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victor chuks nwokedi Dr.

University of Jos, victorchuksnwokedi@yahoo.com

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USE OF SOCIAL NETWORKING SITES AMONGST UNDERGRADUATES: A CASE STUDY OF DEPARTMENT OF THEATER AND FILM ARTS, FACULTY OF ARTS, UNIVERSITY OF JOS, JOS, NIGERIA

VICTOR CHUKS NWOKEDI *Ph.D., CLN, FIASR*

***UNIVERSITY OF JOS,
FACULTY OF EDUCATION,
DEPARTMENT OF SOCIAL SCIENC EDUCATION,
LIBRARY AND INFORMATION SCIENCE UNIT.
E-mail: victorchuksnwokedi@yahoo.com***

Abstract

This study examined the Usage Patterns of Social Networking Sites (SNSs) amongst Undergraduate Students of Department of Theater and Film Arts, Faculty of Arts, University of Jos, Nigeria. The study was guided by nine objectives. Survey research design was adopted for the study. The target population was all the 348 First year Students in the Department of Theater and Film Arts, Faculty of Arts, University of Jos. Since, the population (348) was manageable, there was no need for sampling. Hence, all the students were adopted in the research. The research instrument adopted was questionnaire. Data collected were analyzed using frequency counts, percentages and means. The findings of the study revealed among others that: the students of Department of Theater and Film Arts make use of SNSs; they used Mobile Phones to access the SNSs; their preferred access point for using the sites were hostels and lecture halls in that order; most of the students admitted to be a member of at least one SNS. However, their main purposes for using the SNSs were to maintaining social contacts with friends/relatives and for academic purposes. Nevertheless, their preferred SNSs were Facebook and WhatSapp in that order; they also admitted that the main benefits of SNSs could be expressed in Social Activities, Academic Exercises, Information Dissemination and Business Activities. However, it was recommended among others that: University of Jos Management should organize seminars, conferences and workshops on the benefits of using SNSs for academic purposes. However, the negative aspects or the dangers associated with the use of the SNSs and ways to avoid them should also be highlighted. The research therefore, concludes that the uundergraduate students of Department of Theater and Film Arts, Faculty of Arts, University of Jos, use SNSs. No doubt the use of SNSs have some educational benefits, there is a need to educate students about the ways of using SNSs and the perils associated with it, to help them understand that though very much in trend, they should be used cautiously.

Key words: Social, Networking, Sites, Use, Students, University, Jos, Nigeria.

Background of the Study

A Social Networking Site (SNSs) is an online platform that allows users to create a public profile and interact with other users on the website. SNSs usually have a new user input a list of people with whom they share a connection and then allow the people on the list to confirm or deny the connection. After

connections are established, the new user can search the networks of connections to make more connections. A SNS is also known as a social networking website or social website.

The journey of social networking started with Six.Degrees.com in 1997, followed by others such as Live Journal, Friendster, LinkedIn, MySpace, Flickr, YouTube, and Facebook⁵. Now, there are special categories of SNSs dealing with different fields of life like business (LinkedIn), education (Classmates), research (Research Gate), writers (My Creative Community), books (Shelfari), travel (Trav Buddy), religious (My Church) and many more. Even there are content specific SNS also like Flickr (photo sharing), Twitter (text sharing), Last.FM (music listening habits) and YouTube (video sharing). People, now use SNSs to connect with others in many ways, including dating, meeting people with common interests and sharing information.

It is very easy to get carried away with the attention and interactions you can have twenty four hours a day on websites like Facebook, Twitter, and Instagram, but what are the effects that these SNSs are having on our undergraduates in respect to their academic activities. It is obvious that our undergraduates spend a lot of precious time engaged in these SNSs, even while lectures are going on. The educational benefits of SNSs are undeniable. If carefully used and properly implemented, these are powerful tools in education. It was based on this scenario that this research was designed to assess the use of SNSs amongst the undergraduate students of University of Jos, using the Department of Theater and Film Arts students as a focal population. The choice of first year undergraduate students of Department of Theatre and Film Arts of University of Jos is because the students of this department are usually social and friendly, probably because of the nature of their programme which often involves dancing, acting, cracking jokes, etc. The choice of first year students is because it has been established that the use of SNSs are more common amongst the fresh undergraduates (Gok, 2016).

The Faculty of Arts came into being during the 1974/75 academic session as the Faculty of Arts in the Jos campus of the University of Ibadan and moved to the Bauchi Road Campus during the 1975/76 session. The foundation departments in the faculty were English, History, Languages & Linguistics, Theatre and Film Arts and Religious Studies. In 1975, the University of Jos was established and the Faculty of Arts was renamed the Faculty of Arts of the University of Jos. Over the years, the foundation departments were consolidated. Experienced staff were recruited while new undergraduate and postgraduate programmes were developed.

Statement of the Problem

Due to frequent addiction on the use of SNSs by undergraduates (Owusu-Acheaw & Larson, 2015), this has generated concerns among school authorities, communication experts and socio-psychological researchers about the benefits and potential risks facing undergraduates, as they engage in online social networking to cater for their social and information needs. What is more, addiction to SNSs can distract the attention of the students from concentrating on their academic activities. The educational benefits of SNSs are undeniable. If carefully used and properly implemented, these are powerful tools in education. Hence, there is the need to assess the SNSs usage patterns of students in order to monitor and control its excessive use. This study is concerned with the trends in the use of the SNSs, what benefits students derive from using the sites, the dangers associated with them and ways to avert such dangers.

Objectives of the Study

The general purpose of the study is to find out the place of the use of SNSs by undergraduate students of the University of Jos, using undergraduates of Department of Theater and Film Arts as a focal population. The specific purposes of the study are as follow:

1. To Assess the Use of SNSs Amongst the Undergraduates;
2. To Determine the Devices the Undergraduates Used in Accessing the SNSs;
3. To Assess Preferred access points for using SNSs by the Undergraduates;
4. To Determine the Membership of SNSs amongst the Undergraduates;
5. To Ascertain the Purpose for using the SNSs by the Undergraduates;
6. To Identify Ten (10) Most Used SNSs amongst the Undergraduates;
7. To Determine the Benefits of SNSs amongst the Undergraduates;
8. To Assess the Dangers Associated with SNSs by the Undergraduates;
9. To Examine Ways to Remedy the Negative Issues Associated with Use of SNSs by the Undergraduates.

Literature Review

SNSs are online platforms that provide opportunities for users to create personal profiles, create content, and share them by connecting with others on the platform (Manzoor, Ahmad, & Gousia, 2017). Due to the pervasive and viral properties of SNS, it has been largely successful for information sharing and dissemination. It is considered as the way of life for almost all Internet users (Karpinski, Kirschner, Ozer, Mellott, & Ochwo, 2013) and has gained popularity in higher educational institutions. Although one can argue that the ubiquitous nature of SNSs at universities has impacted on how students collaborate and communicate (George, 2017), its impact on student engagement has not been adequately explored (Gok, 2016).

Social networking has really become an integral part of people in daily lives (Manzoor, et al, 2017). Lee, (2014) indicated that people have a SNSs account based on difference reasons (making new friends, following famous people, sharing personal information, commenting the events, etc.). These people addicted to SNSs are regarded as “heavy users”. Gok (2015) conducted a research to determine the positive and negative effects of SNSs. Eke, et al (2014) reported that SNSs has negative impacts (anxiety, behavioral changes, mental health problems, psychological effect, severe loss of personal productivity, stress, a sense of guilt and crisis, etc.) on adolescents. Croxton (2014) indicated that many adolescents preferred technological communication in order to express their feelings and thoughts instead of using face to face communication. Wang (2016) showed that young adults spent plenty of time on SNS instead of doing homework, studying the courses, and preparing examination. Alt (2015) reported that students’ grades are negatively affected due to use of SNSs.

Eke, et al (2014) carried out a study to investigate the use of SNSs among the undergraduate students of university of Nigeria Nsukka. The objectives of the study were to ascertain the various categories of SNSs used by UNN Undergraduates, to examine the extent of usage of SNSs by UNN Undergraduates, to examine their (UNN Undergraduates) purposes of using SNSs, to determine the benefits of using SNSs and to identify the dangers associated with social networking and to proffer strategies to ameliorate such dangers. The study adopted the descriptive survey research design which was employed to derive responses from a sample size of 150 undergraduate students of university of Nigeria Nsukka who were selected via random sampling techniques. Data were collected from this population using questionnaire. The 150 respondents completed and returned the questionnaire correctly representing 100% response rate. Means (\bar{x}) were used to analyze the six research questions that guided the study. The result of the

study reveals that mostly all the student were using the SNSs in interaction with friends, connecting to their class mates for online study and for discussing serious national issues and watching movies etc. There are also laudable benefits of using SNSs and dangers associated with social networking and such dangers can be ameliorated using the strategies available in the work. Drawn from the findings, it was recommended that university Authorities should organize seminars to enlighten students on the not-so good aspects of SNSs etc. In addition useful suggestions for further research were equally made. Student engagement is the physical and psychological effort students devote to academic experience. It involves both in-class and out-of-class activities (Seifert, 2016). Thus, it includes collaborative learning and support. It is the effort students dedicate to everyday school activities. As mentioned earlier, there is enough evidence that supports the existence of a relationship between student engagement and learning outcomes (Lee, 2014; Soffer & Yaron, 2017).

Studies have shown that the amount of interaction and level of quality, directly influence students' learning and development (Croxtton, 2014). As an attempt to promote and improve the effectiveness of student engagement, several studies have emphasized the use of SNSs. This is because; existing research has demonstrated that social networking play an important role in student engagement (George, 2017).

Lim & Richardson (2016) made an attempt to study the activities and reasons for using SNSs by post graduate students and research scholars. Results of the study found that majority of the respondents were aware of and making use of such application in their research work. The study also revealed that Facebook is most popular SNSs among all categories of students and research scholars.

Owusu-Acheaw & Larson (2015) indicates that most youngsters begin social networking at 14.6 years; the average time spent on Social Networking is 3.6 hours daily. Facebook is most preferred SNS for the function of Chatting and making friends, night chatting and interaction with the opposite sex is common, have interest in electronic gadgets, ignore daily activities, hide their online tasks from others, use SNSs secretly and feel frustrated in its absence. Owusu-Acheaw & Larson (2015) indicated that majority of teenagers they adopted in their research were addicted to SNSs and hence proper steps should be taken to create awareness among teenagers and their parents regarding the addictive behavior and risk factors associated with the usage of SNSs.

According to Subrahmanyam, Reich, Waechter, & Espinoza (2008) the biggest challenge is that many students perceive SNSs as an effective means for Chatting and making friends, night chatting and interaction with the opposite sex and not for educational and research tool. They further submitted that the use of SNSs for academic purposes is still limited and therefore, calls for investigations in different educational institutions, geographical, and sociocultural settings. It was based on this scenario that this research was designed to characterize the SNSs usage patterns of students of University of Jos, using the students of the department of Theatre and Film Arts, as a focal population.

Methodology

Research Design:

Survey Research Design was adopted for this study. According to Busher & Harter (1980) survey research design enables specific issues to be investigated through information gathering on people's opinions and beliefs over a wide population. This technique is relevant to this study because it involved sampling of opinions of Undergraduates of Department of Theatre and Film Arts, Faculty of Arts, University of Jos, on their SNSs usage patterns.

Population of the Study:

The targeted population for this study comprises all the (348) 100 Level students in the Department of Theatre and Film Arts, Faculty of Arts, University of Jos. Since, this population (348) is manageable; there was no need for sampling. Hence, all the students were adopted (Complete Census) in the research.

Research Instrument:

The instrument used for data collection was self-designed questionnaire. A 58 items structured questionnaire was designed. The questionnaire was divided into 2 sections. Section 'A' sought for information on personal (Demographic) data of the respondents. Section "B" sought for information on the students' usage patterns of the various SNSs; purpose for using the SNSs; benefits of using SNSs; dangers associated with SNSs.

Validation of the Instrument:

The questionnaire went through content validity check. Copies of the questionnaire were given to senior colleagues in the profession. The essence of this exercise was to ensure that the questions were clear, simple and appropriate for the study. On the basis of their suggestions and modifications, some of the

items were modified to suit the objectives of the study. A final draft of the questionnaire was then prepared and used for the study.

Pretest:

A pretest of the study was conducted using test and retest method. Twenty (20) students from the Faculty of Arts, University of Maiduguri, were used to test the reliability of the questionnaire. The reliability coefficient of $r=0.91$ was obtained, and the coefficient was considered high enough for reliability (Tiraieyari, Idris, Uli & Hamzah, 2011). This enabled the researcher to ascertain whether or not the questions asked were able to generate the required data. The questionnaire was then distributed.

Administration of Questionnaire:

Based on the total number (348) of the students in the Department of Theatre and Film Arts, Faculty of Arts, University of Jos, 348 copies of the questionnaire were produced and administered to the students in their lecture halls and collected after their lectures.

Method of Data Analysis:

Data collected were analyzed using descriptive statistics of frequency counts, percentages and means for answering the research questions. Tables were also provided where necessary.

Response Rate:

Three hundred and forty eight (348) copies of the questionnaire were administered to the students in their halls. Out of the 348 copies distributed, three hundred and five (305) copies were filled correctly, returned and found usable. This gave a response rate of 87.64%. (Table1).

DATA ANALYSES

Table 1: Response Rate

No. of Copies of Questionnaire Distributed	No. Returned (Frequency)	Percentage (%)
348	305	87.64

Source: Field Work

**Table 2: Use of Social Networking Site by the Undergraduates
N=305**

Respondents	Number Yes	Percentage (%) Yes	Number No	Percentage (%) No
305	296	97.05	9	2.95

Source: Field Work

Table 2 illustrates the use of SNSs by the respondents. This showed that majority 296 (97.05%) of the respondents admitted using the SNSs. However, 9 (2.95%) of the respondents stated that they have never used the SNSs.

**Table 3: Devices used for Accessing Social Networking Sites by the Undergraduates
N=296**

S/N	Devices	Frequency (NO.)	Percentage (%)
1	Mobile Phones	187	63.17
2	Laptops	48	16.21
3	Desktops	16	5.40
4	Tablets	45	15.20
	TOTAL	296	100.00

Source: Field Work

Table 3 shows the devices used for accessing the SNSs by the respondents. This revealed that majority 187 (63.17%) of the respondents agreed using mobile phones to access the SNSs. This was followed by 48 (16.21%); 45 (15.20%) and 16 (5.40%) respondents that submitted that they used Laptops, tablets and desktops, respectively.

**Table 4: Preferred Access Point for Using Social Networking Sites by the Undergraduates
N=296**

S/N	Access points	Frequency (NO.)	Percentage (%)
1	Café	19	6.41
2	Lecture hall	85	28.71
3	Library	62	20.94
4	Hostel	101	34.12
5	Home	16	5.40
6	Along the road	13	4.39
	TOTAL	296	100.00

Source: Field Work

Table 4 shows the preferred access points for using the SNSs by the respondents. This revealed that the highest proportion 101 (34.12%) of the respondents submitted that they accessed the SNSs in their hostels. This was followed by 85 (28.71%) of the respondents that claimed that they accessed the SNSs in the lecture hall. However, 62 (20.94%) of the respondents claimed library, 19 (6.41%) of the

respondents said café, 16 (5.40%) of the respondents submitted home, and 13 (4.39%) of the respondents affirmed along the road, respectively.

**Table 5: Membership of Social Networking Sites among the Undergraduates
N=296**

Respondents	Number Yes	Percentage (%) Yes	Number No	Percentage (%) No
296	296	100.00	00	00.00

Source: Field Work

Table 5 reveals the membership of SNSs by the respondents. All the 296 (100%) respondents agreed to be a member of at least one SNS.

**Table 6: Undergraduate Purpose for use of Social Networking Sites
N=296**

S/N	ITEMS	1 SA	2 A	3 D	3 SD	X mean	Remarks
1	For Communicating and interacting with friends.	186	110	0	0	3.62	Accepted
2	For online learning	99	171	21	5	3.21	Accepted
3	For finding friends online.	212	84	0	0	3.71	Accepted
4	For leisure and personal socialization	128	168	0	0	3.42	Accepted
5	For academic purposes such as group discussion and getting study partners online.	98	100	81	17	2.92	Accepted
6	For business transection	34	188	62	12	2.80	Accepted
7	For communicating, mobilizing and organizing national issues like politics, economy and religious matters.	31	193	65	7	2.84	Accepted
8	For private messaging, uploading photos and online profiles.	120	176	0	0	3.40	Accepted
9	For updating profile information's.	145	151	0	0	3.48	Accepted

Source: Field Work

Table 6 illustrates the respondents' purpose for using SNSs. This showed that the respondents accepted all the options in table 6, with statistical mean range of 2.80 – 3.71

**Table 7: Top Ten (10) Social Networking Sites used by the Undergraduates
N=296**

S/N	DEVICES	FREQUENCY (NO.)	PERCENTAGE (%)
1	Whatsapp	51	17.22
2	Facebook	58	19.59
3	Youtube	20	6.75
4	Yahoo	38	12.83
5	Instagram	14	4.72
6	Linkedin	29	9.79
7	Twitter	42	14.18
8	Badoo	3	1.01
9	Google+	39	13.17
10	My space	2	0.68
	TOTAL	296	100.00

Source: Field Work

Table 7 shows some of the most common SNSs used by the students. Largest proportion 58 (19.59%) of the respondents use Facebook. The next in ranking was WhatsApp with 51 (17.22%) respondents; twitter 42 (14.18%); Google+ 39 (13.17%); Yahoo 38(12.83%); Linkedin 29 (9.79%); Youtube 20 (6.75%); Instagram 14 (4.72%); Badoo 3 (1.01%); My space 2 (0.68%) respondents, respectively.

**Table 8: Benefits of using Social Networking Sites by the Undergraduates
N=296**

S/N	Benefits of using Social Networking Sites	1 SA	2 A	3 D	4 SD	X mean	Remark
1	It gives one News update	67	182	40	7	2.99	Accepted
2	It helps in collective thinking	51	196	31	18	2.92	Accepted
3	It helps in Increased exposure to varied view	31	219	40	6	2.91	Accepted
4	It encourages virtual meeting with co-research scholars	75	221	0	0	3.24	Accepted
5	It helps in research and learning.	23	235	28	10	3.30	Accepted
6	It support collaborative and peer to-peer learning.	28	238	23	7	2.95	Accepted
7	It helps in strengthening interpersonal relationships.	153	143	0	0	3.50	Accepted
8	It spreads Information incredibly fast	76	220	0	0	3.24	Accepted
9	It helps to find people with common interest	87	209	0	0	3.28	Accepted
10	It helps one to have command over language	73	159	60	4	3.00	Accepted

Source: Field Work

Table 8 illustrates the benefits of using SNSs by the respondents. This revealed that the respondents accepted that the SNSs are beneficial in all the options in table 8 with a statistical mean acceptance range of 2.91-3.50.

Table 9: Responses on the Dangers Associated with Social Networking Sites.
N=296

S/N	Dangers Associated with Social Networking Sites	1 SA	2 A	3 D	4 SD	X mean	Remark
1	Reputation damage	12	192	90	2	2.71	Accepted
2	E-crime e.g. identity theft, theft of valuable data, interruption of business, financial loss.	92	204	0	0	3.30	Accepted
3	Internet addiction	58	171	46	21	2.89	Accepted
4	It can lead to obesity	9	89	140	58	2.15	Rejected
5	Standard crimes e.g. kidnapping, fraud, murder.	35	168	62	31	2.68	Accepted
6	Immoral act e.g. prostitution, pornography.	13	234	43	6	2.85	Accepted
7	Lack of privacy	18	210	47	21	2.74	Accepted
8	Waste of time	21	163	64	48	2.52	Accepted
9	It can lead to stress	16	191	77	12	2.70	Accepted
10	Cyber Bully	21	198	70	7	2.77	Accepted
11	Laziness	18	164	64	50	2.49	Accepted

Source: Field Work

Table 9 displays the respondents views on dangers associated with SNSs. This showed that the respondents accepted all the option in table 9 with statistical mean range of 2.52-3.30. However, they rejected that SNSs usage, could lead to Obesity and Laziness with a statistical means of 2.15 and 2.49, respectively.

Table 10: Suggestions on Ways to Manage the Networking Sites Issues amongst the Undergraduates
N=296

S/N	Ways to Manage the Networking Sites Issues	1 SA	2 A	3 D	4 SD	X mean	Remark
1	Keep yourself safe. Protect your actual location.	126	121	40	9	3.22	Accepted
2	By not storing information you want to protect on any device that connect to Internet.	96	200	0	0	3.31	Accepted
3	By being careful on the kind of information you share about yourself, family and friends.	151	145	0	0	3.50	Accepted
4	By changing your passwords periodically and not reuse old passwords.	112	150	28	6	3.23	Accepted
5	By not posting anything that might embarrass you later, or that you don't want a stranger to know.	144	152	0	0	3.48	Accepted
6	By not sharing your username, passwords, social	92	178	21	5	3.19	Accepted

	security numbers, credit cards, bank information's, salaries with friends.						
7	By being thoughtful and limiting personal Information you share.	123	173	0	0	3.41	Accepted
8	By minimizing the time one spends on SNSs	129	160	7	0	3.40	Accepted

Source: Field Work

Table 10 reveals the respondents views on ways to manage the SNSs issues. This indicated that the respondents accepted all the options in table 10 with statistical mean range of 3.19-3.50.

Discussions of Results

Table 2 shows that majority 296 (97.07%) of the respondents admitted using the SNSs. This could be because of the huge benefits associated with the use of SNSs. It enable students to exchange ideas with their colleagues on issues concerning their educational and social lives. This finding corroborates the works of Eke, Omekwu & Odoh, (2014); Croxton (2014) and Alhazmi & Rahman (2013) who on separate occasions stated that most students used the SNSs for educational and social activities.

Table 3 shows that majority 187 (63.7%) of the respondents admitted that they used the mobile phones to access the SNSs. This could be because mobile phones are usually portable and can be easily acquired in the market because of its low price and availability. This finding agrees with the works of Domingo & Gargante (2016); Dyson, Vickers, Turtle, Cowan & Tassone (2015) and Ritala, Olander, Michailova & Husted (2015) who on separate accounts affirmed that mobile phones are the device of choice when accessing the SNSs by students.

Table 4 revealed that the highest proportion 101 (34.12%) of the respondents indicated that their preferred access point for using the SNSs was hostel. This finding could possibly be because the respondents are usually less busy after lectures. Hence large proportion of the students used the opportunity to engage in SNSs. It was surprising to discover that large proportion 85 (28.71%) of the respondents preferred using the lecture halls as their access point for accessing the SNSs. This could be because lectures usually bring all the students together in the lecture hall. Hence, it gives them opportunity to meet face-face to discuss issues they could not complete in the SNSs. In the process, the respondents may need to access the SNSs in the hall. This finding is in line with the works of Odunola (2015) and Eke, et al (2014) who on different occasions pointed out that undergraduates preferred accessing points for accessing the SNSs were hostels and lecture halls.

Table 5 showed that all 296 (100%) of the respondents agreed to be a member of at least one SNS. This finding could be because one must be registered as a member, before he/she can make contribution in the SNS. This observation support the findings of Lee (2014) and Seifert (2016) who independently affirmed that membership of SNSs are usually directly proportional to its usage.

Table 6 showed that the respondents accepted all the options in table 6, with statistical mean range of 2.80 – 3.71. This finding is in line with the works of Paliktzoglou & Suhonen (2014); Odunola (2015); Seifert (2016) and Eke, et al (2014) who on several occasions highlighted the purpose for using the SNSs among students of higher institutions to include: educational engagement, social life, business, entertainment and leisure.

Table 7 showed that the highest proportion of the respondents 58 (19.59%) and 51 (17.22%) admitted that Facebook and Whatapp are the most popular SNSs, respectively. This observation is in line with the work of Arrington (2005) which showed that about 85% of college students in United States had a profile up on Facebook. It also agrees with the work of Owusu-Acheaw and Larson (2012), in their study on students of Koforidua Polytechnic Ghana, discovered that the highest percentage 1002 (66.2%) of their respondents submitted that Facebook was their favourite SNS.

Table 8 revealed that the respondents agreed that SNSs have numerous benefits as highlighted in table 8. This finding corroborates with the works of Eke, et al (2014); Mbodila, Isong & Muhandji (2014); Kwon, Park, & Kim (2014); Gok (2016); Kwahk & Park (2016) and Waycott, Thompson, Sheard & Clerehan (2017) who on many occasions reported independently the benefits of using SNSs to include: corroborative learning, social interactions, teaching and research, and business activities. Even though SNSs are beneficial to students, Hadebe, Owolabi, & Mlambo (2017) and Fox & Moreland (2015) warned that its use among students should be moderated. Nevertheless, Jeng, He, & Jiang, (2015) and Martinez (2015) reported addiction of SNSs usage among students.

Table 9 revealed that the respondents agreed that SNSs have numerous dangers associated with its use as highlighted in table 9. This finding supports the works of Karpinski, Kirschner, Ozer, Mellott & Ochwo, (2013) and Alt (2015) who independently reported that the use of SNSs, if not moderated among students could lead to addiction, lack of privacy, laziness, isolation, stress, and waste of precious time that would have been dedicated to studies. However, Mtebe, & Raisamo (2014); Manzoor, Ahmad, &

Gousia, Y. (2017) and Eid & Al-Jabri (2016) submitted that SNSs could be used to perpetuate crimes like: cyber bully, pornography, fraud, murder, reputation damage, and kidnapping, especially among youths. These findings have reported the dangers associated with the use of SNSs and further amplified the need to monitor and check the use of the SNSs especially among the undergraduates of Nigeria Universities.

Table 10 highlighted the suggestions on the ways to manage the negative aspects of SNSs. The respondent agreed/accepted all the suggestions in the table 10. This report supports the research findings of many authors like Odero & Mutula (2017); Aslam, Shahzad, Syed & Ramish, (2013); Lim & Richardson (2016) and Scott, Sorokti & Merrell (2016) who on separate occasions submitted that some of the ways to avoid the negative aspects of SNSs include: reduction on time spent on SNSs, never expose your user name, passwords, credit cards, bank records, any personal information and your location. These findings have clearly shown that even though SNSs may be beneficial to students, its use should be regulated to avoid the negative aspects of the technology.

Summary of Finding

The findings of the research revealed that:

1. Most 296 (97.05%) of the respondents used the SNSs;
2. Majority 187 (63.17%) of the respondents used mobile phones in accessing the SNSs;
3. Highest proportions 101 (34.12%) and 85 (28.71%) of the respondents preferred access points were hostels and lecture halls, respectively;
4. All the 296 (100%) of the respondents that agreed using the SNSs, were members of at least one SNS;
5. The respondents purpose for using the SNSs could be summarized as follows: for social activities, education purposes, leisure, Information dissemination and business activities;
6. The highest proportion of the respondents agreed that Facebook and Whatapp were the most preferred SNSs, respectively;
7. The benefits of the SNSs are expressed in social engagements, educational activities, information dissemination, exposure to varied views and collective thinking;
8. The dangers associated with SNSs were e- crime, internet addiction, kidnapping, fraud, murder, immoral activities, health issues, laziness and waste of precious time;

9. The respondents accepted that the ways to reduce the negative impact of SNSs were: one should be thoughtful and limit personal, family and friends information shared in the SNSs, never share username, password, social security numbers, credit cards, bank information, salaries, and minimize time one spends in SNSs. However, other solutions proffered by the respondents are shown in table ten.

Conclusion and Recommendations

Social networking sites (SNSs) are online platforms that provide individuals with an opportunity to manage their personal relationship and remain updated with the world. The primary objective of the present research was to study the pattern of university of Jos undergraduate students' SNSs usage patterns, using the 100 level students of Department of Theater and Film Arts as a study population. The study concludes that the undergraduates use SNSs. Also many of these students used Mobile phones to access the SNSs. Their preferred access point for using the sites were hostels and lecture halls in that order. Most of them admitted to be a member of the SNSs. However, their main purposes for using the SNSs were to maintaining social contacts with friends/relatives and they also used them for academic purposes. Nevertheless, their preferred SNSs were Facebook and WhatSapp respectively. They also accepted the main benefits of SNSs to include among others: social, educational, communicational and business activities. The dangers associated to use of SNSs were in the following areas: crime, Immoral activities, health issues and waste of precious time. The undergraduates suggested ways to manage the negative aspects of the SNSs to include among others: thoughtful and limiting personal and family information shared in the SNSs.

Based on the findings of the investigation, the following recommendations were proffered:

1. Seminars, Conferences and workshops should be organized by the University of Jos Management for students on benefits of using SNSs for academic purposes. However, the negative aspects or the dangers associated with the use of SNSs and ways to avoid them should also be highlighted;
2. The undergraduate students should be disciplined enough, to minimize the time spend on SNSs.
3. Lecturers should help the students to make meaningful use of SNSs by incorporating them into their lessons and assignments. This can be done by introducing the students to the SNSs that are dedicated for academic works and research purposes;
4. Majority of the undergraduate students make use of mobile phones with internet facilities to access SNSs. Such students should be encouraged to use the same facility to engage in their academic pursuits (research and learning) instead of using such to engage in social activities;

5. Parents should advice and monitor their young adults to limit the time they spend on social networking;
6. The Undergraduates should be advised on the dangers and implications of getting addicted to social networking.

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