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Influence of Social Media on the Academic Performance of Undergraduate Students in Rivers State Owned Universities: Implication for Counselling

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ABSTRACT

This study investigated the Influence of Social Media on the Academic Performance of Undergraduate Students in Rivers State Owned Universities: Implication for Counselling. The study adopted a survey research design. The population of the study consisted of Year 2 and Year 3 students in Faculty of Education, Rivers State University, and Ignatius Ajuru University of Education, with a total population size of 2,420 registered students. Simple random sampling technique was used to sample 343 registered students. The sample size of study was 343, comprising of only Year 2 and Year 3 registered students in Faculty of Education in Ignatius Ajuru University of Education and Rivers State University. Hence, a sample size of 343 was convenient for this study. This figure was generated through Taro Yamane formular. A self-structured questionnaire was used for data collection. The questionnaire was titled: Influence of Social Media on the Academic Performance of Students Questionnaire. The research instrument was subjected to face validation by the researcher's supervisor and two other experts in Measurement and Evaluation, all from the Faculty of Education, Rivers State University Port Harcourt. To ascertain the reliability of the study, the researcher adopted the test-retest method. The instrument was administered and collated with the help of two trained research assistants and analyzed using the Pearson Product Moment correlation coefficient. The criterion decision rule was that any mean score that was 2.50 and above was accepted while the mean score that was less than 2.50 was rejected. The null hypotheses were tested using z-test statistical tool at a significance level of 0.05. Based on the data analysis, the findings of the study showed that Facebook, WhatsApp, g-mail, Instagram, twitter, You Tube, telegram and yahoo have significant influence on the academic performance of undergraduates students in Rivers State universities. However, the study recommends that management of facebook should upgrade the platform to facilitate teaching and learning, university management or administration should adopt WhatsApp platform as a teaching tool and university management should adopt g-mail for teaching and learning hence it has significant influence on the academic performance of undergraduates students in Rivers State Universities.

Key Words: Influence, Social Media, Academic Performance, Undergraduate Students, Universities

Introduction

Information and Communication Technology (ICT) has turned the world into a global hamlet making interactions round the globe very easy, which has equally affected the educational system. Education today is made easy as a result of ICT, hence the relationship between students and lecturers, students vs. students, access to information is made easy at the finger tip. Technology is advancing and changing the ways in which classroom instruction are being delivered and planned. The integration of Information and Communication Technology (ICT) into the Nigerian education system, and more recently, the adoption and use of social media in instructional delivery is amazing in the world and Nigerian educational sector (Eze, Chinedu & Bello, 2018).

Effective teaching and learning is achieved through online without being physically present in the four walls of the classroom. Students in different geographical areas collaboratively share educational video clips, pictures, voice messages, and texts by taking advantage of the mobile social media via their laptop computers, tablet, Ipad, Iphones, and android phones. The traditional learning method of face to face learning with blackboard is becoming obsolete and ineffective as most of the students are bored with this teaching method (Bates, 2007; Wang, 2013.

Social media is an aspect of ICT that has rapidly proliferated and penetrated almost every sector of human life. In the present day, it is almost a common practice for people to spend a major of their time making use of social networks. This is traceable to the fact that it is easy to use, and it facilitates speed and durability. Social media is fast changing the public discourse in our societies and setting trends and agendas in topics that range from the environment, education and politics to technology and the entertainment industries (Okoli, 2010). It is therefore obvious that the modern reality requires one to stay in touch and keep abreast with the latest news and trends of our time.   Users of social networks, in most cases as have been reported, are representatives of the younger generation.

One of the most common means, channels or instruments for passing information across is the media (Stanley, 2016). From the foregoing, one could refer to social media as any media circulated with the help of social interactions. Basically, social media may be referred to the cybernetic and simulated

relationships, among people, organizations, and companies etc., this entails the invention, sharing or exchanging of data in the form of texts, images, and symbols. According to Musa (2012) it entails the process through which people interact by sharing, creating and exchanging information and ideas through virtual communities and networks. According to Musa social media which are internet-based applications are built on the Web 2.0 ideology and technology. Consequently, Boyd and Ellison (2012) asserted that social media are built on web-based facilities that allow for the construction of public or semi-public profiles by individuals or groups of individuals.

The following have been identified as the most common social media platforms currently in use, these are; Facebook, Twitter, WhatsApp, YouTube, Wikipedia, LinkedIn, Reddit, Instagram, Pinterest etc. However, SixDegrees.com which enables people to communicate through message sharing was first introduced before the other ones; however, it could not stand the test of time despite having millions of users as registered members, as a result, it crashed out in 2000. Findings showed that other social platforms such as the Friendster and LinkedIn followed in 2002 after the collapse of SixDegrees.com. More so, between 2003 and 2006, other platforms such as the Flickr and Facebook (restricted only to Harvard) came into existence including the Hi5. Other platforms that followed included the Orkut, and MySpace emerging in 2003, YouTube, Cyworld (China), and Yahoo! 360 in 2004. "In 2005, Windows Live Spaces, Facebook (for high school and corporate networks), Ning, Asian Avenue, Bebo (relaunched) followed, while Twitter, Facebook (non-restricted), and Cyworld (USA) followed in 2006" Okoli, (2010). Among these numerous social media platforms, the Facebook, Twitter, Instagram and WhatsApp have been recognized as the ones commonly used by students; in Nigeria for instance, majority of students spend an ample of their time on platforms such as the Facebook, Twitter and WhatsApp while making use of smartphones which is now a common gadgets among them; because of this reason, very many students spend 2 to 3 hours checking activities and updating their profiles on these social networks even at the peril of their educational and career pursuit.

The advancement of social media has taken over almost all spheres of human endeavors despites negative implications. The educational environment is equally not left out of this; people are therefore tempted to claim that these social applications social media carries with it the potential to further improve learning and sharing of information among learners and teachers (Okoli, 2010). According to Miah (2014) social media has the ability to close the gap between the learners and teachers, though a physical distance might be existing between them; in essence, it enables learners from all parts of the world to learn and work together without any hindrance just as the zoom was able to connect the teacher with the students mostly during the covid-19 lockdown, the teacher seeing the students and interacting as if they are in a classroom.

Miah sees social media as a central path through which individuals frequently interact and share ideas despite been far apart. Social media has proven to improve communication skills, social participation and commitment, improve peer support, and ensure the realization of education based on collaborative strategies; thus, the impacts of social media on communication, learning, research and education in general cannot be overemphasized. Notwithstanding, despite these benefits of social media, it appears that the negative impacts of it on students is alarming as students tend to abandon their studies in a bid to catch up with the trends and distractions of these platforms such as chatting, texting, gaming etc. Kabilan (2017) noted that through social media, students learn correct spellings, sentences, pronunciations, and essay writings through the usage of Google. Mehmood & Tashir (2006) found that social networking sites can become useful instruments in improving correct spellings and writings among students as it offers elasticity in learning, inspires inventive ideas and increases interpersonal interactions among students and instructors. Kabilan (2017) pointed out that the usage of Facebook has raised the level of anxiety among students as they appear to become apprehensive about being without their cell phones for a few hours.

It has been observed that all over the world, students engage themselves in using social media; spending a quality of their time on the internet by visiting various platforms. This time spent by students on social media has become of great concern to so many people, especially with the increase in the amount of time students spend online; students spend more time usually multi-tasking by visiting several sites and accessing volumes of contents. This agrees with the view of Pew Internet and American Life Project that 64 percent of teens on social media visit one or more platforms (Kabilan, 2017). Equally, it has been noted that close to 55 percent of teenagers have created profiles on social networking sites, with 47 percent having uploaded photos, while 14 percent have posted videos, with nearly all of them having posted an image or comment on a platform. It was reported that an average Nigerian student spends about six to seven hours on internet daily, with some spending more hours doing all night browsing. Most of the factors that have been identified to be responsible for the breakthroughs experienced by social media are its universal access, convenience, functionality, and flexibility of social technologies. More so, social media platforms have the ability to influence people given such conventional media like Televisions, Radios, and Newspapers (Parker, 2016). Thus, bearing in mind that the primary goal of a student is his academic achievements, especially as an undergraduate since it is the stage for most career building, there is a need therefore to take their studies very serious. Academic achievement has become a thing of concern and interest to all learners, teachers, parents etc.; as a result, educational stakeholders have been working effortlessly to ensure that those factors that are capable of hindering academic achievement of students are brought under control.

Concept of Social Media

Social media is a computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities. By design, social media is internet-based and gives users quick electronic communication of content. They are computer-mediated communication software that enable users to create, share and view content in publicly networked one-to-one, one-to-many, and/or many-to-many communications (Musa, 2012). Social media is that means that employs mobile and web based technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modifies user-generated content (Kietzman, 2012).

Social media is a phrase being tossed around a lot. It is a website that does not just give you information but interact with you while giving you information. It is a group of internet based application that allows the creation and exchange of users generated content. It is easy to confuse social media with social

news because we often refer to members of the news as the media. Adding to it, that social news site is also social media site. Social media refers to the means of interaction among people in which they create, share, exchange and comment among themselves in different networks. Andreas and Michael (2010) are of the opinion that social media is a group of internet based application that builds on the ideological foundation and allows the creation and exchange of users – generated content. Social media has become one of the major channel of chatting through platforms such as 2go, BB chat, blogger and Wikipedia. There has been an increase in the mobile social media which has created new opportunity for browsing. The internet usage effect of social media, in views of Nielsen (2012) is that, students continue to spend more time on the social media than any site. The total time spent on social media across mobile devices increased by 37%, 121 billion minutes in July 2012 compared to 88 billion minutes in July 2011.

The term Social media is defined as the application that allows users to converse and interact with each other; to create, edit and share new forms of textual, visual and audio content, and to categorize, label and recommend existing forms of content (Selwyn (2012). As regards the intentions of social media usage, Oye, Adam, and Zairah, (2012) in their study with Malaysian students using social networking site and its influence on their academic performance showed that social networking sites usage for only social and non-academic needs have an adverse effect on academic performance. Social media can also be defined as forms of electronic communication through which users interact among people in which they create, freely share, exchange and discuss information, ideas, personal messages, and other content about each other and their lives using a multimedia mix of personal words, pictures, videos and audio, utilizing online platforms while they are connected to the internet (Mingle & Adams, 2015).

Benefits of Social Networking

Though many arguments can be made about the possible risks of adolescent social networking, it is important to point out the benefits of these websites as well. Many schools have started to use these sites to promote education, keep students up to date with assignments, and offer help to those in need (Boyd, 2007). In general, the Internet and social networking sites can be a positive influence on adolescents. Social networking sites provide an outlet for teens to express themselves in their own unique ways. In addition, they serve both as a meeting place for teens to interact with other like-minded people and as showplaces for a teen's artistic and musical abilities (Boyd, 2007). Finally, high school students use these sites as tools to obtain information and resources for graduation preparation and future planning. For example, students applying for college visit profiles of that college's students to view pictures and read blogs of past students to determine whether the college would be a good fit (Boyd & Ellison, 2012).

Social media has a positive influence on education, helping students improve their academic performance. From helping students complete their assignments, get to grips with intricate educational concepts, prepare for quizzes and exams, to improving their practical skills and finding the right career opportunities, social media is playing a vital role in helping students stay on top of their studies. The use of social media channels like Facebook, Twitter, Instagram, YouTube is highly beneficial for students as these channels allow them to stay up-to-date with the latest happening in their fields and, unearth cutting-edge researches (Yunlok, 2014) Mixed results have been found in regard to social networking site use in educational settings. Some studies have reported significant evidence concerning the negative relationship between social media and academic performance.

Paul, Baker, and Cochran (2012) found that devoting time to social networking sites has a negative impact on academic performance. According to other studies, this negative impact mainly occurs when social networking sites are used in the classroom because multitasking diminishes performance and when the students involved are in their first year of university (Krasilnikov & Smirnova, 2017). It seems that students who use social media spend less time studying, with an adverse effect on outcomes. Furthermore, some have suggested that social networking sites offer added value in educational settings, facilitating assimilation of this new knowledge on teaching practice and new educational methodologies and theories, and thus creating the conditions necessary for developing new methodologies. The main benefits that social media offer in educational settings stem from their value as a tool for information exchange and as a means of socialization and communication (Santoveña-Casal, 2019).

Statement of the Problem

Odia and Omofonmwan (2007) affirmed that the educational system in Nigeria is faced with so many challenges which brought about rapid decline in the quality of education. Students' addiction towards social media, their frequency of exposure to social media and its' influence on their academic performance has been part of the discussion in recent times. Instead of students reading their books, they spend their time chatting and making friends via the social media and this might have influence on their academic performance. Oye (2012) posited that most of the younger students use social media mainly for socializing activities, rather than for academic purpose.

There is a deviation, distraction and divided attention between social networking activities from their academic work. When you do not read, there is no way you can perform well academically. It is a common sight to see a student chatting in sensitive and highly organized places like church, mosque and lecture venues. Some students are so carried away that even as they are walking along the high way, they keep chatting. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as students no longer need to visit a cybercafé before they can send and receive messages. Attention has been shifted from visible to invisible friends (social media friends), while important ventures like study and writing might be affected in the process. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition. It is therefore of great importance to explore some of the trending issues facing students' academic performance as a result of use of social media. Students at all levels of learning now have divided attention to studies, as a result of available opportunities to be harnessed from social media (Osharive 2015). Whether these

opportunities influences students' educational studies negatively or positively is a question that needs to be answered. Thus, the problem this study investigates is the influence of social media network on the academic performance of undergraduate students in Rivers State owned Universities.

Purpose of the Study

The main purpose of this study was to investigate the influence of social media on academic performance of undergraduate students in Rivers State Owned Universities. Specifically the study sought to:

1. Ascertain the extent to which the use of Facebook influences the academic performance of undergraduates students in Rivers State owned Universities.

2. Find out the extent to which the use of WhatsApp influences the academic performance of undergraduates students in Rivers State owned Universities.

3. Find out the extent to which the use of g-mail influences the academic performance of undergraduates students in Rivers State owned Universities.

4. Determine the extent to which the use of Instagram influences the academic performance of undergraduates students in Rivers State owned Universities.

Research Questions

The following research questions guided the study

1. To what extent does the use of Facebook influence the academic performance of undergraduate students in Rivers State owned Universities?

2. To what extent does the use of WhatsApp influence the academic performance of undergraduate students in Rivers State owned Universities?

3. To what extent does the use of g-mail influence the academic performance of undergraduate students in Rivers State owned Universities?

4. To what extent does the use of Instagram influence the academic performance of undergraduate students in Rivers State owned Universities?

Hypotheses

The following null Hypotheses, have been tested at 0.05 level of significance to guide this study.

1. There is no significant difference in the mean ratings of respondents of RSU and IAUE on the extent to which facebook use influences the academic performance of undergraduate students in Rivers State owned Universities.

2. There is no significant difference in the mean ratings of respondents of RSU and IAUE on the extent to which WhatsApp use influences the academic performance of undergraduates students in Rivers State owned Universities.

3. There is no significant difference in the mean ratings of respondents of RSU and IAUE on the extent to which g-mail use influence the academic performance of undergraduates students in Rivers State owned Universities.

4. There is no significant difference in the mean ratings of respondents of RSU and IAUE on the extent to which Instagram use influence the academic performance of undergraduates students in Rivers State owned Universities.

Methodology

In carrying out this research, the researcher adopted descriptive survey design, which gave clear picture of a situation and it served as basis for most researchers in assessing the situation as a prerequisite for drawing conclusion. According to Ezinwa and Okoye (2015), descriptive survey design is a research method which focuses on a representative sample derived from the entire population. This design was adopted because of its ability to ensure a representative outlook and provided a sample approach to the study of opinion, attitudes and values of individuals. The study was carried out in Rivers State. Rivers State is one of the States in the South – South geo-political zone in Nigeria. The State was created on 27th May, 1967. It has 23 Local Government Areas and its capital is Port Harcourt. The choice of Rivers State as the area of the study was necessitated due to the fact that it is an educationally advantaged state with a lot of educational institutions both universities, polytechnics, monotechnic and college of education Hence, the researcher's decision to ascertain the influence of social media on the academic performance of undergraduate students in the state-owned universities.

The population of the study was consists of all the Year 2 and Year 3 students in Faculties of Education in Ignatius Ajuru University of Education, and Rivers State University with a total population size of 2,420 registered students. The researcher choose year II and III students because the year 4 (final year) students may be very busy with their final examinations and writing of project hence attention may not be given to the researcher to fill the questionnaire and as at the time of the study. The year I admission process was still on and the researcher found it very difficult to ascertain their numerical strength. Simple random sampling technique was used to sample a total number of 343 registered students in Rivers State University and Ignatius Ajuru University of Education; Therefore the sample size of the study was 343, comprising of only Year 2 and Year 3 registered students in the

Faculties of Education in the two universities that are owned by Rivers State.   Hence, a sample size of 343 was convenient for this study. This figure was generated through Taro Yamane formular.

The distribution of the sample was done according to the level, gender and institution as shown below;

Gender	RSU		IAUE		TOTAL
	Year 2	Year 3	Year 2	Year 3	
Male Students	30	38	25	44	**137**
Female Students	51	54	41	60	**206**
Total	**81**	**92**	**66**	**104**	**343**

Source; Departmental Students Records

A self-structured questionnaire was used for data collection for the study. The questionnaire was divided into two sections. Section A was the biodata of the respondents, section B dealt on respondents' opinion on the subject matter. The questionnaire is tiled: Influence of Social Media on the Academic Performance of Students' Questionnaire (ISMAPSQ). This was designed after elaborate study of materials reviewed in the literature. Section B has eight clusters which addressed the following social media platforms; Facebook, WhatsApp, Gmail, Instagram, twitter, Youtube, telegram and Yahoo. The questionnaire items were structured on a five point Likert scale including the following values: Very High Extent (VHE) =5 points, High Extent   (HE) = 4 points, Moderate Extent (ME) = 3 points, Low Extent (LE)= 2 points, Very Low Extent (VLE)=1 point

The researcher administered a total of 343 copies of the questionnaire to the respondents with the help of two research assistants who were recruited and trained. The researcher retrieved the entire 343 instruments within a time lag of 2 weeks of administering it.

The data collected were analyzed using Mean and Standard Deviation to answer the research questions. The criterion decision rule was that any mean score that is 3.00 and above was accepted while the mean score that is less than 3.00 was rejected. The null hypotheses were tested using z-test statistical tool at a significance level of 0.05. The decision rule was used to accept the null hypotheses where z-calculated value is less than the z-critical value of 1.96 but reject the null hypotheses where z-calculated value is greater than z-critical value of 1.96.

Research Question 1: To what extent does use of Facebook influence the academic performance of undergraduate students in Rivers State Universities?

Table 1:   Mean and standard deviation analysis on the extent facebook influence the academic performance of undergraduate students in Rivers State Universities.

S/No	Questionnaire Items	Male Students= 137			Female Students =206		
		Mean $\overline{x}$	SD	Remarks	Mean $\overline{x}$	SD	Remarks
1.	Uses of Facebook platform connects the students or people with friends at the same time thereby enhancing their academic performance	3.83	0.38	High Extent	3.38	0.34	High Extent
2.	Students have regular access to the Facebook platform or network than visiting the library which improve their academic performance.	4.03	0.40	High Extent	3.11	0.31	High Extent
3.	Students have regular access to the Facebook platform or network than visiting the library which improve their academic performance.	4.09	0.41	High Extent	2.83	0.28	High Extent
4.	Facebook platform or network allow students to be exposed to internet facilities thereby enhancing their study habit.	4.18	0.42	High Extent	2.85	0.29	High Extent
5.	Facebook network or platform foster students research work hence links the student to the internet world.	4.15	0.42	High Extent	3.11	0.31	High Extent
6.	Facebook platform distracts students	1.30	0.13	Low Extent	1.10	0.11	High Extent

S/No	Questionnaire Items	Mean	SD	Remarks	Mean	SD	Remarks
							Low Extent
7.	Facebook exposes students to distractive contents	1.25	0.13	Low Extent	1.12	0.11	
8.	It reduces study life style in students	1.34	0.13	Low Extent	1.23	0.12	Low Extent
				Low Extent			Low Extent
9.	It affects their ability to connect with other learners globally	1.42	0.14		1.33	0.13	
				Low Extent			Low Extent
10.	It exposes students to advertisement6 that has nothing to do with their studies.	1.42	0.14		1.28	0.13	
	Total Mean/SD	27.17	2.71		21.34	2.13	
	Grand Total Mean/SD		2.72	0.27		2.13	0.21

Source: Field Survey, 2022.

Research Question 2: To what extent does use of WhatsApp influence the academic performance of undergraduate students in Rivers State Universities?

Table 2: Mean and standard deviation analysis on the extent WhatsApp influence the academic performance of undergraduate students in Rivers State Universities.

S/No	Questionnaire Items	Male Students= 137			Female Students =206		
		Mean $\bar{x}$	SD	Remarks	Mean $\bar{x}$	SD	Remarks
11.	Students through WhatsApp messages can get reading or study material from one another which will improve their academic performance.	4.18	0.42	High Extent	2.56	0.26	High Extent
12	Video and audio messages are shared via WhatsApp link for students to improve their study habit.	4.21	0.42	High Extent	2.64	0.26	High Extent
13.	WhatsApp link helps the students to have access to pictures and image as an instructional materials or resources which enhances their study habit or academic performance.	4.28	0.43	High Extent	2.60	0.26	High Extent
14	Students have unlimited access to study materials now as a result of access to WhatsApp network thereby improving their academic performance.	4.21	0.42	High Extent	2.38	0.24	High Extent
15.	WhatsApp link contribute immensely to the students' academic performance hence they have access to the internet through WhatsApp link.	4.29	0.43	High Extent	2.85	0.29	High Extent
16	WhatsApp distracts students from learning thereby affects the performances	1.46	0.15	Low Extent	1.38	0.14	Low Extent
17	It denies learners access to study materials	1.42	0.14	Low Extent	1.40	0.28	Low Extent
18	It beclouds the mind of the learner.	1.38	0.14	Low Extent	1.35	0.14	Low Extent
19	It affects learners' academic performance due to lack of concentration.	1.48	0.15	Low Extent	1.40	0.14	Low Extent
20	Videos and audio messages received through whatsApp causes low academic performance.	1.47	0.15	Low Extent	1.42	0.14	Low Extent
	Total Mean/SD	28.38	2.35		19.98	2.15	

| Grand Total Mean/SD | 2.84 | 0.29 | | 1.99 | 0.22 | Source: |

Field Survey, 2022.

Research Question 3: To what extent does use of g-mail influence the academic performance of undergraduate students in Rivers State Universities?

Table 3:   Mean and standard deviation analysis on the extent g-mail influence the academic performance of undergraduate students in Rivers State Universities.

S/ No	Questionnaire Items	Male Students= 137			Female Students =206		
		Mean $\overline{x}$	SD	Remarks	Mean $\overline{x}$	SD	Remarks
21	Email flat form has the capacity to unite the students in their study thereby improving their academic performance.	4.45	0.45	High Extent	3.43	0.34	High Extent
22	Email uses non-test files link graphic image and sound tone improve students' academic performance.	4.32	0.43	High Extent	3.28	0.33	High Extent
23	Students email through computer-stored message to communicate with one another in issue of academic pursue	4.39	0.44	High Extent	3.20	0.32	High Extent
24	Email messages have significantly influence the students in terms of their academic performance.	4.18	0.42	High Extent	3.33	0.33	High Extent
25	Email messages have positive impact on the students' academic performance hence it exposes the students to the internet.	4.31	0.43	High Extent	3.58	0.36	High Extent
26	Advertisement placed on email influence academic performance of students.	2.30	0.23	Low Extent	2.22	0.22	Low Extent
27	Distractive email can hamper academic performance of students.	2.42	0.24	Low Extent	2.31	0.23	Low Extent
28	Lost emails can affect students' academic performance	2.33	0.23	Low Extent	2.32	0.23	Low Extent
29	Academic performance of students is hampered by incorrect emails	2.38	0.24	Low Extent	2.25	0.25	Low Extent
30	Ambiguous emails affects students' academic performance.	2.47	0.25	Low Extent	2.34	0.23	Low Extent
	Total Mean/SD	**33.55**	**3.36**		**28.26**	**2.84**	
	Grand Total Mean/SD	**3.36**	**0.34**		**2.83**	**0.28**	

Source: Field Survey, 2022.

Test of Hypotheses

Table 4:   Z-test Analysis of significant difference in the mean ratings of the male and female undergraduate students on the extent time spent on Facebook influence the academic performance of undergraduates students in Rivers State Universities

Status	N	Mean X	SD	Df	z-cal	z-crit	Decision
Male Students	137	2.72	0.27				
				341	19.7	1.96	Rejected
Female Students	206	2.13	0.21				

Table 5: **Z-test Analysis of significant difference in the mean ratings of the male and female undergraduate students on the extent time spent on WhatsApp influence the academic performance of undergraduates students in Rivers State Universities**

Status	N	Mean X	SD	Df	z-cal	z-crit	Decision
Male Students	137	2.84	0.29				
				341	28.3	1.96	Rejected
Female Students	206	1.99	0.22				

The analysis on Table 5 indicated that the z-cal of 28.3 is greater than the z-crit of 1.96. Therefore, the calculated z-ratio is statistically significant at a 0.05 level of significance since it is higher than the given critical value of z-ratio. Therefore, the hypothesis 2 is thus rejected and the conclusion is that there is significant difference in the mean ratings of the male and female undergraduate students on the extent WhatsApp influence the academic performance of undergraduates' students in Rivers State Universities.

Hypothesis 3: There is no significant difference in the mean ratings of the male and female undergraduate students on the extent time spent on g-mail influence the academic performance of undergraduates students in Rivers State Universities.

Table 6: **Z-test Analysis of significant difference in the mean ratings of the male and female undergraduate students on the extent time spent on g-mail influence the academic performance of undergraduates' students in Rivers State Universities**

Status	N	Mean X	SD	df.	z-cal	z-crit	Decision
Male Students	137	3.36	0.34				
				341	53	1.96	rejected
Female Students	206	2.83	0.24				

Discussion of Findings

The findings in research question one: To what extent does Facebook influence the academic performance of undergraduate students in Universities in Rivers State revealed that Facebook has significant influence on the academic performance of undergraduate students in Rivers State Universities. The corresponding hypothesis 1 was accepted and concluded that there is no significant difference in the mean ratings of the male and female undergraduate students on the extent Facebook influence the academic performance of undergraduate students in Rivers State Universities. This finding is in collaboration with Ike (2017), who observed that uses of Facebook platform connects the students or people with friends at the same time thereby enhancing their academic performance. The analysis still indicated that the respondents accepted on the point that students have regular access to the Facebook platform or network than visiting the library which improve their academic performance. It was also observed in the study that the respondents accepted the fact that students have regular access to the Facebook platform or network than visiting the library which improve their academic performance. The analysis still showed that the respondents agreed on the view that Facebook platform or network allow students to be expose to internet facilities thereby enhancing their study habit. The study also revealed that the respondents agreed on the view that Facebook network or platform foster students research work hence of links the student to the internet world.

Conclusion

From the findings above, the researcher observed that the above mentioned social media networks have few negative influence on the academic performance of students but in this research it is observed that the positive influence of the social media networks outweighs the negative influence and therefore social media network have positive

Recommendations

Based on the findings of the study, the following recommendations are hereby put forward to ensure that this study achieve its objectives.

1. Management of facebook should upgrade the platform to facilitate teaching and learning because of its influence on the academic performance of undergraduates students in Rivers State Universities.

2. University management or administration should adopt WhatsApp platform as a teaching tool hence it has positive influence on the academic performance of undergraduates students in Rivers State Universities.

3. University management should adopt g-mail for teaching and learning hence it has significant influence on the academic performance of undergraduates students in Rivers State Universities.

4.   University management should adopt instagram as a teaching medium hence it has positive influence on the academic performance of undergraduates students in Rivers State Universities.

Educational and Counselling Implication

The findings of the study have some educational implications and as such contributed to knowledge. The researcher believers that the State Government, Ministry of Education and University Management need to ponder and reflect on the findings of the study. The study has identified some factors that would serve as checks and solutions to influence of social media in the society. There are also some negative implications drawn out from the findings of the study. The findings of the study have far reaching implications for parents, students and government, since students' academic performance can be traced to influence of social media.

It is imperative that government through the management of university should always provide their students with the basic training or knowledge. The lecturers in the universities should always have a good behavioural disposition that will encourage the students positively in the learning process and also make teaching and learning interacting activities as this will encourage high interest and performance in the university. Government on the other hand should help in funding and improving the standard of education across the nation as this will rise to staff and students high level of performance. And lecturers and students should also have positive attitude or disposition in terms of their progrmame irrespective of their primary objectives or basic knowledge.

Counsellors in the discharge of their professional duties in schools should always be pro-active in identifying students with various problems that may affect their behaviour and performance. Government on the other hand should help in improving the standard of education across the nation as this will give rise to students' good behaviour and high academic performance. And the students should also have positive attitude or disposition in terms of their educational activities irrespective of their family types or structure as it will greatly propel them in acquiring knowledge and skills in the school. The counselor, using-client centered therapy and rational emotive behavioural therapy explains thus:

In client-centered therapy, the client determines the course and direction of treatment, while the therapist clarifies the client's responses to promote self-understanding. The goals of client-centered therapy are increased self-esteem and openness to experience. Client-centered therapists work to help clients lead full lives of self-understanding and reduce defensiveness, guilt, and insecurity. As well as have more positive and comfortable relationships with others.

Another counseling technique that is more appropriate is the Rational Emotive Behavioural Therapy (REBT). This was developed by Albert Ellis in 1955. It is built on the idea that how we feel is largely influenced by how we think. As is implied by the name, this form of therapy encourages the development of rational thinking to facilitate healthy emotional expression and behaviour. Often, was of thinking ingrained in our brains at an early age or resulting from painful or traumatic events continued to subconsciously influence our behaviours and perceptions into adulthood. Rational Emotive Behavioural Therapy seeks to reshape these core beliefs in those experiencing a wide range of mental health conditions, thereby enabling them to live full, satisfying lives free from unnecessary psychological distress.

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