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**Librarian Perception on the Influence of Social Networking on the Behaviour of Secondary School Students in Benue State**

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**Abstract**

*This study was designed to examine librarian perception on the Influence of Social Networking on the Behaviour of Secondary School Students in Benue State. The research design is descriptive survey. The Population of the study includes all the students in some selected secondary schools in the three LGAs of Benue state that were randomly selected. The population of students in some selected secondary schools in Logo L.G. A is 10,000, while the population of students in some selected secondary schools in Gboko LG.A. is 15,000 and the population of students in some selected secondary schools in Otokpo LG.A. 8,000 making 33,000. The instruments for data collection is the questionnaire with 20 items. This is structured under four likert scale of strongly agree (SA), Agree (A), Disagree (D) and strongly Disagree. The paper. Data was collected and analysed using mean and Standard Deviation (SD) for research questions. Acceptance point for the items was mean of 2.50. Recommended that There is the need for all stakeholders: Parents, Guardians, Teachers and the government through the National Broadcasting Commission (NBC), The Nigerian Communication Commission (NCC) and the National Orientation Agency (NOA) to embark on programmes of sensitization that can enable the secondary school students to better understand a more positive and beneficial usage of social media. Such sensitization should also help them to see the need to engage in social media sites that are empowering in the areas of academics and personal knowledge. This will help the youths to avoid wastages in terms of time and money on irrelevant things on social media. Parents and Guardians should sustain constant monitoring of the activities their children are engaged in on social media so as to minimize the risks posed by social media. The government through its security agencies needs to constantly check social media sites to ensure that the right materials are posted which will enhance the fundamental wellbeing of the secondary school students and curb insecurity. Youths should be encouraged to appreciate the need for face to face interaction through sensitization on the gains of face to face interaction and also creating social events that constantly bring them together among others.*

**Key Words:** Librarian, Perception, Influence, Social, Networking, Secondary, Schools and Students

## **Introduction**

Social networkings are communication interactive platforms that the contemporary youths pride themselves on and enjoy access to information at wider, varied and faster rate when compared with generations before them. Besides, contemporary youth enjoy social networking relationships and are able to initiate and form personal relationships in distant lands without physical contact with those they enter into relationships with (Adejomoh, Ngozi and Kaakighir, 2019).

Social network sites deeply penetrate their users' everyday life and, as pervasive technology, tend to become invisible once they are widely adopted, ubiquitous, and taken for granted (Luedtke, 2003 as cited in (Debatin, Lovejoy, Horn and Hughes, 2009). Social networking has become part of the daily life experiences for an increasing number of people. The rapid adoption of social network sites by teenagers in the United States and in 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 activities like face-to-face friendships, or are they different, or complementary? (Tion, Ilo and Beetseh, 2019 and Boyd, 2007). Social network sites (SNSs) such as Friendster, CyWorld, and MySpace allow individuals to present themselves, articulate their social networks, and establish or maintain connections with others. These sites can be oriented towards work-related contexts (e.g., LinkedIn.com), romantic relationship initiation (the original goal of Friendster.com), connecting those with shared interests such as music or politics (e.g., MySpace.com), or the college student population (the original incarnation of Facebook.com). Participants may use the sites to interact with people they already know offline or to meet new people (Ellison, Steinfield and Lap, 2007). Social networking has become

part of the daily life experiences for an increasing number of people (Kuppuswamy and Narayan, 2010). Socializing via the Internet has become an increasingly important part of young adult life (Gemmill and Peterson, 2006). The popular image of young people is of them 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 cell phones, laptops, iPods, and online “social networks” such as MySpace, young people are not only staying connected with their peers but are also becoming more adept at keeping up with world events and helping to shape them (Okike, Terna and Beetseh, 2019 and Kacrie, 2009). With so many social networking sites displayed on the internet, students are tempted to abandon their homework and reading times in preference for chatting online with friends. Many students are now addicted to the online rave of the moment, with Facebook, Twitter etc. Today most youths and students possess Facebook accounts. The reason your ward is performing badly in school might not be far-fetched. While your mind might be quick to blame the poor quality of teachers, you might have to think even harder, if you have not heard of the Facebook frenzy (Oche and Aminu, 2012). Olubiyi, 2012 noted that these days’ students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theatres, it has been observed that some students are always busy ping-ponging or Facebooking, while lectures are on.

Social network can also be referred to as a map of specified ties, such as friendship, between the nodes being studied. The nodes, to which an individual is thus connected, are the social contacts of that individual; the network can also be used to measure social capital the value that an individual gets from the social network. Social networking sites include: Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), Google talk, Google+ Messenger, and

many more. These networking sites are used by most people to interact with friends, physical or internet friends (Adeboye, 2012, cited in Asemah and Edegoh, 2012).

Social network is a platform for interaction, exchange of codes and meaning among people of same field of experience often on real time. It is a phenomenon that has permeated all part of human endeavour, affecting people of all ages, particularly young people of school age who explore the opportunity created by this innovative technology to create network of friendship and express their opinions, views on issue of interest.

### **The Objectives of the Study**

The objectives of this study are to examine the following:

- i. To determine how librarian perceived secondary school students in Makurdi Metropolis use social media in their day to day living.
- ii. To establish the extent to which librarian perceived secondary school students in Makurdi Metropolis prefer social media to other means of communication.
- iii. To find out the nature of the influence social networking's have on the moral formation of the secondary school students in Makurdi Metropolis.
- iv. To determine the risk involved in the use of social networking on the secondary school students in Makurdi Metropolis.

### **Research Questions**

The following research questions guided the study:

- i. How do librarian perceived secondary school students in Makurdi Metropolis use social networking?
- ii. What is the extent to which librarian perceived secondary school students in Makurdi Metropolis prefer social networking to other media in their day to day interaction?

- iii. What influence does social networking have on the moral formation of secondary school students in Makurdi Metropolis?
- iv. What are the risks associated with the use of social networking by secondary school students in Makurdi Metropolis?

## **Methodology**

The research design is descriptive survey. Survey research design is chiefly concerned with the present, but sometimes considers past events and influence as they relate to current conditions, (Eboh, 2009). The area of the study is Benue state. Benue state has three senatorial zones comprising of Twenty-Three local government areas. The study was conducted in Logo L.G.A., Benue North- East Gboko L.G.A. Benue North-West and Otokpo L.G.A Benue South. Population of the study includes all the students in some selected secondary schools in the three LGAs of Benue state that were randomly selected. The population of students in some selected secondary schools in Logo L.G. A is 10,000, while the population of students in some selected secondary schools in Gboko LG.A. is 15,000 and the population of students in some selected secondary schools In Otokpo LG.A. 8,000 making 33,000. The sample size determination according to (Eboh, 2009), for a population of 33,000, the sample size is 204, using  $\pm 7\%$  precision. Thus, the samples from the three L.G.As. are 61, 93 and 49 for Logo, Gboko and Otokpo. respectively. Simple random sampling was used to select the samples needed. To select the samples, the women were randomly selected after every five houses from the population frame constructed by the researchers in the three L.G.A respectively. The instrument for data collection is the questionnaire with 20 items. This is structured under four likert scale of strongly agree (SA), Agree (A), Disagree (D) and Strongly Disagree. This instrument was distributed to

the students in some selected secondary schools in the three LGAs. The average of this point was 2.50. This was used as cut off point for acceptance and rejection of each research question. The instrument was validated respectively by three experts in department of political science of Benue State University. It was trial-tested on 20 rural women in two LGAs which were not part of the study. Cronbach Alpha Analysis was used to ascertain the internal consistency of the items (Cronbach, 1951). The reliability coefficient of 0.82 was recorded. Data were analyzed, using mean and Standard Deviation (SD) for research questions. Acceptance point for the items was mean of 2.50.

### Result and discussion

Research question 1: How does the librarian perceived secondary school students in Makurdi Metropolis uses social networking?

**Table: The use of social networking among secondary school**

s/no	Items	SA	A	D	SD	Mean	Decision point
1	I normally use social media to communicate with my friends only	86	89	26	3	3.26	Accepted
2	I use social networking for academic purposes only	50	13	66	75	2.19	Rejected
3	I use social networking to understand difficult concept	92	60	48	4	3.18	Accepted
4	Social networking is used for searching information about things around me	80	87	28	9	3.17	Accepted
6	I use social networking to keep myself busy and engaged	85	88	16	15	3.19	Accepted
	Overall mean					2.99 (74.8%)	

The table presents the frequency and the mean on the response on how librarian perceived secondary school students uses social networking in Makurdi Metropolis. Five question items were presented to the respondents; four of the question items were accepted based on 2.50 decision point set in the study. The accepted question items are I use social networking to

communicate with friends with a mean response of 3.26, I use social networking to understand difficult concept (3.18), I use it to search information (3.17) and using social networking to keep myself busy (3.19). Only one item was rejected on how social networking is being used that is I use social networking for academic purpose only (2.19). The overall mean was 2.99 representing 74.8%, this implies that most of the listed was how secondary school students uses social networking except for academic purpose only.

**Research question 2:** What is the extent to which librarian perceived secondary school students in Makurdi Metropolis prefer social networking to other media in their day to day interaction?

**Table: How Social Networking is Preferred to other Media**

s/no	Items	SA	A	D	SD	Mean	Decision point
1	I prefer using social networking compare to other media such as radio, TV etc.	58	67	64	10	2.87	Accepted
2	Social networking is easily accessible to me every time anywhere than other media	103	61	26	14	3.24	Accepted
3	I use social networking more than other media due to affordability	73	64	54	13	2.97	Accepted
4	Social media has more advantage than other media	73	84	36	11	3.07	Accepted
5	Is more convenient to use social networking than other media	68	67	56	13	2.93	Accepted
	Overall mean					3.01(75.3%)	

The table presents the frequency and mean on the extent at which librarian perceived secondary school students in Makurdi metropolis prefer social networking to other media. Five question items were presented to the respondents; all the question items were accepted based on 2.50 decision point raised in the study. Among such question item are, easily accessible with mean of 3.24, is affordable compare to other media (2.97). The overall mean was 3.01 representing 75.3%, this implies that the secondary school students in Makurdi metropolis prefer social networking to other media.

**Research question 3:** What influence do social networking have on the moral formation of secondary school students in Makurdi Metropolis?

**Table: Influence of Social Networking on Moral Formation**

s/no	Items	SA	A	D	SD	Mean	Decision point
1	The use of social networking causes neglect of duties most at times	40	103	46	15	2.82	Accepted
2	Constant use of social networking reduces interpersonal relation	93	97	2	12	3.33	Accepted
3	Time is being wasted when viewing post on social networking site	104	80	11	9	3.37	Accepted
4	Social networking has exposed students to a lot of immoral	98	60	41	5	3.23	Accepted
5	Social networking has made some students to forgetful due to over concentration	85	56	53	10	3.06	Accepted
	Overall mean					3.16 (79.0%)	

The table presents the frequency and the mean on the influence of social networking on the moral formation of secondary schools in Makurdi metropolis. Five question items were presented to the respondents, all the question items were accepted by the respondents based on 2.50 decision point set in the study. Among the question items are it causes neglect of duties with a mean response of (2.82), it reduces interpersonal relation (3.33), it wastes a lot of time (3.37) among others. The overall mean is 3.16 representing 79.0%, this implies that the use of social networking has influence of the moral formation on secondary school students in Makurdi metropolis.

**Research question 4:** What are the risks associated with the use of social networking by secondary school students in Makurdi Metropolis?

**Table: risk Associated with the Use of social Networking**

s/no	Items	SA	A	D	SD	Mean	Decision point
1	The use of social networking site negatively, affects academic performance	38	48	112	6	2.58	Accepted

2	The use of social networking causes isolation from others	108	82	14		3.46	Accepted
3	The use of social networking site has reduced students study habit	89	101	4	10	3.32	Accepted
4	The social networking has reduced students' concentration habit to other things	108	79	9	8	3.41	Accepted
5	Social networking usage waste students time to do other things expected of them	71	98	35		3.18	Accepted
	Overall mean					3.19 (79.8%)	

The table presents the frequency and the mean on the risk associated with the use of social networking by secondary school students in Makurdi metropolis. Five question items were presented to the respondents and the entire question items were accepted based on 2.50 decision point set in the study. The accepted question items include; it affects academic performance negatively with a mean of (2.58), it causes isolation from others (3.46), it reduces study habit (3.32) among others. The overall mean was 3.19 representing 79.8%, this implies that the risk associated with the use of social by secondary school students are as listed above and many more.

## Discussion

Findings of the study show the frequency and the mean on the response on how librarian perceived secondary school students use social networking in Makurdi Metropolis. Five question items were presented to the respondents; four of the question items were accepted based on 2.50 decision point set in the study. The accepted question items are I use social networking to communicate with friends with a mean response of 3.26, I use social networking to understand difficult concept (3.18), I use it to search information (3.17) and using social networking to keep myself busy (3.19). Only one item was rejected on how social networking is being used that is I use social networking for academic purpose only (2.19). The overall mean was 2.99 representing

74.8%, this implies that most of the listed was how secondary school students uses social networking except for academic purpose only.

The study also reveals the extent at which librarian perceived secondary school students in Makurdi metropolis prefer social networking to other media. Five question items were presented to the respondents, all the question items were accepted based on 2.50 decision point raised in the study. Among such question item are, easily accessible with mean of 3.24, is affordable compare to other media (2.97). The overall mean was 3.01 representing 75.3%, this implies that the secondary school students in Makurdi metropolis prefer social networking to other media.

Finding also shows the influence of social networking on the moral formation of secondary schools in Makurdi metropolis. Five question items were presented to the respondents, all the question items were accepted by the respondents based on 2.50 decision point set in the study. Among the question items are it causes neglect of duties with a mean response of (2.82), it reduces interpersonal relation (3.33), it wastes a lot of time (3.37) among others. The overall mean is 3.16 representing 79.0%, this implies that the use of social networking has influence of the moral formation on secondary school students in Makurdi metropolis.

Findings of the study show the risk associated with the use of social networking by secondary school students in Makurdi metropolis. Five question items were presented to the respondents and all the question items were accepted based on 2.50 decision point set in the study. The accepted question items include; it affects academic performance negatively with a mean of (2.58), it causes isolation from others (3.46), it reduces study habit (3.32) among others. The overall mean was 3.19 representing 79.8%, this implies that the risk associated with the use of social by secondary school students are as listed above and many more. Findings of the study are similar to Tion, Ilo and Beetseh, (2019) "Evaluation of the Uses of Social Media in Libraries

Operation in University Libraries in Benue State" and Okike, Terna and Beetseh (2019) "Social Media Use and its Influence on Academic Performance of Postgraduate Students of Benue State University, Makurdi".

## **Conclusion**

Social networking influence moral formation of the secondary school students in Makurdi Metropolis through postage and exposure to material of immoral nature. Because social networking sites are free platforms that are not subject to regulatory control, individual users therefore take advantage of this freedom to send in such materials as crime related materials, posting and commenting on sites using hateful/harsh words, posting, commenting and displaying nude pictures and videos. The result of these lead to disrespect for the sanctity of life, disrespect for cultural values, crime related activities, cyber-bullying, invasion of privacy, as well as increase insecurity.

## **Recommendations**

Based on the findings of the research, the following recommendations are suggested which can curb if not eradicate these influences:

1. There is the need for all stakeholders: Parents, Guardians, Teachers and the government through the National Broadcasting Commission (NBC), The Nigerian Communication Commission (NCC) and the National Orientation Agency (NOA) to embark on programmes of sensitization that can enable the secondary school students to better understand a more positive and beneficial usage of social media. Such sensitization should also help them to see the need to engage in social media sites that are empowering

in the areas of academics and personal knowledge. This will help the youths to avoid wastages in terms of time and money on irrelevant things on social media.

2. The Nigerian Telecommunication and The Nigerian Communication Commission need to work collaboratively to create means that can ensure that what is filtered through the social media sites are of benefit to the youths and not what will expose them to vices and diminish their potentials.
3. Parents and Guardians should sustain constant monitoring of the activities their children are engaged in on social media so as to minimize the risks posed by social media.
4. The government through its security agencies need to constantly check social media sites to ensure that the right materials are posted which will enhance the fundamental wellbeing of the secondary school students and curb insecurity.
5. Youths should be encouraged to appreciate the need for face to face interaction through sensitization on the gains of face to face interaction and also creating social events that constantly bring them together.
6. Cyber-bullying is a social media crime that is subtle and threaten the psychological well-being of a person. The impact of this is psychological trauma which can lead to mental breakdown. There is the need therefore for further study of social media influence with specific focus on their impact on the psychology of the human being.

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