048) students.

3.3. Sample and Sampling Technique

Sample is a portion of a population selected for the study and sample size is the method of selecting the samples from the population (Ogedegbe, 1998). It is a small group of elements or subjects drawn from a definite procedure of a specified population.

Sampling technique is specifying how elements are drawn from the population. Seven Secondary Schools were chosen at random from the entire population. They are:

Girls High School, Awkunanaw, Enugu	40
Union Secondary School, Awkunanaw	40
Konigin Des Friediens, Awkunanaw	40
Julex Comprehensive Secondary School, Enugu	40
Girls Secondary School, Uwani Enugu	40
Idaw River Girls Secondary School, Enugu	40
Boys Secondary School, Uwani Enugu	40

The researcher purposely selected a sample size of 280 respondents from the seven secondary schools in the entire Enugu South Local Government Area of Enugu state. Therefore, the sample size for the study was 280 respondents.

3.4. Research Instrument

The research instrument used in the study was the questionnaire. A questionnaire is a list of questions to be answered by the respondents to get their views about a subject. It is preceded by a covering letter, introducing the researcher, explaining the purpose of the research and soliciting assistance in providing the required information (Onweluzo, 1999).

A total number of twenty (20) items were drawn and administered to the respondents. They were divided into two sections; section A contained items on the demography of respondents and section B answered the research questions.

3.5. Validity of Research Instrument

The questionnaire used for this study was thoroughly scrutinized by research experts for clarity, precision, and comprehension.

3.6. Reliability of Research Instrument

The reliability of the instrument was determined using the test-re-test method. This was done by first giving out thirty (30) copies of the instrument to the students of Idaw River Girls secondary School and Julex Comprehensive Secondary School. Students of these two schools were randomly picked to form the sample for the preliminary research.

3.7. Method of Data Collection

Data was collected using the questionnaire which the researcher administered face to face to the respondents. Out of 280 copies of questionnaire distributed to the respondents, 256 copies were retrieved. Still out of this number, seven were not properly answered; leaving a total of 249 valid questionnaires. This represented a response rate of 88.9%.

3.8. Method of Data Analysis

Simple tables, frequency and percentages were adopted in the presentation and analysis of the data generated for the study. These statistical tools were used for their suitability.

4. Data Presentation and Analysis

The purpose of this study is to determine the impact of Social Network Sites (SNSs) on teenagers in Nigeria: A study of selected senior secondary school students in Enugu South Local Government Area of Enugu State, Nigeria. This chapter is concerned with the presentation and analysis of data gathered through the instrument of questionnaire distributed and collected from the respondents. Two hundred and eighty questionnaires were distributed and two hundred and fifty six copies were collected, out of this number, seven were not properly filled; we therefore work with the total of two hundred and forty-nine valid questionnaires. This gave a response rate of 88.9%.

4.1. Data presentation and analysis

4.1.1. Analysis of demographic data:

Items 1 to 5 in the questionnaire answered questions on the demography of the respondents.

Table 1: What is your sex?

Response	Frequency	Percentage
Male	117	46.99
Female	132	53.01
Total	249	100

From the table above, 117 respondents were males while 132 respondents were females.

Table 2: What is your age bracket?

Response	Frequency	Percentage
Below 10 years	0	0
10 – 13 years	0	0
14 – 17 years	197	79.12
18 years and above	52	20.88
Total	249	100

From the above table, none of the respondents were aged between 0 and 13 years. 197 of the respondents fell under the age 14 to 17 years, while 52 respondents were aged 18 and above.

Table 3: Which school do you attend?

Response	Frequency	Percentage
Konigin Des Friedens	36	14.46
Girls High School Awk	36	14.46
Julex Comprehensive Awk	38	15.26
Girls Sec. School, Uwani	34	13.65

Idaw River Girls Sec. School	35	14.06
Boys Sec. School, Uwani	36	14.46
Union Secondary School, Awk	34	13.65

From the above table, thirty-six respondents each were students of Konigin Des Friedens, Girls High School Awkunanaw, and Boys High School, Uwani; thirty-four respondents each were students of Girls High School, Uwani, and Union Secondary School, Awkunanaw; thirty-eight respondents were students of Julex Comprehensive Secondary School, Awkunanaw and thirty-five respondents were students of Idaw River Girls High School, Enugu.

Table 4: What level of study are you?

Response	Frequency	Percentage
Junior Secondary level	0	0
Senior Sec. 1 (SS1)	66	26.51
Senior Secondary 2 (SS2)	131	52.61
Senior Secondary 3(SS3)	57	22.89
Total	249	100

From the table above, none of the respondents belong to the junior secondary cadre. Sixty-six of the respondents belong to senior secondary 1; one hundred and thirty-one respondents were in Senior Secondary 2; while fifty-seven of the respondents were in senior secondary 3.

Table 5: What is your family class?

Response	Frequency	Percentage
Super-rich	0	0
Rich	37	14.86
Average rich	67	26.91
Below average	81	32.53

Poor	64	25.70
------	----	-------

From the table above, the respondents gave an assessment of their families. Thirty-seven of them assessed their families as being rich; sixty-seven say they came from averagely rich families; eighty-one of the respondents say their families live below the average line; sixty-four assessed their families as poor. None of the respondents came from a super-rich family.

4.1.2. Presentation of data from field survey

Table 1: Which of the following do you own?

Response	Frequency	Percentage
Desktop	36	14.46
Laptop	23	9.24
Tablet	44	17.67
Ipad	13	5.22
Blackberry	48	19.28
Ordinary phone	44	17.67
None	41	16.47
Total	249	100

The table above reveals that thirty six of the respondents own desktop; twenty-three of the respondents own laptop; forty-four of the respondents own tablets; thirteen of the respondents own I-pad; forty-eight of the respondents own blackberry phones; about forty-four of the respondents own an ordinary phones while forty-one of the respondents say they do not own any phone yet.

Table 7: Do you have access to the internet?

Response	Frequency	Percentage
Yes	171	68.67
No	78	31.33

Total	249	100
--------------	-----	-----

From table 7; one hundred and seventy-one respondents assess the internet; while seventy-eight of the respondents do not have access to the internet.

Table 8: Are you aware of social networking sites (SNSs)?

Response	Frequency	Percentage
Yes	228	91.57
No	21	8.43
Total	249	100

Table 8 reveals that two-hundred and twenty eight of the respondents know about the social networking sites which are in use today; however, twenty one of the respondents know nothing about the sites.

Table 9: What are the social networking sites you know?

Response	Frequency	Percentage
2Go	226	90.76
BB chat	132	53.01
Face book	207	83.13
Twitter	187	75.10
LinkedIn	98	39.36
Eskimi	66	26.51
Badoo	79	31.73
Whatsapp	210	84.34
Others	18	7.23

From table 9, two hundred and twenty six of the respondents say they know about 2go; one hundred and thirty-six of the respondents know things about BB chat; two hundred and seven of

the respondents know about Face book; one hundred and eighty-seven know about twitter; ninety-eight say they know the LinkedIn; sixty six respondents know Eskimi; seventy-nine of them know about Badoo; while two hundred and ten of them know about whatsapp. However, eighteen others say they have knowledge about other sites not listed.

Table 10: Which of the Social Network Sites do you use?

Response	Frequency	Percentage
2Go	15	6.02
BB chat	12	4.82
Face book	52	20.88
Twitter	12	4.82
LinkedIn	7	2.81
Eskimi	6	2.41
Badoo	7	2.81
Whatsapp	136	54.62
Others	2	0.81

From table 10, 15 of the respondents use 2go; twelve of them go for BB chat; forty-seven of them use Facebook; twelve of them use twitter handle; seven of the respondents use LinkedIn; six of them use Eskimi; seven of them use Badoo; while one hundred and thirty-one of them use Whatsapp. Two others say they use other sites apart from the ones listed above.

Table 11: Which of these sites do you prefer?

Response	Frequency	Percentage
2Go	21	8.43
BB chat	9	3.61
Face book	49	19.68

Twitter	16	6.43
LinkedIn	6	2.41
Eskimi	6	2.41
Badoo	5	2.01
Whatsapp	133	53.41
Others	4	1.61
Total	249	100

The table above reveals that twenty one of the respondents prefer 2go; nine of them are better off with BBchat; forty-nine are good with Facebook; sixteen of the respondents flow with twitter handle; about six of them prefer to use LinkedIn; the other six of the respondents use Eskimi and about five of the respondents use Badoo; one hundred and thirty-three of the respondents favour whatsapp; while about four say they prefer the other sites that were not mentioned.

Table 12: Why do you prefer it?

Response	Frequency	Percentage
It is faster	46	18.47
It is cheap and reliable	59	23.69
It opens multiple pages at the same time	101	40.56
It has good reception	34	13.65
others	9	3.61
Total	249	100

From the table above, forty-six of our respondents prefer their site because it is faster; fifty-nine of the respondents say they chose the site because it is cheap and reliable; one hundred and one of the respondents chose their preferred site on the basis that it opens more than one page at a time thereby enabling them to do multiple things at a time; thirty-four of the respondents say their chosen site has good reception. Nine of the respondents say they made their choice of site on other grounds other than those listed.

Table 13: If not, why?

Response	Frequency	Percentage
It is time consuming	32	12.85
It is more expensive	119	47.79
It's addictive nature	38	15.26
I just don't like them	51	20.48
Indifferent	9	3.61
Total	249	100

From table 13, thirty-two of the respondents did not chose the other network sites because they are known to be time consuming. One hundred and nineteen of the respondents say that their unfavoured sites are more expensive; thirty-eight of the respondents said they did not favour the other sites because they are known to be more addictive in nature; fifty-one of the respondents did not just like the other sites; while nine of the respondents are indifferent of the sites.

Table 14: Where do you browse?

Response	Frequency	Percentage
Home	101	40.56
School	32	12.85
Café	23	9.24
On the road	9	3.61
Everywhere	84	33.73
Total	249	100

Table 14 reveals that one hundred and one of the respondents do their browsing while in their homes; thirty-two of the respondents browse when they are in their different schools; twenty-three of the respondents browse at the café while nine of the respondents do browse when walking on the road. Eighty-four of our respondents said that they do their browsing everywhere.

Table 15: How often do you go online (browse)?

Response	Frequency	Percentage
Very often	64	25.70

Often	42	16.87
Sometimes	100	40.16
Seldom	31	12.45
Never	12	4.82
Total	249	100

The table above seeks to find out how often the respondents visit the internet. From the response got, sixty-four of the respondents browse very often; forty-two of them are often on the internet; one hundred of the respondents favour 'sometimes'; thirty-one of them seldomly are on the internet, while about twelve of the respondents do not browse at all.

Table 16: How many hours on the average do you spent online daily?

Response	Frequency	Percentage
Above 6 hours	21	8.43
5 hours	39	15.66
2 - 4 hours	84	33.73
1 hour	64	25.70
Less than 1 hour	29	11.65
None	12	4.82
Total	249	100

Table 16 gives information about the actual time spent by respondents on the internet. Twenty-one of the respondents said that they spend above 6 hours on the net daily. Thirty-nine of the respondents said they spend the average of 5 hours daily on the internet; eighty-four of the respondents say they spend between 2 and 4 hours daily on the net; sixty-four of the respondents say they give the internet their one hour daily; while about twenty-nine of the respondents spend less than one hour daily browsing. However, twelve of the respondents do not browse.

Table 17: What do you browse on the internet?

Response	Frequency	Percentage
Education matters	38	15.26
Sports and news	34	13.65

Entertainment	68	27.31
Chat with friends	86	34.54
others	23	9.24
Total	249	100

Table 17 reveals what teenagers in Nigeria give their time on the internet. Thirty-eight of the respondents browse education matters; thirty-four of them browse sports and news; sixty-eight of the respondents visit the internet to keep abreast with entertainment happenings; eighty-six of the respondents said that they are always on the internet to chat with friends; while twenty-three of the respondents browse other things other than the ones listed.

Table 18: What satisfaction do you derive from your browsing?

Response	Frequency	Percentage
Information	56	22.49
Affiliation (friendship)	98	39.36
Entertainment	68	27.31
Pornography	8	3.21
Personal/undisclosed	19	7.63
Total	249	100

The above table shows what the respondents get in return for staying connected to the social network sites. Fifty-six of the respondents favour information; ninety-eight of the respondents say it is for affiliation and friendship; sixty-eight of the respondents say that the network sites entertain them; about eight of the respondents say that the site is for pornography; while nineteen of the respondents connect to the network sites for personal and individual reasons which they do not intend to share.

Table 19: Does the use of social media affect your academic performance?

Response	Frequency	Percentage
Yes	136	54.62
No	67	26.91
Indifferent	46	18.47

Total	249	100
--------------	-----	-----

The above table seeks to find out from the respondents their feelings about the effect of their connection to the various social network sites on their academic performance. One hundred and thirty-six of the respondents believe that the social network sites have an effect on their academic performance. Sixty-seven of the respondents do not see any relationship between their connectivity to the social network sites and academic performance. Also, forty-six of the respondents are indifferent of the relationship.

Table 20: How has the use of the social networking sites affected your academic performance?

Response	Frequency	Percentage
Positive	79	31.73
Negative	57	22.89
Undecided	113	45.38
Total	249	100

From table 20 above, seventy-nine of the respondents see the social network sites as having a positive impact on their academic performance; while fifty-seven of the respondents are of the view that there is a negative relationship between the social network sites and their academic performance. However, one hundred and thirteen of the respondents do not yet have any view in this regard.

4.2. Discussion of Findings

This section discusses the data collected from field survey on the topic “the impact of social networking sites on the performance of Nigerian teenagers: a study of selected senior secondary school students in the Enugu South Local government Area of Enugu State, Nigeria. The data was contained in the two hundred and forty-nine fully completed copies of questionnaires retrieved from the respondents out of two hundred and eighty copies distributed.

Research question 1: Do teenagers in Nigeria make use of social networking sites?

Tables 6,7,8,9,10,11,12,13, and 14 were used to answer this question. The data on table 6 showed that 208 respondents (83.53%) either owned a desktop, laptop computer, tablet, ipad, blackberry or ordinary phone. Table 7 showed that 171 respondents (68.67%) had access to the internet, while 78 respondents (31.33%) said they do not have access to the internet. Table 8 indicated that 228 of the respondents (91.57%) were aware of the social network sites, while 21 (8.44%) were not aware. Table 9 showed that 226 respondents know about 2go; one hundred and thirty-six (136) of the respondents know things about BB chat; two hundred and seven (207) of the respondents know about Face book; one hundred and eighty-seven (187) know about twitter;

ninety-eight (98) say they know the LinkedIn; sixty six (66) respondents know Eskimi; seventy-nine (79) of them know about Badoo; while two hundred and ten of them (210) know about whatsapp. However, eighteen (18) others say they have knowledge about other sites not listed. The implication of this data is that respondents are versatile in their knowledge of social network sites as individual respondents know more a couple of sites.

Table 10 indicated that 136 (54.62%) of the respondents favour the use of Whatsapp while 52 (20.88%) use the Face book. 15 (6.02%) of the respondents favour the use of 2go while 12(4.82%) have BB chat and Twitter account respectively. 7 (2.81%) of the respondents have LinkedIn and Badoo accounts respectively while 6 (2.41%) have Eskimi account. 0.8% (ie 2) of the respondents use other social network sites apart from the ones listed.

Table 11 showed that majority of the respondents represented by 153 (53.41%) preferred whatsapp, 49 (19.68%) of the respondents favour the use of Face book while 21 (8.43%) prefer the use of 2go. 16 (6.43%) prefer to use twitter handle, while 9 (3.61%) of the respondents are at home with their BBchat. 6 (2.41%) each of the respondents prefer the use of LinkedIn and Eskimi respectively, while 4 (1.61%) of the respondents prefer the use of other sites apart from those mentioned. Table 12 reveals the respondents reason behind their choices. 101 (40.56%) of the respondents made their choice of a social network site because it opens multiple pages at the same time, 59 (23.69%) of the respondents choose their site because it is cheap and reliable. Also, 46 (18.48%) chose sites that go faster while 34 (13.65%) of the respondents went for sites that have good reception. 9 (3.61%) of the respondents said their choices were influenced by other factors other than the ones listed. In table 13, 119 (47.79%) of the respondents jettison the other network sites because they are more expensive, 51 (20.48%) did not choose the other sites base on their personal dislike for them. 38 (15.26%) of the respondents left the other options on the ground of their addictive nature, while 32 (12.85%) of the respondents left them for the reason of time consuming. However, 9 (3.61%) of the respondent were indifferent about reasons for their choice.

Research Question 2: How much time do teenagers in Nigeria spend on social sites?

This research question is aimed at finding how often Nigerian secondary school teenagers go online. The data on table 14, 15 and 16 answered this research question. Table 14 indicated that 101 (40.56%) of the respondents browse at home, 84 (33.73%) of the respondents do their browsing with their mobile gadgets wherever they are. 32 (12.85%) of the respondents access their site of choice when in school, 23 (9.24%) of them do their browsing at the café, while 9 (3.61%) browse on the road.

From the findings in table 15, it is obvious that majority of the respondents represented by 100 (40.16%) go online sometimes, 64 (25.70%) chat online very often, 42 (16.87%) of the respondents go online often, while 31 (12.45%) do their chat seldomly, whereas, 12 (4.82%) of the respondents do not chat at all. Table 16 gives the detail of hours teenagers in Nigeria spend on the average each day on the internet. 84 (33.73%) spend between 2 and 4 hours on the net daily; 64 (25.70%) spend the average of 1 hour on the chat with friends, 39 (15.66%) spend 5 hours on the net, 29 (11.65%) of the respondents give less than 1 hour each day to chatting with friends. However, 21 (8.43%) of the respondents give more than 6 hours on the average each day to friends online, while 12 (4.82%) of the respondents do not have time for such pleasure.

Research Question 3: What nature of activities do teenagers in Nigeria engage in on social networking sites.

Table 17 critically enquired into the research question 3; 86 (34.54%) of the respondents agreed that they were always online on a chat with friends; 68 (27.31%) of them went online to keep abreast with entertainment update, 38 (15.26%) said they went online for educational purpose while 34 (13.65%) went for sports and news updates; 23 (9.24%) of the respondents said they went online for other reasons not mentioned. From table 18, 98 (39.36%) of the respondents derive their satisfaction when they chat with friends and keep affiliations online. 68 (27.31%) say it is for entertainment; 56 (22.49%) were satisfied with information they get online; 19 (7.63%) get undisclosed satisfaction from the net, while 8 (3.21%) of the respondents get satisfaction online when they access pornographic movies.

Research Question 4: What impact do social networking sites have on Nigerian teenagers.

From the findings in table 19, 136 (54.62%) of the respondents favour the side that social networking sites have an effect on the academic performance of teenagers. 67 (26.91%) of the respondents disagree with the assertion that the social networking sites have effect on academic performance of teenagers, while 46 (18.47%) do not belong to any side. According to the data in table 20, the study reveals that 113 (45.38%) of the respondents were undecided at to the nature of the effect of social networking sites on Nigerian teenagers; although 79 (31.73%) see the social networking sites as impacting positively on the Nigerian teenagers while 57(22.89%) of them maintain that the impact is negative.

5. Summary of Findings, Conclusion and Recommendations

5.1. Summary of Findings

The study reveals that teenagers in Nigeria have vast knowledge about various social networking sites and also make use of them. Nigerian adolescents have embarrassed this new way of communicating with classmates and keeping in touch with friends. Mostly favoured sites among the Nigerian teenagers are the Whatsapp followed by the Facebook and the 2go. This is mostly used for updating their profiles and status, regularly writing on friends' walls and uploading their pictures. There are others who go online just to while away their time, whereas, they would have used those times for more important things.

It was also gathered from the study that although teenagers find their social networking sites membership very important in their lives, they are also aware of the benefits of education and other better ways of utilizing the sites. This accounts for some students who use the social networking sites for academic purposes not minding that others use it for non-profitable ventures like watching pornographic movies. Some of the teenagers have got so addicted to the social networking sites that they get agitated when they cannot gain access to the sites.

However, the study reveals that the social networking sites have more positive effect than negative effects on the academic performance of the students; and that its effect on a particular student depends on the individual's socio-educational and psychological capacity.

The major finding of this study is that there is no significant relationship between the academic achievement of students who go online and those who do not.

5.2. Conclusion

The result of this study have shown that in agreement with Abraham Maslow in his hierarchy of needs theory, everyone has needs to love, be loved and for belongingness. Social network has come to stay; notwithstanding, teenagers need to strike a balance between the use of social networking sites and their studies. The study shows that students browse and chat in class even when studies are on-going and when they ought to be doing other more profitable things, they are so gripped online in their chats. This shows great misuse of resources of time and intellect. Although it has not been proven to be the cause for students' poor academic performance, time management is of great essence, as it enhances efficiency and productivity. The findings of the study also reveal that social networking sites can be beneficial to teenagers and students if properly and appropriately used.

5.3. Recommendations

Given the findings and the conclusions above, the study recommends that students should be able to rightly place their priorities in their academic work rather than misuse their times in non-profitable things. School administrators on their own should be able to build on the positive use of social networking sites such as joining students in group and helping them meet other student groups online. By this, they can bring to limelight the risks and benefits associated with the use of the social sites and help students to overcome the negative behavior associated with these sites as well as educating students on the best and most efficient ways of using these sites to support learning.

Counselors should also communicate to parents about their children's behavior and use of internet, and where and when necessary schedule meetings with parents on account of their children's behavior as it will help for continuous monitoring of behavior.

The study recommends that parents should keep their eyes on the children to ensure that their use of the internet does not interfere with their homework and studies and help the teenagers to achieve effective time allocation to tasks and management. This will help achieve efficiency and high productivity.

Reference

- Agbanu, V. & Nwabueze C. (2011). *Readings in Mass Communication; Global Perspective of Communication Issues*. Enugu: Rhyce Kerex Publishers.
- Agee, W. (1922). *Public Opinion*. New York: MacMillian Free Press.
- Aina, S. (2003). *Anatomy of Communication*. Abeokuta: Julian Publishers.
- Akuezuito, O. (1993). *Research methodology and Statistics: (standard edition)* Port Harcourt: Nuel centi publishers.
- Albertazzi, D. & Cobley P. (2001). *The media: an introduction: (3rd edition)*, England: Pearson Education Limited.
- Amogu, O.E. (2008). *Management Theories and Models*: Enugu: Chinecherem Press.
- Awake magazine (February 2012); what you should know about Social Networking. Retrieved October, 2015. www.wikipediafreeencyclopedia/wiki/socialnetworking.
- Bitner, R.J. (1989). *Mass Communication: an introduction: (3rd edition)*, New Jersey: Prentice Hall Incorporation.
- Boyd, D. (2007). Social Network Sites. Public, Private or what? *Knowledge tree* 13(1), 1-17.

- Boyd, D.M. & Ellison N.B. (2007). Social Network Sites: Definition, history and scholarship. *Journal of Computer Mediated Communication*. 13, 210-230.
- Boyd, D.M. & Ellison N.B. (2007); Timeline of the Launch dates of many Social Network Sites: Brian, K.W. & Stacy, C.S. (2011). Using information technology: a practical introduction to computer and communication. New York: McGraw Hill.com/did you know/internet/2002/vs.asp.
- Bryer, T. & Zavattaro, S. (2011). Social media and public administration: Theoretical dimensions and introduction to symposium: *Administrative theory and Praxis* 33(3), 327.
- Cabral J. (2011). Is Generation Y addicted to Social Media? *The Elon Journal of undergraduate Research in Communications*, vol.2(1).
- Chen, B. & Bryer T. (2012). Investigating Instructional strategies for using social media in formal and informal Learning. *The International review of Research in Open and Distance Learning*, 13(1), 87-104.
- Chinaka, L.N. (2006). Research in communication and other behaviorial sciences. Enugu, Ryce Kerex.
- Conolly, M. (2011). Benefits and Drawbacks of social media in Education, Retrieved from Wisconsin Centre for Education Research: http://www.wcer.edu/news/coverstories/2011/benefits_and_drawbacks.php.
- Downe, B. (2009). Schooling, productivity and the enterprising self: Beyond market values. *Critical studies in Education*, 50(1).
- Enukuomihin, O.A. (2011). ICT CGPA: Consequencies of social networks in an internet driven learning society: *International Journal of Computer trends and Technology*, vol. 2, Issue 2.
- Gemmil, E, & Peterson M. (2006): Technology use among College Students: Implications for students affairs professionals. *NASPA, Journal* 43(2), 280-300.
- Golder, S.A., Wilkinson, D. & Huberman, B.A. (2007). Rhythms of social interaction: Messaging within a massive online network in Steinfield, London, Springer.
- Graeme, B. (2010). *Media and society: Critical perspectives*. (2nd edition), England, Burton: McGraw Hill.
- Griffiths, M.D. & Kuss, D.J. (2011). Online Social Networking and Addiction – A review of the Psychological literature. *International Journal of Environmental Research and Public Health* 8(9)3528 – 3552.
- Gross, L.S. (2010). *Electronic Media: an introduction* (3rd edition). New York: McGraw Hill International Edition.
- Hampton, K.N., Sessions-Goulet, L., Ranie L., & Purcell, K. (2011): *Social networking sites and our lives*. Washington D,C. Pew Research Centre.
- Hassan, T. (1998). *Understanding Research in Education*. Lagos: Merrifield Publishing Company.
- Jenkins, H. (2006). *Where old and new media collide*: New York: Convergence Culture.
- Jonah, A. (2013). *Social networking: the new Nigeria*. The Bug (8th Edition). P.2.
- Kacie, D. (2009). Use of Social networks: Strength impact of prolife Youths. *National Rights to a Life (NRL) News* pg 9, Jan. 2009, vol 36(1).
- Lampe, C., Ellison, N.B., & Steinfield, C. (2007). The benefits of Facebook friends: Social capital and college Students' use of online social network sites. *Journal of computer-mediated communication*, 12(4), 1143 – 1168.

- Lenhart, A. (2009). *Teens and Social Media: An overview*. New York, Pew Internet & American Life Project.
- Lenhart, A. & Madden, M. (2007). *Teens, privacy and Social Networks: Summary of Findings*. <http://www.pewinternet.org/reports/2007/teens-privacy-and-online-social-networks/1-summary-of-findings.aspx>. (retrieved 24/8/2015).
- Lippman (1922). *Public Opinion*. New York, MacMillian free Press.
- Morahan-Martina, J and Schumacher, P. (2000). Incidence and correlates of pathological internet use among college students. *Computers in human behavior*, 16. 13 – 29.
- Obi, N.C., Bulus, I.D., Adamu, G.M., & Sala’at A.B. (2012). The need for safety consciousness among youths on social networking sites. *Journal of applied science and management (JAMS)* 14(1).
- Olawepo, G.T., and Oyedepo, F.S. (2008). *Data communication and computer networks*. Ilorin: Adek publisher.
- Olubiyi, S. (2012). *Social media and Nigeria Youth Burden*: <http://blueprinting.com/2012/12/social-media-and-nigeria-youth-burden>. retrieved 21/08/2015.
- Olowu, O.O., & Seri, F.O. (2012). A study of social network addiction among youths in Nigeria. *Journal of social science and policy*. Review 4 Sept, 2012.
- Onasanya, S.A., Ayelaagbe, S.O., Laleye, A.M. (2012). Mobile phones and adult education in Nigeria: Prospects and future challenges. *New Media and Mass Communication* (8) 1-6. <http://www.iiste.org/journal/index.php/NMMC/article/views/3775/3824>.
- Onasanya, S. A., Olelekan, S.Y., Ayelegba, S.O. & Akingbemisilu, A.A. (2013). Online social network and academic achievement of University students – the experience of selected Nigerian Universities: *Information and knowledge Management*, vol. 3 (5).
- Onyeka, N.C., Sajoh, D.I. & Bulus, L.D. (2013). The effect of social Networking sites usage on the studies of Nigerian Students. *International journal of Engineering and Science (IJES)*, vol. 2; 39 – 46.
- Pasek, J. & Haggitai, E. (2009). Facebook and academic performance: Reconciling a media sensation with data. *First Monday* 14(5 – 14).
- Pew (2009). Infographics: <http://www.pewinternet.org/infographics/generational-differences-in-SNSs.aspx>.
- Raji, A.K. and Abdulkareem T.L. (2009). *Introduction to the Internet and HTML*. Ilorin, Rafmik International Print Limited.
- Ranie,L. (2011). *The new educational ecology*. Orlando, Florida.
- Rosen, I. (2011). *Poke Me: How social networks can both help and harm our kids*. Washington DC; American Psychological Association.
- Zwart, M.D., Lindsay, D., Henderson, M. & Phillips, M. (2011). *Teenagers, legal risks and social networking sites: Victoria Australia*; Victoria Law Foundation.