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SOCIAL MEDIA AND CHANGING SOCIO-CULTURAL VALUES AMONG NIGERIAN UNIVERSITY UNDERGRADUATES: A STUDY OF NNAMDI AZIKIWE UNIVERSITY

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ABSTRACT

Media scholars generally believe that the mass media have some kinds of influence on some kinds of mass media audiences. The main purpose of this study was to determine the influence of social media usage on the socio-cultural values of undergraduate students of Nnamdi Azikiwe University. The source of data was primary source of data collection with the aid of administered questionnaire. The statistical tools employed include the Quade test analysis, bar chart and pie chart analysis. From the findings of this study it was revealed that majority of undergraduate students make use of social media. It was equally observed that the use of social media influences social relationship of undergraduate students. Furthermore, it was revealed that the use of social media has negative impact on study culture of undergraduate student of Nnamdi Azikiwe University. In conclusion, it was revealed that there are negative influences associated with social media use by undergraduate students of Nnamdi Azikiwe University.

Keywords: Mass Media, Social Media, Socio-Cultural Values, Scholars.

1. INTRODUCTION

Contemporary scholarly research in social media more often than not revolves around the influence of social media on young people, especially university or college students. This is because of the influence of social media on these young users. This study is therefore concerned with the influence of social media on the socio-cultural values of undergraduate students at Nnamdi Azikiwe University.

Social networking is a recent development made possible by the internet which has become very popular across the globe mainly with young people. This is mostly because it affords users the opportunity to interact with one another making it possible to share information, pictures and videos. This new form of social interaction also brings people of different social background together in a forum and enables them to interact regardless of location and time. According to (Asemah and Edegoh, (2012), social network is a social structure made up of individuals or organizations called “nodes”, which are tied or connected by one or more specific types of interdependency, such as friendship, kinship, common interest, financial exchange, dislike, sexual relationships or relationships of beliefs, knowledge or prestige. In addition, 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 which is the value an individual gets from the social network. Social networking sites include: Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), Google

talk, Google+Messenger, iPhone, Androids and so on. These networking sites are used by most people to interact with old and new friends, physical or internet friends (Asemah and Edegoh, 2012). Social networking sites allow users to have an online presence where they might share personal information about themselves, search for other users and communicate with those users, sometimes asynchronously and sometimes synchronously. The world's most common social networking website, Facebook, currently has more than 500 million active users, each of whom has an average of 130 "friends" that they have connected with over the website (Ali, 2011). Rather (2013), noted that the Social networking sites and blogs which are being used today with tremendous passion and zeal have transformed the way of using internet in recent years by describing online tools and utilities which allow users for communication, participation and collaboration of information online. Today's young generation, especially teens and youth are using technology through innovative ways due to which they are referred to as Millennial and have changed the ways we think, work and communicate even though they are in formative years of their life. Today's youth because of these social networking sites have become technology addicts and are quite introverted.

Social media was made possible by web and mobile based technologies which were used to turn communication into interactive dialogue among organizations, communities and individuals. It has also been described as an interactive mechanism on the internet. The high interactive stance of the social media has made it a vital part of social life all over the world. Kaplan and Haenlein (2010), defined social media as a group of internet based application that allows the creation and exchange of user generated content. They classified social media into six different classes which include; (a) Collaborative Project (Wikipedia), (b) Blogs and Micro blogs (Twitter), (c) Content Communities(U – tube), (d) Social Networking Site (Face book, 2go, BB chat) (e) Virtual Game World(World of war craft) and (f) Virtual Second World (Second life). In his own contribution, Nations, (2010), views social media as social instruments of communication which are different from the conventional instruments like newspapers or magazines. They are online content, created by people using highly accessible and a scalable publishing technologies to disseminate information across geographical boundaries, providing interaction among people. It supports demonstration of knowledge and information, thereby making the people both information producers and consumers. This feature of making the people information producers and consumers is one of the distinguishing features of social media from traditional mass media that only make the people consumers only (Adelabu, 2011). According to Hughes (2009), social media are a collection of Internet websites, services, and practices that support collaboration, community building, participation, and sharing. These technologies have attracted the interest of higher education faculty members looking for ways to engage and motivate their students to be more active learners.

1.1 Distinctions between Social Media and the Conventional Media

Several scholars have defined the social media in accordance with their varied backgrounds and understanding. However, these different definitions bring to the fore some characteristics that set the social media apart from the conventional and traditional media. Some of these identifiable peculiar features include: use of internet or websites; sharing of content with

others; co-creation of content and the democratization of information. Kaplan and Haenlein (2010), further argued that the development of a systematic classification scheme for social media can be difficult, as new sites appear every day. They relied on the field of media research and have decided that social media have two key elements that can be used to classify them to some extent: social presence / media richness on the one hand, and self-presentation / self-disclosure on the other. The first known use of the term social media in print was believed to have occurred in 1997, when then AOL executive Ted Leonsis commented that organizations needed to provide consumers with social media, places where they can be entertained, communicate, and participate in a social environment (Bercovici, 2010; Treem and Leonardi, 2012). Furthermore, it was observed that the first publicly popular social networking sites (SNS), SixDegrees.com, which let users create online personal profiles and lists of friends, was launched that same year (Boyd and Ellison, 2007). During the following decade, a number of other popular social media technologies such as the blogging platforms LiveJournal and Blogger (both in 1999), the wiki-based encyclopaedia Wikipedia (2001), the social bookmarking service Delicious (2003, formerly del.icio.us), the SNSs MySpace (2003) and Facebook (2004), and the micro-blogging service Twitter (2004) made their debuts. As adoption of these technologies grew, social media moved quickly from the domain of the tech-savvy to the mainstream (Shirky, 2008). Annan (2002), stated that the new information and communications technologies are among the driving forces of globalization. They are bringing people together, and bringing decision-makers unprecedented new tools for development. At the same time, however, the gap between information “haves” and “have-nots” is widening, and there is a real danger that the world’s poor will be excluded from the emerging knowledge-based global economy. Treem and Leonardi (2012), observed that in recent times, numerous commentators have suggested that social media technologies such as blogs, wikis, social networking sites (SNS), micro blogs, or social tagging tools may facilitate communication practices in organizations that differ from those associated with traditional computer-mediated communication (CMC) technologies like e-mail, teleconferencing, intranets, decision-support systems, and instant messaging (Grudin, 2006; Mc Afee, 2006; Steinhuser et al., 2011). Social media afford individuals a way to make associations more explicit. One way in which this explicitness is achieved is through the signalling of relationships with others. For example, Thom-Santelli et al. (2008), classified different types of social tagging practices in a large technology organization based on interviews with users and found that workers are often concerned with using tags to articulate social connections to others in the group.

There are many characteristics of social media that make them particularly apt to attract wide audiences. First, although some social media applications have been targeted to specific groups of people, in general, the concept of social media is not “targeted” at a specific market in the way that more traditional online content has been. Rather, social media have been made available simply as channels for communication. Therefore, the appeal of social media is not dependent on an interest in content published by some proprietary entity; else, it simply requires an interest in communicating with others and self-expression (LINKEDIN, 2010). Second, social media and social networks in particular, have been developed to be easily affordable, requiring little knowledge or familiarity with technological underpinnings in order

to publish content to the web. Therefore, in contrast with some of the more advanced uses that have been emphasized by past development initiatives, social media require far less formal training in Information and communication technology (ICT) skills (Lenhart, 2010). This stands as one of the major advantages of social media against other forms of media. Third, social media such as Facebook, Blogger, Twitter, and YouTube have been made available for free. Thus, social media are generally accessible as soon as there is physical access. For the same reasons, social media have also largely been able to transcend socioeconomic and racial barriers.

Social media empower individuals to create their own content, what this implies is that in social media applications, content is created each time one user communicates with another; maybe by posting on someone's Facebook wall, publishing a video to YouTube, or tweeting and, as a result, the content is inherently relevant to those users' local interests (Ali, 2011). This feature distinguishes social media as a developmental tool from other, more centralized approaches to generating content that is relevant to developing communities. Scholars have noted that social media's ability to provide increased visibility into both behaviours and information separates them from other technologies and creates unique consequences (Boyd, 2010; Grudin, 2006). Other forms of CMC common in organizations, such as e-mail or instant messaging, make information visible, but not in the communal manner afforded by social media. In addition, social media at present have been at the forefront of overcoming the Internet's language barrier, which has made Internet adoption difficult in many developing nations. Blogging and social networking applications have taken the lead in solving the technical challenges behind the language barrier and have begun to support more languages. Also, social media allow individuals to express themselves in forms beyond textual characters, allowing them to post videos, photos, and pictures to the web. In summary, social media harness the generative aspects of the Internet, allowing users to become "active participants" instead of "readers, listeners, or viewers." The distinction is that the Internet no longer comes across as a static technology where you might search for things that are relevant to you, but a dynamic space in which you can play a role. Social media is user-generated content distributed through the Internet with the intent to be shared and facilitate conversation between users. Social media is one of the major methods of social interaction around the world today (Wright and Hinson, 2009). Social media are characterized by a user's ability to create a public profile which contains demographic and personal information, and is made visible based upon personal privacy settings (Boyd and Ellison, 2008). Social networking sites display a list of who user are connected to within the site and also give users the ability to observe their connections and the connections of others on the site (Boyd and Ellison, 2008). These sites are about the facilitation of relationships, relationships that existed before the connection on the site as well as relationships that were created through the social networking site (Li and Bernoff, 2008). Speaking on usefulness of social media, Palen et al. (2009), noted that social networking sites can serve many uses throughout disaster relief. Social networking sites can gather information in a central location as well as serve as a resource to understand the magnitude of a disaster during the disaster or emergency .

Explaining the role of social media in conflict or disaster management, Huang et al. (2010), noted that social media platforms provides new routes of information flow and a means to

assist those in need of information during a disaster, such as survivors, responders, volunteers and the general public. Social media can serve as an effective route of communication for governments to reach individuals and communities, as well as alert responders to where and what type of relief is needed. Majchrzak et al. (2007), documented how the use of social media (e.g. wiki) in the wake of Hurricane Katrina allowed individuals across the world to quickly contribute and coordinate information regarding rescue and recovery efforts. Only 4 days after the hurricane the wiki was being accessed more than 1 million times a day and hosted information related to finding missing people, assisting relocation efforts, and locating government assistance. Perkins (2010), argued that social media has proven to help coordinate and facilitate in disaster relief efforts. Concurring with (Perkins, 2010), Armour (2010), explained that disaster responders can use social media during a disaster to track volunteers, to help reconnect families, and to disseminate critical information. He added that in a disaster, social media can be used as an alternative to phones for calls for help. Social media provides a means for people to share partial information in a disaster which may eventually contribute to the fuller understanding of a disaster through the continued addition of information through computer-mediated communication. During a disaster, social media platforms can be seen as awareness features which alert others of the safety of those affected by the crisis and can also serve as peer information sources and information gathering resources (Palen et al., 2009). In less than a decade, the popularity of social media has grown from a fairly humble beginning to becoming an integral and increasingly important part of the everyday lives of hundreds of millions of users around the world. This fast developing lifestyle is also playing a vital role in social interaction, information generation and distribution, as well as in the marketing/branding aspirations of businesses of all shapes and sizes. The increasing popularity of the social media is not unconnected with the emergence of the internet, mobile internet, Smart mobile Phones and Tablets which have made it possible for users to remain online even when they are on the move. The advent of mobile internet has greatly enhanced the ability of users to connect and remain online which in turn makes it possible for them to log onto any social media of their choice irrespective of where they may be.

The influence of social media on the socio-cultural values of university undergraduates has been conceived as one of the contemporary research issues agitating the minds of media researchers in Nigeria and around the world. This could be because most undergraduates are 'consumed' by the social media to the extent that most of the things they do, say or think revolve around the social media and events within it. Consequently, this study intends to examine whether social media such as Facebook, Twitter, 2go and BBM has any influence on the socio-cultural values of undergraduate students of Nnamdi Azikiwe University, Awka Anambra State, Nigeria. Are there ways the social media has affected the behaviour, attitude and perception of young adults, particularly undergraduate students of Nnamdi Azikiwe University, Awka? However, the question this study seeks to address includes; (a) do undergraduate student of Nnamdi Azikiwe University use social media? (b) does social media influence in anyway their social relationship? and (c) does social media use affect their study culture?

Hence, the purpose of this study is to “determine the influence of social media usage on the socio-cultural values of undergraduate students of Nnamdi Azikiwe University”. The specific objectives of this study therefore include the following:

- a. Establish if undergraduate students of Nnamdi Azikiwe University use the social media.
- b. Identify and determine the extent of social media use by undergraduate students of Nnamdi Azikiwe University
- c. To examine whether the use of social media influence social relationship of undergraduate students of Nnamdi Azikiwe University.
- d. To ascertain the impact of social media on study culture of undergraduate student of Nnamdi Azikiwe University.

2. LITERATURE REVIEW

Presently, the use of social media has become pervasive among youths all over the world and this has made scholarly research on social media use patterns among youths particularly undergraduate students very attractive. All the studies reviewed here used samples whose participants were university students. University students' use of social media is happening in rapidly growing amounts as new information and communication technology becomes available. Computer-mediated communication allows young adults to interact over social media with family and friends. Studies have also been conducted to examine how using social media and other computer-mediated communication affects communication skills. Study by Shana (2013), revealed that students use social network mainly for making friends and chatting. The result showed that only 26 percent of the students (respondents) indicated that they use social media for academic purpose. Jeong (2005), noted that internet addiction is significantly and negatively related to students' academic performance, as well as emotional attributes. Seo (2004), agreed with (Jeong, 2005) assertion when he opined that the negative influence of internet is only on excessive users and not on all users.

According to Clark and Aufderheide (2009), the opportunity to enjoy user-to-user interaction distinguishes social media from the traditional media which is characterized by top-down news dissemination arrangement. Speaking on the impact of social media on the political environment around the globe, Stroud (2008), observed that the social media has shaped political communication in four major ways. Firstly, it has deepened segmentation of audience triggered by the rise of network television channels and specialized magazines and websites. Segmentation of audience is a product of two main elements of the social media: diversification of coverage and selective exposure (that is, finding information that aligns with the predispositions of individuals). Baran (1998), observed that the success of President Obama's Presidential campaigns in 2008 and his eventual emergence as first black president of the United States was largely credited to his active use of face-book to mobilize millions of volunteers, and voters. Australian Communications and Media Authority (2007), noted that social media has emerged as the new influencer in social, economic and political settings. However, it has been revealed that increasing use of social media for political communication has led to declining newspaper readership and television viewership in many countries. Adibe et al. (2012), stated that the use of social media in politics has continued to grow in many

parts of Africa in recent time. The year 2011 alone witnessed a massive use of mobile phones SMS, Facebook, Twitter, etc., in the national and local elections in Nigeria and South Africa respectively, and in the independence referendum in South Sudan, as well as in the Arab uprising in Tunisia, Egypt and Libya. Social media due to their participatory, interactive and cost-effective nature has no doubt become veritable instrument for carrying out election campaigns and other electioneering activities. Meanwhile, risks and fears of possible abuse and misuse of these technologies in the process continue to exist. Asemah et al. (2013), examined the influence of social media on the academic performance of the undergraduate students of Kogi State University. The result of their study showed that exposure to social media by undergraduate students of Kogi State University students is high and this has negative effect on their performance. Hence, they noted the following recommendations: students should reduce their exposure to social media and pay more attention to their studies; students, especially those willing to record huge academic success should guide themselves against the use of social media; the government, schools and other well to do individuals should encourage hard work by rewarding successful students through scholarship schemes and other incentives; and the government should consider the possibility of evolving a policy on teenagers' exposure to social media. Findings by Mastrodicasa and Kepic (2005), showed that 85% of students at a large research university had accounts on Facebook, the most popular social networking site. These data are congruent with more recent statistics on social networking website use and reinforce the fact that social networking is an important part of college students' lives. However, while Facebook has been observed to be the most popular social networking site for American college students to date, educators have been more willing to try to integrate Twitter as part of the learning process (Grosbeck and Holotescu, 2009; Rankin, 2009; Ebner et al., 2010; Schroeder et al., 2010). Annetta et al. (2009), observed that students who played an educational online game designed to teach genetics concepts were more engaged in their work than a control group. Also, in a study using data from the National Survey of Student Engagement (NSSE), Chen et al. (2010), found significant correlations between the use of educational technology and student engagement. However, while these studies have been important contributions to the research on technology engagement, they have been limited by either their measurement of engagement (single variables) or their scope (cross-sectional). Junco et al (2010), in their study provided the piece of controlled experimental evidence that using Twitter which is a social media in educationally relevant ways can increase student engagement and improve grades, and thus, that social media can be used as an educational tool to help students reach desired college outcomes. They argued that students and faculty were both highly engaged in the learning process through communication and connections on Twitter. As there is continuing growth in the use of social media by college students and faculty, they advocate that result from their study will serve as motivation for further controlled studies of Twitter and other social media to evaluate how emerging technologies can be best used in educational settings and to tease out the variance between the effects of the actual technology. Adibe et al. (2012), in their study analyzed the strengths and weaknesses of social media in electioneering and in the sustenance of democracy in Africa. They observed that the use of social media is fast becoming a common phenomenon in African politics, especially in the electoral process. This is evident from both local and general elections in several countries in the continent in the last

few years and in the recent political developments in Tunisia, Egypt and Libya. They argued that as far as the doctrine of free flow of information is concerned; social media is the right technology. However, they warned that the social media is indeed a technology with double edges, quick and sharp with positive and negative values. Be that as it may, the fact that social media has so numerous potentials that could be tapped to improve the game of politics, enhance the virtues of democracy and foster good governance and political stability in the volatile African continent, calls for full embrace of the technology. To this effect, they suggested government provision of a more conducive environment to foster penetration of social media and guarantee greater access to the technology. In conclusion, they strongly recommended greater adoption and use of social media in electioneering activities in Africa and establishment of strict monitoring mechanisms to minimize the inherent weaknesses and maximize the intrinsic values of social media in electoral process in the continent. This they argued would go a long way in fostering transparency, accountability, sanity, and bring more decorum into the polity. Study by Junco et al (2010), revealed that university students' use of Facebook is related to positive relationships with their peers on campus. The interactions and feedback which these social networks provide in their sites through wall postings and comments show how complex social identity and peer influence processes occur in these online communities (Ellison et al., 2007).

3. MATERIAL AND METHODS

3.1 Study Environment

This research seeks to determine how the social media has influenced the socio-cultural values of undergraduate students of Nnamdi Azikiwe University. The university is owned by the federal government of Nigeria and is located in the ancient city of Awka which is the capital of the present Anambra state. Anambra state is located in south eastern part of Nigeria. The state was created in August 27, 1991 and lies roughly between longitude $7^{\circ} 00^1$ east and latitude $6^{\circ} 20^1$ north. There are 21 local government areas in Anambra State including Aguata, Anambra East, Anambra West, Anaocha, Awka North, Awka South, Ayamelum, Dunukofia, Ekwusigo, Idemili North, Idemili South, Ihiala, Njikoka, Nnewi North, Nnewi South, Ogbaru, Onitsha North, Onitsha South, Orumba North, Orumba South and Oyi Local government area. The Indigenous ethnic groups in the state are the Igbo which make up about 98% and about 2% of Igala who live in the North Western part of the state. In 2012, Anambra State was proclaimed an oil producing state. The university has a multi-campus system with its main campus located in the city of Awka. It has another campus at Nnewi housing its faculty of Medicine. Students of this university are mostly young people aged between 18-30 years and come from varied backgrounds, social strata and life experiences. Hence, they have real need for interaction and interpersonal relationships. Despite tight academic programs, the school environment is a fun loving one where everything with entertainment undertone is accorded reasonable space by most students. The institution is basically a social and an educational environment where students endeavour to socialize within the environment and also obtain course materials for academic purposes. To satisfy these varied information needs, students among other sources turn to the social media such as Facebook, Twitter, 2go and Blackberry Messenger (BBM).

3.2 Source of Data

The data used in this study was sourced primarily with the aid of administered questionnaire. Two faculties were drawn systematically from a frame of 14 faculties and also, a simple random sample of 395 students were drawn from the two faculties which has a total population of 3500 students using the Yamane’s sample size determination formula (see Yamane, 1967). The statistical tools employed in this study include: Quade test statistic (see Quade, 1979; Conover, 1999; Trawinski et al., 2012), the Bar and Pie chart analysis.

4. DATA ANALYSIS

4.1 Pie Chart Analysis on whether undergraduate Students make use of Social Media in Nnamdi Azikiwe University Awka

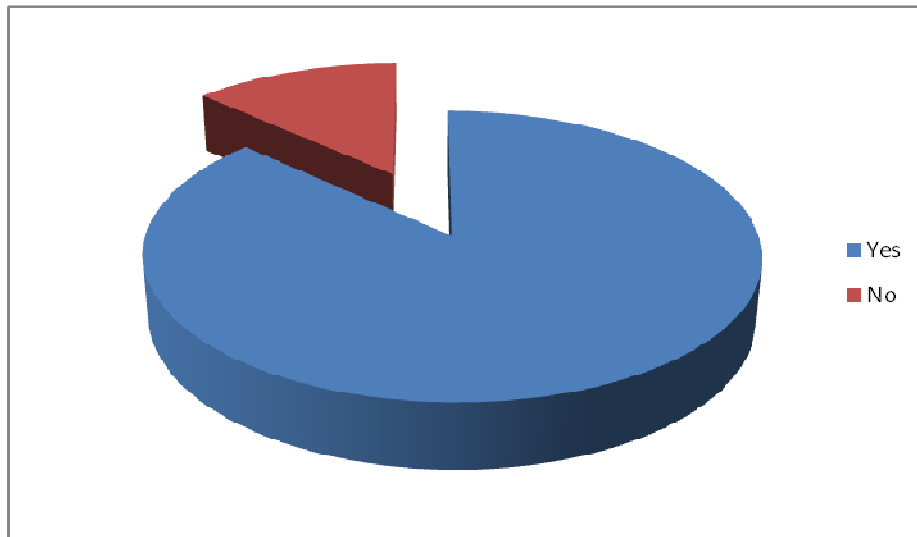


Fig1: percentage distribution of responses on the use of social media

4.2 Bar Chart Analysis on how long Respondents have been using Social Media

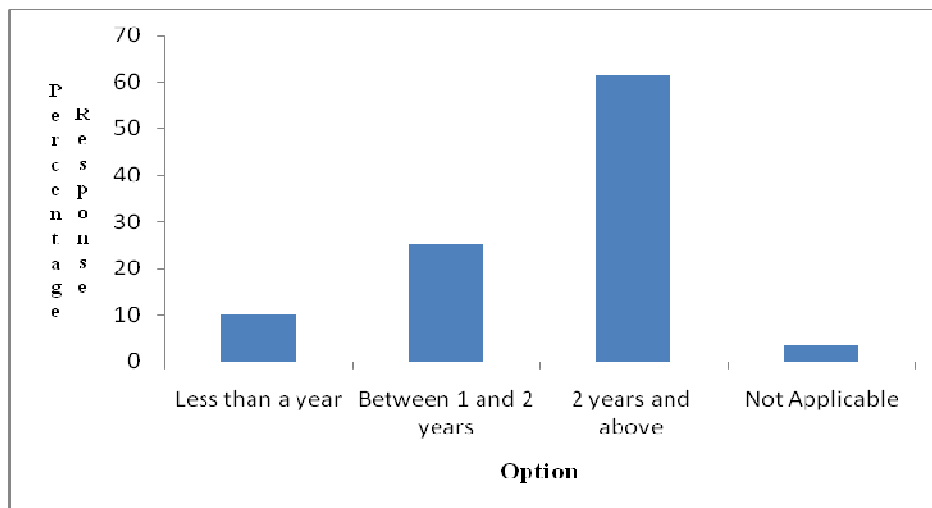


Fig 2: percentage distribution on length of use of social media

4.3 Bar Chart Analysis on how many social media services used by respondents

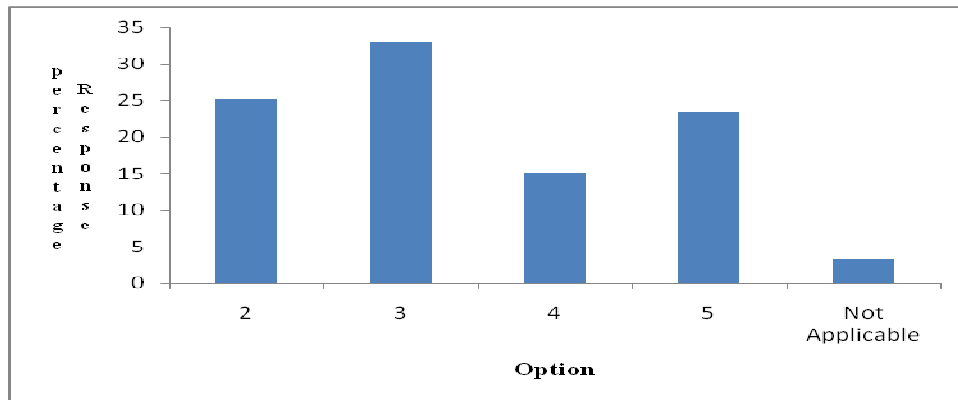


Fig 3: percentage distribution on how many social media services used by respondents

4.4 Quade Test Analysis on the whether the use of social media influence social relationship of undergraduate students of Nnamdi Azikiwe University

The test hypothesis is stated as given;

H0: The use of social media do not influence social relationship of undergraduate students of Nnamdi Azikiwe University

H1: The use of social media influence social relationship of undergraduate students of Nnamdi Azikiwe University

Inputting responses obtained from the respondents into R-programming 2.13.0 version command window, where ResponseB represents the number of responses for four items measured over options; "Strongly agree", "Agree", "Undecided", "Disagree", and "Strongly disagree" in section B of the questionnaire. The quade.test function was employed to call the Quade test statistic as written below;

```
R>ResponseB=matrix(c(200, 127, 36, 16, 16, 207, 126, 16, 30, 16, 216, 126, 7, 36, 10, 127, 200, 16, 16, 36), nrow=4, byrow=TRUE, dimnames = list(1:4, c("Strongly agree", "Agree", "Undecided", "Disagree", "Strongly disagree")))
```

```
R>quade.test(ResponseB)
```

The result of the Quade test function obtained for data set ResponseB was given as;

Quade test

data: ResponseB

Quade F = 7.639, num df = 4, denom df = 12, p-value = 0.002668

4.5 Quade Test Analysis on the impact of social media on study culture of undergraduate student of Nnamdi Azikiwe University

The test hypothesis is stated as given;

H00: Social media impact do not impact negatively on study culture of undergraduate student of Nnamdi Azikiwe University

H11: Social media impacts negatively on study culture of undergraduate student of Nnamdi Azikiwe University

Inputting responses obtained from the respondents into R-programming 2.13.0 version command window, where ResponseC represents the number of responses for four items measured over options; "Strongly agree", "Agree", "Undecided", "Disagree", and "Strongly disagree" in section C of the questionnaire. The quade.test function was employed to call the Quade test statistic as written below;

```
R>ResponseC=matrix(c(100, 227, 16, 30, 22, 227, 200, 15, 18, 15, 115, 227, 20, 15, 18, 200, 118, 10, 21, 46), nrow=4, byrow=TRUE, dimnames = list(1:4, c("Strongly agree", "Agree", "Undecided", "Disagree", "Strongly disagree")))
```

```
R>quade.test(ResponseC)
```

The result of the Quade test function obtained for data set ResponseC was given as;

Quade test

data: ResponseC

Quade F = 5.6907, num df = 4, denom df = 12, p-value = 0.00834

5. DISCUSSION

1. Fig1 revealed that 87% of the respondents make use of social media while 13 percent claim they do not make use of social media. This result implies that majority of undergraduate students make use of social media at Nnamdi Azikiwe University Awka.
2. The result of the bar chart analysis (see Fig 2) showed that greater percentage of the respondents have been using social media for about 2 years and above. This result implies that majority of the respondents have been familiar and in use of social media for about 2 years or more.
3. From the result of the bar chart analysis displayed as Fig 3, it was observed that greater percentage of the respondents use about 3 social media services.
4. The result of the Quade test analysis on the whether the use of social media influence social relationship of undergraduate students of Nnamdi Azikiwe University, generated a Quade F test statistic measure of 7.64 and a p-value of 0.00 which falls on the rejection region of the hypothesis assuming a 95% confidence level. This result implies that the use of social media influence social relationship of undergraduate students of Nnamdi Azikiwe University; hence we accept the alternative hypothesis (H1).
5. The result of the Quade test analysis revealed that social media impacts negatively on study culture of undergraduate student of Nnamdi Azikiwe University since the Quade F statistic obtained was given as 5.69 and a corresponding p-value of 0.00 which falls on the rejection region of the hypothesis assuming a 95% confidence level. This result implies that the use of social media has negative impact on study culture of undergraduate student of Nnamdi Azikiwe University.

6. CONCLUSION

This study examined social media and the changing socio-cultural values among Nigerian university undergraduates using Nnamdi Azikiwe University as a case. From the findings of this study it was revealed that majority of undergraduate students make use of social media at Nnamdi Azikiwe University Awka and have been using of social media for about 2 years or more. It was equally observed that the use of social media influences social relationship of undergraduate students. This implies that students sustain and extend existing friendship by being in contact through communication using social networks. Furthermore, it was revealed that the use of social media has negative impact on study culture of undergraduate student of Nnamdi Azikiwe University. In general, the present study observed that social media has become a mainstream activity and has become a major mode of communication for students. In conclusion, it was revealed that there are negative influences associated with social media use by undergraduate students of Nnamdi Azikiwe University. However, based on the findings of this study, the following recommendations are proffered: (a) there is need for government and policy makers should set up machinery that will supervise the adequacy of the content of information available in social media networks; (b) parents should monitor and regulate their wards' extent of indulgence and use of social media; (c) regulation of frequency of exposure is advised to stem the negative influences of the social media on students; and (d) Youths should be oriented concerning the ill-effects of social media over-use and its social and psychological implications.

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