Prevalence of social media networking on academic achievement and psychological health of undergraduate students in Federal Universities in Nigeria

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Abstract

Social Media are mediae that allow users to meet online through the internet to communicate in social forum. To investigate the prevalence of social media networking, as it relates to academic achievement and psychological health of undergraduate students in federal universities in Nigeria, the study adopted a correlational survey research design. The study was carried out in federal universities in Nigeria. The population comprised all 28,120 undergraduates in the faculties of Education and Engineering in the 40 federal universities in Nigeria in 2015/2016 academic session. Simple and stratified random sampling techniques were used to draw a sample of 351 undergraduate students in 200 level in faculties of education and engineering in 4 sampled federal universities from 40 federal universities in Nigeria used for the study. Six research questions and four null hypotheses formulated guided the study. Strong reliability evidence was found for social media networking and psychological health scales which yielded 0.78 and 0.74 respectively. The instrument for data collection were well-structured interview schedule, self report questionnaire and students raw scores on a four point likert-type format which were administered to elicit information on students' social media networking, whilst an achievement test was administered to ascertain their academic achievement. Data for research questions 1 and 2 were answered using mean and standard deviation, whilst data for research questions 3-6 were analyzed using pearson's r and R-square. The hypotheses were tested using Analysis of variance (ANOVA) statistic at 0.05 level of significance. It was found that students' social media networking significantly predicts their academic achievement and psychological health. Based on the findings, of this study, the

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researchers recommended among others that, the parents, peers and teachers should be on guard to ensure that these students use social networking for appropriate period or not and as well help these students to be aware of the negative effects.

1. Introduction

In the recent time, there is a dramatic use of internet by individuals in a large system of connected computers, phones and note pad around the world, these are used to share academic and other pleasurable information with one another using online messages. These social network sites were created to make friends and to stay in touch with family members that are away. The drastic increase in popularity of the social network sites in the last decade probably has been necessitated by the fact that college and university students as well as teens used it extensively to get global access.

Networking is referred to 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 message from one another. Social networking is an online service, platform, or site that focuses on building and reflecting of social networks or social relations among people, who, for example, share interests and/or activities (Adenubi, Olalekan, Afolabi & Opeoluwa, 2013).

Social Media are mediae that allow users to meet online via the Internet, communicate in social forum like Facebook, Twitter, and other chat sites, where users generally socialize by sharing news, photo or ideas and thoughts, or respond to issues and other contents with other people (Buhari, Ahmad & HadiAshara, 2014). According to Ibidapo (2014) social media networking (SMN) is the 'new media' that speeds up conversations in a more interactive way which makes communication more effective and worthwhile. It is an online media that takes communication beyond the limitations of the traditional media, which most often delivers content but does not permit readers, or as the case may be, viewers or listeners, to participate in the formation or development of the content. In other words SMN is a category of online media where people talk, participate, share, network, and bookmark online. Social media is simply a system that disseminates information 'to' others (Hartshorn, 2010). SMNS can be used to describe community-based web sites, online discussions forums, chatrooms and other social spaces online (Vangie, 2016).

There is quite a good number of online SMNS in the world, such as YouTube, Twitter, LinkedIn, Facebook, pinterest, google+, fumblr, meetup, xing, renren, disgus, snapchat, instagram, vine, whatsApp, vk.com, badoo and medium. The social media networking websites users interact by adding friends, connecting on profiles, joining groups and having discussions. As observed by Clement (1990), users developed informal collaborative networks in organizations. Studies have shown that one of the most effective channels for gathering information and expertize within an organization is its informal networks of collaborators, colleagues and friends.

However, some of these social media networking such as Twitter, whatsapp and Facebook have become a raging craze for most individuals especially the youth. This dramatic interest and involvement of youth in SMN have been a source of concern to all and sundry, especially parents who are mostly concerned about how media exposure and content may influence their children.

Those SMNS were created to catch fun at leisure time, for advertisement and also good places to study. For instance, there are many educational groups on facebook and linkedIn, there are also many other advantages of social network sites, in other words, many people meet their lover at social media network sites.

According to (Blogger, 2012) the negative effects of these SMNS seem to apparently overweigh the positive ones. Researchers indicate that these sites have caused some potential harm to the society. The students become victims of social networks more often than anyone else. This is because when

they are studying or searching for their course material online; in order to kill the boredom in their study time they get attracted to these sites, which divert their attention from their study. The attraction, however, makes them forget their major reason of using internet. This wastes their time and sometimes makes them unable to deliver their work in the specified time frame and consequently leads to low grades of students in school work. It could also lead to loss of motivation among students-The student's motivational level reduces due to the use of these SMNS. They rely on the virtual environment instead of gaining practical knowledge from the real world (Blogger, 2012).

Blogger, further explained that other negative effects of social networking websites include: Reduced learning and research capabilities- Students seem to rely more on the information accessible easily on these SMNS and the web. This reduces their learning and research capabilities because some of them smuggle their phone into the exam hall to get answers to exam questions which sometimes becomes impossible and leads to exam failure. Multitasking- Students who get involved in activities on social media sites while studying, get their focus of attention reduced, this results in lack of concentration to study well and consequently poor academic performance. Moreover, the more time the students spend on these social media sites, the less time they spend socializing personally with others. This reduces their communication skills or lack of the ability to communicate and socialize effectively in person with others. The effective communication skills are key to success in the real world. Reduces command over language usage and creative writing skills. Students mostly use slang words or shortened forms of words on social networking sites. They start relying on the computer grammar and spelling check features. This reduces their command over the language and their creative writing skills.

Many Nigerian students lost interest in reading because they are addicted to SMNS, while some hardworking students became lazy as a result of bad company on SMNS, these Nigerian students were introduced to Examination malpractice (exam runz) at SMNS. This has however, contributed to lowering of Nigeria education standard in the form of numerous certified illiterates in Nigeria (Penkraft, 2015).

According to Penkraft (2015) SMNSs were not aimed to decrease the academic performance of students, but rather to be used for academic purposes. The enthusiasm of Nigerian students for SMNS is one of the causes of their poor academic performance. Most Nigerian students prefer to exhaust all their time online chatting at their lesson period, they do not even have time to do their home work as well as read for examinations. These activities have a negatively tremendous influence on their academic achievement.

According to Adimora (2016) achievement is accomplishing whatever goals one set for oneself. Academic achievement is the overall academic performance of a student in the school which could be assessed by the use of tests and examinations. It is the attainment of standard of academic excellence. Ask (2015) explained academic achievement as student's success in meeting short- or long-term goals in education. In the big picture, academic achievement means completing high school or earning a college degree. In a given semester, high academic achievement places a student on the honor roll. Teachers and school administrators can measure students' academic achievement through school-wide standardized tests, state-specific achievement tests and classroom assessment. Standardized and state tests enable educational professionals to see how students in a school are achieving in a variety of subjects compared to those at other schools and geographic locations. Classroom assessments enable teachers to see how well students are learning concepts for a specific class (Ask, 2015).

An indication of the quality of learning that takes place in the classroom is the performance of students in external examinations especially certificate examinations. Such standard examinations can be seen as a common denominator for comparing the academic attainment of all students at the same educational level. One may therefore, consider the performance of students at the end of secondary education in this regard. The West Africa Secondary School Certificate Examination (WASSCE) presents acceptable picture of the standard of learning at the end of secondary school education in Nigeria.

Over the years, the performance of students in the WASSCE has not been cheering. The percentage of students who obtained credit passes in five subjects including English Language and Mathematics which are the core subjects in the recent years is below average percentage level (Belo-Osagie, 2011). However, the overuse of these sites on a daily basis seem to have many negative effects on the physical and psychological health of students, because it makes them lethargic and unmotivated to create contact with the people in person. An excessive use of these sites could be detrimental to these students' psychological health (Blogger, 2012).

According to About.com (2006) psychological health is a mental state of someone who is functioning at a satisfactory level of emotional and behavioural adjustment. It may also include an individual's ability to enjoy life, and create a balance between life activities and efforts to achieve psychological resilience. World Health Organization (WHO) explained mental health as subjective well-being, perceived self-efficacy, autonomy, competence, intergenerational dependence, and self-actualization of one's intellectual and emotional potential (World health report, 2001). WHO further states that the well-being of an individual is encompassed in the realization of their abilities, coping with normal stresses of life, productive work and contribution to their community (Mental health, 2014).

According to Cornblatt (2009) SMNS such as Facebook and MySpace seem to provide people with a false sense of connection that ultimately increases loneliness in people who feel lonely. Cornblatt further asserted that, social networking can foster feelings of sensitivity to disconnection, which can lead to loneliness. Furthermore, if an individual tends to, trust people and, have a significant number of face-to-face interactions, the individual is likely to assess their own well-being as relatively high. The researchers found that online social networking plays a positive role in subjective well-being when the networking is used to facilitate physical interactions, but networking activities that do not facilitate face-to-face interactions tend to erode trust, and this erosion could negatively affect subjective well-being (independent of the online social interaction itself). It was also revealed by Cornblatt, that the overall effect of networking on individual welfare is significantly negative.

A research carried out by Oyewumi, Isaiah and Adigun (2015) revealed that excessive and uncontrolled or compulsive social networking use has been known to have negative effects on psychological well-being of adolescents, such as loneliness. They also noted that incessant use of the internet is associated with various measures of loneliness and stress among adolescents.

A study from the University of Michigan collected data about Facebook users and how it correlated with their moods. They found that the more passionate users were overall unhappier than those who used the site less. Over more time, passionate users also reported lower satisfaction in their lives overall. Fear of missing out is a phenomenon that occurs when one feels pressure to do what everyone else does, attends every event, and shares every life experience. It can evoke anxiety and cause social media users to question why everyone is having fun without them. Surveys have found that people feel insecure after using Pinterest because they feel that they are not crafty or creative enough. Pinterest serves as a giant virtual idea and inspiration board, it lets people share pictures, creative thoughts, or (especially) before-and-after pictures of projects that others can pin, save, or duplicate (Milanovic, 2015). Facebook and Twitter can make people feel like they are not successful or smart enough (Tavakoli, 2015).

A 33-year-old Nigerian named Collins Obianke who in University in Malaysia was charged to court by the police in the country for allegedly engaging in an online fraud scam, Collins, allegedly used it to defraud two women of about $2,389 after convincing them that they have received a gift from overseas that requires them to deposit $2,389 into a bank account. Undoubtedly, this online transaction caused the young man and the women a serious psychological ill health (Danchen, 2016). The relationship between students' gender and their social networking is another area of interest to the researcher that needs to be addressed. Gender as a psychological construct has been used to

describe maleness and femaleness. Gender as a term describes the behaviour and attitude expected of an individual on the basis of being born male or female (Adimora, 2016).

There are inconsistencies in students' academic achievement through technological interactions. Demographic research on online social media network users reveal gender differences. A study reveals SMNS such as facebook, Pinterest and instagram as popular with females, and that overall females subscribe to online social network platforms to a greater extent than men. Nigerian female undergraduate students spend more time on facebook than males and self-report higher levels of anxiety if they are not able to access the platform. In an exploratory Nigerian collegiate study of gender, academics, and self-efficacy, Nigeria males were more likely to use SMN for academic pursuits as compared to females who prefer using it for pleasure (Issa, Isaias and Kommers, 2016).

Research on gender issues on SMN and students' psychological health is still unknown and calls for an urgent research attention, for instance, a study of Swedish SMN users found that women were more likely to have expressions of friendship, specifically in the areas of publishing photos of their friends, specifically naming their best friends, and writing poems to and about their friends. Women were also more likely to have expressions related to family relationships and romantic relationships. One of the key findings of this research is that those men who do have expressions of romantic relationships in their profile had expressions just as strong as the women. However, the researcher speculated that this may be in part due to a desire to publicly express heterosexual behaviours and mannerisms instead of merely expressing romantic feelings (Sveningsson, 2007).

Research suggests that females are more likely to be on the receiving end of cyberbullying than they are with traditional face-to-face bullying and that new forms of sexual and gender harassment, such as "sexting," "morphing," "virtual rape," and "revenge porn," have emerged and females seem to be victim. Some of the differences between face-to-face bullying and cyberbullying serve to exacerbate the impacts of the cyberbullying on victims. The longer "shelf life" of cyberbullying text or images, for example, can place the victim in harm's way for longer periods of time compared to face-to-face bullying. Previous studies of middle and high school students have found higher proportions of girls reporting that they have been victims of cyberbullying. Females are also more likely to be perpetrators of cyberbullying primarily targeting other females, sometimes within their friendship groups (Faucher, Jackson & Cassidy, 2014).

However, it is not yet clear if students' poor academic achievement and poor psychological health could be attributed to their involvement in social media networking. To the best of researchers' knowledge, social media networking and academic achievement of students have research evidence in some western countries, but such assertion has not been empirically investigated in Nigeria especially as it relates with psychological health and academic achievement of undergraduate students in Nigerian universities. On that note, therefore, relationship among poor academic achievement and poor psychological health of undergraduate students in Nigeria is still unknown and calls for urgent research attention. Against this background, therefore, the researchers investigated social media networking as a predictor of academic achievement and psychological health of undergraduate students in federal universities in Nigeria. The problem which arose for this study, stated in question form, therefore is; what is the predictive power of social media networking on academic achievement and psychological health of undergraduate students in federal universities in Nigeria?

2.1 Purposes of the Study

The general purpose of this study is to investigate the predictive power of social media networking, academic achievement and psychological health of students in universities in Enugu State, Nigeria.

Specifically, the study ascertained the

1. Nature of students' online social networking.

2. Reasons for use of social networking sites.

3. Social networking as a predictor of students' academic achievement.

4. Social networking as a predictor of students' psychological health.

5. Male and female students' social networking as a predictor of their academic achievement.

6. Male and female students' social networking as a predictor of their psychological health.

The null hypotheses formulated to guide the study are:

Ho1: There is no significant predictive power on students' social networking and their academic achievement.

Ho2: Students' social networking has no significant predictive power on their psychological health.

Ho3: Male and female students' social networking does not significantly predict their academic achievement.

Ho4: Male and female students' social networking in social networking does not have a significant predictive power on their psychological health.

2. Methods

A correlational survey research design was adopted for this study. A correlational survey according to Bernstein, Penner, Clarke-Stewart and Roy (2006) examines relationships among variables in order to describe research data fully, to test predictions and to suggest new hypotheses about why people think and act as they do. The population comprised 28,120 undergraduate students in the faculties of Education and Engineering in 40 federal universities in Nigeria in 2015/2016 academic session. Using a simple random and stratified random sampling techniques, a sample of 351 undergraduate students in faculties of education and engineering in 4 sampled federal universities from 40 federal universities in Nigeria in 200 level were used for the study. The instrument used for the study were students annual result and a questionnaire of two clusters; social media networking scale and psychological health scales which yielded 0.78 and 0.74 respectively. The questionnaire has responses that ran on a four point scale thus: Very Often (VO) = 4 points, Often (O) = 3 points, Sometimes (O) = 2 points, Never (N) = 1 point. The instrument was validated by three experts. Strong reliability evidence was found for Social media networking and psychological health scales which yielded 0.78 and 0.74 respectively. Research questions 1 and 2 were answered using mean and standard deviation, whilst data for research questions 3-6 were analyzed using pearson's r and R-square. The hypotheses were tested with ANOVA statistic at 0.05 level of significance. It was found that students' social media networking significantly correlates with their academic achievement and psychological health.

For each, respondent, an overall mean score and standard deviation for all the items were computed. An overall mean score of 2.5 and above showed that the undergraduate students' SMN correlates with their academic achievement and psychological health. Below 2.5 showed high engagement in SMN which is detrimental to their psychological health and academic activities. The results of the study were presented based on the research questions and corresponding hypotheses.

3. Results

The results of this study were presented in line with the research questions and corresponding hypotheses.

Table 1. Mean Scores and standard deviation of respondents showing students' social media networking

S/No.	Item Statements	No. of Students	Mean	SD
1.	YouTube	348	3.18	.88
2.	Twitter	348	3.05	.92
3.	LinkedIn	348	1.97	.96
4.	Facebook	348	3.09	.91
5.	Pinterest	348	2.21	.72
6.	Google+	348	2.10	.64
7.	WhatsApp	348	3.47	.91
8.	Snapchat	348	2.32	.86
9.	Instagram	348	3.21	.76
10.	Badoo	348	2.95	.80
11	Google Search	348	2.41	.72
	Total Mean	348	2.72	.91

Data presented on Table 1 indicates 11 items on students' SMN. Among the 11 items relating to students' social networking, 4 items on linkedin, pinterest, google+ and google search which associates with academic activities received mean scores of 1.91, 2.21, 2.10 and 2.41 respectively and item number 8 which does not relate to academic activity received a mean rating of 2.32 because most students did not have an in-depth knowledge of it and were not engaged in it. However, it is obvious that students' use of the above SMN that relates to academic activities, received the mean rating of below 2.50. On the other hand, those SMN that relates to pleasure such as youtube, twitter, facebook, whatsapp, instagram and badoo received the mean ratings of 3.18, 3.05, 3.09, 3.47, 3.21 and 2.95. These mean ratings are above 2.50. Using the benchmark of 2.50, the results suggest that the six items mentioned on Table 1 above reveal that students prefer using social networking that are not related to their academics to the ones that would boost their academic achievement. The total mean score of 2.72 suggests that students derive pleasure in engaging in SMN with less academic gain.

Table 2. Mean and SD of students' reasons for social media networking

S/No.	Item Statements	N	Mean	SD
1.	Nigerian university students use social media to connect interact chat with friends.	348	3.34	.78
2.	I use social media networking for accessing political news.	348	2.57	.85
3.	I use social media network to access movies.	348	3.48	.87
4.	I use social media network to download musics.	348	2.95	.76
5.	Use social media network to watch photos.	348	3.14	.93
6.	Use it to view phonography.	348	3.68	.83
7.	I use SMN for reading my books.	348	2.21	.84
8.	Oftentimes, I use social media networking for writting assignments.	348	2.42	.79
9.	I utilize social media networking for all my academic activities.	348	2.16	.88
10.	I use social media networking for business propagation.	348	1.68	.75
11.	I use social media networking for job seeking.	348	2.95	.80
12.	I use social media networking for cyber confidential business	348	3.21	.84
	Total Mean	348	2.80	.82

Table 2 presents data on students' reasons for social media networking. The data indicate 12 items, 8 items among the 12 items on non-academic activities using social networking had mean ratings of 3.34, 2.57, 3.48, 2.95, 3.14, 3.68 and 3.21 for items 1,2,3,4,5,6 and 12 respectively. According to the

benchmark which indicates acceptance for items with mean ratings above 2.50, the above mean scores which are above 2.50 benchmark indicate that these students enjoy SMN that do not relate with academic activities such as downloading pictures and or music, interacting and chatting with friends, watching pornographic movies, watching photos and business propagation. The items that relate to academic activities such as items 7,8,9 and 10 had mean ratings of 2.21, 2.42, 2.16 and 1.68 respectively. In other words, the benchmark which indicates rejection for items with mean ratings below 2.50 reveals that these students had poor mean scores on issues relating to academic activities. The total mean score of 2.80 indicates that students engage more in distracting SMN than the ones that partain to academic activities.

Table 3. Social media networking as a predictor of students' academic achievement

Social Networking	N	df	t-value	Mean Square	Adjusted R-square
	348	672	23.681	443.891	0.46

The prediction of SMN with academic achievement reveals the t-value as 23.681 at 672 degree of freedom and 443.681 as the mean square. This reveals that the relationship between social networking and students' academic achievement is negative and linear. The adjusted R-square which is shown to be 0.46 means that the predictor variable contributes only 46%. This reveals a weak predictive power of social networking on students' academic achievement, the remaining 54% could be as a result of other significant factors. The corresponding hypothesis which predicted no significant correlation of students' social networking on their academic achievement was further subjected to (ANOVA) as shown on Table 4.

Table 4. Analysis of Variance (ANOVA) analysis of social media networking as it predicts academic achievement

Social Networking	t-value	Pearson's R	Better Value	Sig. (2-tailed)	Decision
	26.381	0.860	0.40162	0.802[b]	Accepted

The relationship between students' social media networking and their academic achievement is negative and linear. This was revealed in the prediction of observed value predictor variable "social networking" and the criterion variable which is "academic achievement", the Pearson's correlation coefficient (r) is 0.030[a] which is significant at 0.802[b] which was above the 0.05 probability level at which the null hypothesis was tested. Therefore, the null hypothesis which predicted no significant relationship between Nigerian undergraduate students' social networking and their academic achievement is accepted.

Table 5. Social media networking as a predictor of students' psychological health

Social Networking	N	df	t-value	Mean Square	Adjusted R-square
	348	652	42.413	372.891	0.43

The relationship between students' social media networking and ttheir psychological health reveals the t-value as 42.413 at 652 degree of freedom and 372.891 mean square. This is an indicator that the predictive power of SMN on students' psychological health is negative and weak. The adjusted R-square which is the magnitude of the predictive power of students' social networking and their psychological health which is shown to be 0.43 means that the predictive power of social networking on psychological health contributes 43% which reveals a negative and weak relationship between the predictor and criterion variables. This shows that students' use of social networking negatively and poorly predicts their psychological health. The corresponding hypothesis which predicted no

significant predictive power of students' social networking on their psychological health was further subjected to analysis of variance (ANOVA) statistic as shown on Table 6.

Table 6. Analysis of Variance (ANOVA) statistics of predictive power of social media networking on students' psychological health.

Social Networking	t-value	Pearson's r	Better Value	Sig. (2-tailed)	Decision
	44.312	0.320	0.40162	0.415[b]	Accepted

The predictive power of social media networking on students' psychological health is negative and weak. This was shown in the predictive power of the observed value predictor variable (social networking) and the criterion variable which is psychological health, the pearson's correlation coefficient (r) is 0.320 which is significant at 0.415. This was above the 0.05 probability level at which the null hypothesis was tested. The hypothesis which predicted a negative significance of social networking on students' psychological health is therefore rejected.

Table 7. Students' gender in social networking as a predictor of their academic achievement.

Social Networking	N	df	t-value	Mean Square	Adjusted R-square
Male	171		23.015	412.124	0.44
		487			
Female	177		25.827	332.109	0.47
	348				

Male and female students' social media networking as it predicts their academic achievement shows the t-value of male as 23.015 and that of female as 25.827. the degree of freedom for both is 487 and the mean square is 412.124 for male and 332.109 for female. This indicates that relationship of both male and female social networking on their academic achievement as negative and weak. The adjusted R-square as the magnitude of the predictive power of students' gender in social networking on students' academic achievement are 0.44 for male and 0.47 for female, this means that the predictive power of male and female students' social networking contributes 44% and 47% respectively which reveals low predictive power of both male and female students' social networking on their academic achievement. This indicates that male or female engagement in social networking has no significant predictive power on students' academic achievement. The corresponding hypothesis which predicted "no significant predictive power of male and female students' social networking on their academic achievement" was further subjected to analysis of variance (ANOVA) as shown on table 8.

Table 8. Analysis of Variance (ANOVA) statistics of predictive power of male and female students' social networking on their academic achievement

Social Networking	t-value	Pearson's r	Better Value	Sig. (2-tailed)	Decision
Male	47.412	0.432	0.42138	0.431	Accepted
Female	45.281	0.473	0.41271	0.398	Accepted

The predictive power of male and female students' social networking on their academic achievement are negative and weak. This was indicated in the predictive power of the observed value predictor variable (social networking) and the criterion variable which is academic achievement, the pearson's correlation coefficient (r) are 0.432 and 0.473 which are significant at 0.431 and 0.398. These were above the 0.05 level of significance at which the null hypothesis was tested. The

hypothesis which predicted "no significant predictive power of male and female students' social networking on their academic achievement is therefore accepted.

Table 9. Male and female students' social networking as a predictor of their psychological health.

Social Networking	N	df	t-value	Mean Square	Adjusted R-square
Male	171		28.019	426.923	0.48
Female	177		26.732	435.206	0.46
	348	487			

Male and female students' social networking as it predicts their psychological health reveals the t-value of male as 28.019 and that of female as 26.732. The degree of freedom is 487 and the mean square is 426.923 for male and 435.206 for female. This indicates the predictive power of both male and female students' social networking on their psychological health as negative and weak. The adjusted R-square as the magnitude of the predictive power of both male and female students' social networking on their psychological health are 0.48 and 0.46 for male and female respectively, this is an indicator that the predictive power of male and female students' social networking contributes 48% and 46% respectively which reveals low predictive power of both male and female students' social networking on their psychological health. This indicates that both male and female social networking do not have a significant predictive power on their psychological health. The corresponding hypothesis which predicted "no significant predictive power of male and female students' social networking on their psychological health" was further subjected to analysis of variance (ANOVA) as shown on table 10.

Table 10. Analysis of Variance (ANOVA) statistics of predictive power of male and female students' social networking on their psychological health

Social Networking	t-value	Pearson's r	Better Value	Sig. (2-tailed)	Decision
Male	42.928	0.489	0.42913	0.420	Accepted
Female	43.628	0.451	0.46291	0.469	Accepted

The predictive power of male and female students' social networking on their psychological health is negative and weak. This was indicated in the predictive power of the observed value social networking as the predictor variable and the psychological health - criterion variable, the pearson's correlation coefficient (r) for male and female are 0.489 and 0.451 at 0.42 and 0.47 probability level respectively. These were above the 0.05 level of significance at which the null hypothesis was tested. The hypothesis which predicted "no significant predictive power of male and female students' social networking on their psychological health is therefore, accepted.

4. Discussion

The researchers were inspired to investigate the prevalence of social media networking, as it relates to academic achievement and psychological health of undergraduate students in federal universities in Nigeria.

The first purpose ascertained the nature of students' online social networking. In other words, the result indicates that students derive pleasure in engagement in social media networking with less academic gain. In support of this assertion, prior study such as Penkraft (2015) opined that the enthusiasm of Nigerian students for SMNS is one of the causes of their poor academic performance.

Most Nigerian students prefer to exhaust all their time in online chatting during their lesson period, which makes them not to have less time for their home work as well as reading for examinations. These activities have a negatively tremendous influence on their academic achievement.

This study also found that students engage more in distracting social networking than the ones that partain to academic activities. To affirm this assertion, Blogger (2012) pointed out that when students are searching for their course material online; in order to kill the boredom in their study time, they get attracted to these sites which divert their attention from their study, such distraction makes them forget their major reason of using internet. As the case may be, the waste of time sometimes makes them unable to deliver their work in the specified time frame and consequently leads to their low grades in their school work.

In order words, this study revealed a negative and weak relationship between students' social networking and their academic achievement. This study was supported by Blogger (2012) who stated tha students who get involved in activities on SMNS while studying, get their focus of attention reduced, this results in lack of concentration to study well and reduction in their academic performance.

The present study found a negative and weak predictive power of social networking on students' psychological health. In affirmation to this assertion, Oyewumi, Isaiah and Adigun (2015) revealed that excessive and uncontrolled or compulsive social networking use has been known to have negative effects on psychological well-being of adolescents, such as loneliness and stress. Milanovic (2015) found that use of facebook by users correlates with their moods. They found that the more passionate users were overall unhappier than those who used the site less. Similarly, it has been found that people feel insecure after using Pinterest because they feel that they are not crafty or creative enough. Tavakoli (2015**)** asserted that Facebook and Twitter can make people feel like they are not successful or smart enough.

This study found that neither students' masculinity nor femininity on the use of social networking predicts their academic achievement. However, gender issue with regards to social networking and academic achievement is still unconclusive. This was shown by previous studies which are not in agreement. For instance, Issa, Isaias and Kommers (2016) reveal that SMNS such as facebook, Pinterest and instagram as popular with females, and that overall females subscribe to online social network platforms to a greater extent than men, and that Nigerian males were more likely to use online social media for academic pursuits as compared to females who prefer using it for pleasure.

It was found that both male and female students' social networking have a significant predictive power on their psychological health. Research on gender issues on social networking and students' psychological health is still unknown and calls for an urgent research attention, for instance, a study of Swedish SNS users found that women were more likely to have expressions of friendship, specifically in the areas of publishing photos of their friends, specifically naming their best friends, and writing poems about their friends. Women were also more likely to have expressions related to family relationships and romantic relationships. One of the key findings of this research is that those men who do have expressions of romantic relationships in their profile had expressions just as strong as the women. However, the researcher speculated that this may be in part due to a desire to publicly express heterosexual behaviours and mannerisms instead of merely expressing romantic feelings (*Sveningsson, 2007).*

5. Recommendations

- The parents, peers and teachers should be on guard to ensure that these students use social networking for appropriate period and as well help these students to be aware of the negative effects and what they are losing in the real world by sticking to social networking sites.

- There should be a policy guarding against wrong use of some uneducative social networks.
- Lecturers in tertiary institutions should be encouraged to use social media in teaching for example, giving assignments, term papers, quizzes etc.
- This will promote a better use of social media by students.

6. Conclusion

Conclusively, the results of this study align with the findings of previous research, it was concluded that social media networking weakly and poorly predicts academic achievement and psychological health of undergraduate students in federal universities in Nigeria. The present study found that social media networking of students significantly predicts their academic achievement and psychological health, that male or female engagement in social media networking has no significant predictive power on their academic achievement and psychological health.

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