

Research

Negative Influence of Social Networking Sites on Academic Activities of Lecturers: A View into University Of Jos, Nigeria

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This research examined the negative Influence of Social Networking Sites (SNSs) amongst lecturers in University of Jos, Nigeria. The study was guided by twelve objectives. Survey research design was used for the study. The target population was all the (1,640) lecturers in University of Jos that were on ground in 2017/2018 academic session. The research instrument used was questionnaire. Data collected were analyzed using frequency counts, percentages and means. The findings of the investigation revealed among others that: the lecturers made use of SNSs; they used mobile phones to access the SNSs; their preferred access point for using the sites were in their offices and homes in that order; most of the lecturers admitted to be a member of at least one SNS. Their main purposes for using the SNSs were to maintain social contacts with friends/relatives and for academic purposes; their preferred SNSs were Facebook and WhatsApp in that order; they also admitted that the main benefits of SNSs could be expressed in Social Activities, Academic Exercises, Information Dissemination and Business Activities. Majority of the lecturers agreed that the use of SNSs has negative influence on their academic activities because it took time they need to prepare for their lectures and assessment of students (exams scripts, projects), prepare for meetings, research and publication, and community services. It was therefore, recommended among others that: University of Jos Management should organize seminars, conferences and workshops on the benefits of using SNSs for academic activities. However, the negative aspects or the dangers associated with the use of the SNSs and ways to avoid them should also be highlighted. The research therefore, concludes that the use of SNSs by lecturers in University of Jos has negative influence on their academic activities/performance.

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

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INTRODUCTION

A social networking site is an online platform that allows users to create a public profile and interact with other users on the website. Social networking sites

usually have a new user input a list of people with whom they share a connection and then allow the people on the list to confirm or deny the connection. After connections are established, the new user can search the networks of connections to make more connections (Lee, 2014). The

nature and terms of these connections may vary from site to site. What makes social networking web sites unique is not that they allow individuals to meet strangers, but rather that they enable users to articulate and make visible their social networks. While SNSs have implemented a wide variety of technical features, their backbone consists of visible profiles that display an articulated list of Friends¹ who are also users of the system. Profiles are unique pages where one can "type oneself into being" (Lee, 2014). Since their introduction, social networking web sites have attracted millions of users, many of whom integrated their sites as a daily practice.

The World Wide Web has been radically transformed, shifting from an information repository to a more social environment where users are not only passive receivers or active harvesters of information, but also creators of content (Gok, 2016). Web based technologies now encompass the socializing features of virtual spaces that have emerged as zones for information sharing, collaboration, and community formation and extension (Gok, 2016).

Social networking sites are technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders. These technologies now include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms (including Facebook), and virtual worlds (Lee, 2014).

It is very easy to get carried away with the attention and interactions, you can have twenty four hours a day on websites like Facebook, Twitter, and Instagram, but what are the negative effects that these social networking sites are having on the lecturers in respect to their academic activities? Just like the general public, it is obvious that lecturers also engaged in these social networking sites. The essence of this research therefore, was to analyze the negative influence of SNSs on the academic activities of the lecturers like: preparing lecture notes and attending lectures; research activities; grading of students' work (tests, assignments, projects) and submission of students' results for faculty moderation. It was based on this scenario that this research was designed to assess the influence of the social networking sites on the lecturers of University of Jos, academic activities.

Academic Activity means: [i] any assigned work or project used to determine academic credit, including (but not limited to) an examination, writing project, take-home test, or other project; or [ii] any competition, activity, or project sponsored or sanctioned by the University in which the student participates for the purpose of gaining an academic advantage. Typical Academic responsibilities/activities of Lecturers include: interviewing course applicants; lecture planning, preparation and research; contact and teaching time with students; checking and assessing students' work; encouraging personal development via tutorial or pastoral work;

invigilating examinations; attending staff meetings; general administration; writing research proposals, papers and other publications; reading academic journals; supervising PhD students and research staff; managing research budgets; attending and speaking at conferences and seminars; and preparing bids for funding for departmental research projects. However, in Nigeria University system, Academic activities are divided into three major groups: Teaching, Research, and Community services

Social networking is one of the means by which one keeps in touch with his/her love ones. However, if caution is not applied to the use of the SNSs, there is tendency for one to be carried away, thereby spending a lot of precious time using it. This in turn affects one's job output in the office. At University of Jos, after the students' examinations, lecturers are expected to mark and grade the students' scripts within a given time frame. Lately, the researcher observed that many lecturers in the faculty of Arts have not been meeting up with the time frame often attached to the submission of students' results. Nevertheless, it was also observed that the publication outputs of the lecturers in the faculty of Arts have dropped – evidence from staff appraisal report of 2017/2018 academic session. Other academic activities like faculty board meetings, departmental and committee meetings are also affected. The researcher further observed that during exams, instead of the lecturers to invigilate exams, many of them often use the period for social networking. There by, abandoning their responsibility. It was based on these scenarios and others not mentioned, made the researcher, to embark on this research, to examine the negative influence of SNSs on the academic activities of the lecturers in University of Jos, Nigeria.

The University of Jos started as a Campus of the University of Ibadan in November, 1971, with the appointment of Professor E. A. Ayandele as its first Acting Principal. Its first home was the present Township campus of the University which is located along Murtala Mohammed way, Jos. Its first students admitted in January, 1972 were pre-degree students. Degree courses in Arts were introduced in October 1973 and in Science and Education the following year. The same year, the Bauchi Road Campus which then accommodated only the Faculties of Natural, environmental, Medical Sciences and Education was acquired. In October 1975, the then Military Government announced the establishment of seven new Universities and University Colleges including the University of Jos. Professor Gilbert Onuaguluchi was appointed its first Vice- Chancellor and he was in office from October 1975 - 1978. He was succeeded by Professor Emmanuel U. Emovon from 1st October 1978 - 1985. Professor Ochapa C. Onazi succeeded Professor Emovon. Professor Onazi served from 1st October 1985 - 1989 as

the 3rd substantive Vice Chancellor. The 4th substantive Vice Chancellor is Professor M. Para Mallum who was in office from 1st October 1989 - 1993. Since then, the University has made enormous progress. By 1993, a new system for appointment of Vice-Chancellor in Nigerian Universities was introduced. There was therefore a delay in the appointment of a new Vice-Chancellor in 1993. In the interim, Prof. G. O. M. Tasié acted as Vice-Chancellor from October 1993 to March 1994. Eventually, Prof. N.E. Gomwalk was appointed Vice-Chancellor of the University in April, 1994. His tenure ended in 1999. Professor M. Y. Mangwat was appointed Ag. Vice-Chancellor from January 2000 to May 4th 2001. He was later appointed substantive Vice-Chancellor with effect from 5th May 2001. After him, Professor Sonni Tyoden was Vice Chancellor from June 12, 2006 to June 11, 2011. He was the 7th substantive Vice-Chancellor of the university. The 8th substantive Vice-Chancellor of the University was Professor Hayward Babale Mafuyai from June 23, 2011 to June 22, 2016. The current and 9th substantive Vice-Chancellor is Professor Seddi Sebastian Maimako who assumed duty on the 23rd of June 2016.

Aim of the investigation was to study the influence of social networking sites on academic activities of lecturers in University of Jos, Nigeria. The specific objectives of the study were as follows: to determine the Use of Social Networking Sites (SNSs) Amongst the lecturers; to determine the membership of SNSs among the lecturers; to find out the number of hours spent on SNSs in a day; to identify the Devices the lecturers Used in Accessing the SNSs; to find out the preferred access point for using Social Networking Sites by the lecturers; to determine the purpose for using the SNSs by the lecturers; to Identify ten (10) most Used SNSs amongst the lecturers; to determine the benefits of SNSs amongst the lecturers; to evaluate the dangers associated with use of SNSs; to assess the negative influence of SNSs on the academic activities of the lecturers; to proffer solution on the ways to handle the dangers associated with use of SNSs. to proffer solutions to the negative influence of SNSs on the academic activities of lecturers in university of Jos.

It is expected that the output of this research will benefit lecturers and the administration of university of Jos, Nigeria as it will show the level of the lecturers' use of social networking sites. This shall help them to understand how best to address the issue of over use of SNSs by lecturers and its impact on academic activities of the lecturers. Also this work will be of immense benefit to the field of Library and information sciences as it will be an addition to existing literature. It shall also add to the available academic literatures on social networking. Also the findings could be used by academic advisers and counselors to proffer professional advice to the university authorities on how best to regulate the social network usage among lecturers in university of Jos. Again, the findings of this study would provide facts that will enable

the ministry of communication technology to know what arises from lecturers' use of the social networking sites. This will help the ministry, to know how to control social network usage upon successful completion of this research, it shall be very relevant to various people, across Nigeria and world over.

This study is limited to the use of networking sites by lecturers of University of Jos, Nigeria. It covers the negative influence of social networking sites on academic activities of lecturers. Generally, the work is limited to the specific objectives of the research – as highlighted above

LITERATURE REVIEW

It must be noted here that there is no documented work or publication that has examined the negative influence of SNSs on lecturers in universities. Most researches concentrated on students. This research is therefore, the only research that has assessed the negative influence of SNSs on the academic activities of lecturers. Hence, most of the literature used, are those of students or other related professions.

SNSs have been defined as web based services that, within a bounded system, enable individuals to construct a semi-profile and articulate a list of other users with whom they share connections and views (Gok, 2016). Another given definition of SNSs is “an online community of Internet users who want to communicate with other users about areas of mutual interest” (Odunola, 2015). The term “networking” emphasizes relationship initiation between strangers (Gok, 2016), which is one of the main activities of SNSs users. Examples of SNSs include: Twitter, Friendster, MySpace (popular with the music/party community), Facebook (popular with the college community), (Lee, 2014).

Today's academics are exposed to all types of technologies in many aspects of their lives (Alt, 2015). On a daily basis they use desktop computers, laptops, E-readers, tablets, and cell phones to actively engage in social networking, text messaging, blogging, content sharing, online learning, and much more (Lee, 2014). Online social networks (OSNs) have permeated all generations of Internet users, becoming a prominent communications tool, particularly in the academic community. Thus, academic institutions and faculty are increasingly using social networking sites, such as Facebook and LinkedIn, to connect with current and potential students and to deliver instructional content (Lee, 2014). Online social networking (OSN) sites, such as Facebook, Twitter and Myspace, are used on a regular basis by many millions of people. The majority of this online networking community is made up of college students and faculty members. In fact, a recent survey of 3000 academics from across the US revealed that 90% of college students use Facebook and 37% use Twitter

(Lee, 2014). Mtebe & Raisamo (2014) in his article named too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. Found that time spent on Facebook and checking Facebook were negatively related to overall GPA, and time spent on Facebook is slightly negatively related to time spent studying. In addition, the ability of time spent on Facebook to significantly predict overall GPA shows that there may be negative academic effects for students who use Facebook in certain ways. In addition, Fox & Moreland (2015) research results revealed a statistically significant negative relationship between time spent by students on OSN and their academic performance. Time spent on OSN is shown to negatively impact academic performance. As time spent on social networking sites increases, the academic performance of the students is seen to deteriorate. This ties in well with the findings presented in Owusu-Acheaw & Larson (2015), which reveal that over-involvement or obsession with social networking by students can have negative influence on academic performance.

Other negative side effects of social networking websites on academics include the following: Academics have started relying more on the information accessible easily on these social networking sites and the web. This reduces their learning and research capabilities; Academics, who get involved in activities on social media sites while studying, result in reduction in their focus of attention. This causes reduction in their academic performance, and concentration to study well; The more time the students spend on these social media sites, the less time they will spend socializing in person with others. This reduces their communication skills. They will not be able to communicate and socialize effectively in person with others. The employers are getting more and more unsatisfied with the communication skills of the fresh graduates due to this reason. The effective communication skills are key to success in the real world; 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; Academics, while searching and studying online, get attracted to using social media sites and sometimes they forget why they are using internet. This wastes their time and sometimes students are not able to deliver their work in the specified time frame; Students get low grades in school due to lack of the desired information and writing skills; The student's motivational level reduces due to the use of these social networking sites. They rely on the virtual environment instead of gaining practical knowledge from the real world;

These observations above have clearly indicated that the use of social networking has some negative effect on the academic activities or performance of academics on campus. This is because longer the academics use the SNSs, less they concentrate on their academic activities. This in turn affects their performance or job output- as the case may be.

THEORETICAL FRAMEWORK

The work adopted the concept of motivation & the gratification theory & gamification. The concept of motivation has been described as 'a process governing choice made by persons among alternative forms of voluntary activity. The uses and gratification framework examines the motivations people have to use a certain mass medium and assumes that people use different media purposively, selectively and actively to satisfy their needs (Katz, Blumler, & Gurevitch, 1974). This theory has served as theoretical framework for this investigation because it has to do with interactions with different types of media. The Uses and Gratification theory discusses the effects of the media on people. It explains how people use the media for their own need and get satisfied when their needs are fulfilled. In other words, it can be said that the theory argues what people do with media rather than what media does to people. This work therefore adopted the Gratification theory also because it has to do with the influence of social networking sites (media) on the academic activities of (users) lecturers in University of Jos, Nigeria.

RESEARCH METHODOLOGY

Survey Research Design was adopted for this study. According to Busher & Harter (1980), survey research design enables specific issues to be investigated through information gathering on people's opinions and believes over a wide population. Busher & Harter (1980) further claimed that survey research techniques can "save time and money without sacrificing efficiency, accuracy, and information adequacy in a research process". This technique is relevant to this study because it involved sampling of opinions of lecturers of University of Jos, on the influence of social networking sites on their academic activities.

Based on the table for determining sample size from a given population, designed by Krejcie, Robert, Morgan, and Daryle (1970), a sample size of 310 is appropriate for a population size of 1,640. See appendix 1. Hence, 310 lecturers were randomly selected.

Table 1: Distribution of Lecturers in University of Jos into their various Faculties and Gender

S/N	Faculty	Male	Female	Total No. of lecturers	Percentage (%)
1	Arts	145	52	197	12.01
2	Agricultural Science	28	3	31	1.89
3	Education	120	99	219	13.35
4	Engineering Sciences	50	3	53	3.23
5	Environmental Sciences	108	27	135	8.23
6	Law	33	12	45	2.74
7	Management Sciences	81	19	100	6.10
8	Medical Sciences	192	52	244	14.88
9	Natural Sciences	183	67	250	15.24
10	Pharmaceutical Sciences	43	14	57	3.48
11	Social Sciences	115	44	159	9.70
12	Veterinary Medicine	16	6	22	1.34
13	Others	81	47	128	7.80
	Total	1195	445	1,640	100

The instrument used for data collection was self-designed questionnaire. A 58 items structured questionnaire was designed. The questionnaire was divided into 2 sections. Section 'A' sought for information on personal (Demographic) data of the respondents. Section "B" sought for information on the Lecturers' Use of Social Networking Sites (SNSs); Devices the lecturers used in Accessing SNSs; preferred access point for using Social Networking Sites; membership of SNSs; purpose for using the SNSs by the lecturers; Identify ten (10) most used SNSs amongst the lecturers; determine the benefits of SNSs amongst the lecturers; evaluate the negative influence of SNSs on the academic activities of the lecturers; and to proffer solution on the ways to handle the negative issues associated with the use of SNSs amongst the lecturers.

The questionnaire went through content validity check. Copies of the questionnaire were given to senior colleagues in the profession. The essence of this exercise was to ensure that the questions were clear, simple and appropriate for the study. On the basis of their suggestions and modifications, some of the items were modified to suit the objectives of the study. A final draft of the questionnaire was then prepared and used for the study.

A reliability test was conducted using test and retest method. Twenty (20) lecturers from University of Maiduguri, were used to test the reliability of the

questionnaire. The reliability coefficient of $r=0.91$ was obtained, and the coefficient was considered high enough for reliability (Tiraieyari, Idris, Uli & Hamzah, 2011). This enabled the researcher to ascertain whether or not the questions asked were able to generate the required data. The questionnaire was then distributed.

Based on the sample size, 310 lecturers in University of Jos, were randomly selected. The selection was done as follows: the names of all the lecturers (1,640) were written, folded and then dropped into a small box. The box was shaken and the names of the lecturers were then picked from the box. With the names of the lecturers picked, the lecturers were then contacted and each given a questionnaire to fill. This was collected immediately after filling of the questionnaire.

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

Three hundred and ten (310) copies of the questionnaire were administered to the lecturers in their offices. Out of the 310 copies distributed, two hundred and ninety-three (293) copies were filled correctly, returned and found usable. This gave a response rate of 94.52%. (Table 2).

Table 2: Response Rate

No. of Copies of Questionnaire Distributed	No. Returned (Frequency)	Percentage (%)
310	293	94.52

Table 3: Use of Social Networking Sites by the lecturers

Respondents	Number Yes	Percentage (%) Yes	Number No	Percentage (%) No
293	293	100.00	0.00	0.00

Table 3 illustrates the use of SNSs by the respondents. This showed that all 293 (100%) of the respondents admitted using the SNSs.

Table 4: Membership of Social Networking Site

Respondents	Number Yes	Percentage (%) Yes	Number No	Percentage (%) No
293	293	100.00	0.00	0.00

Table 4 reveals the membership of SNSs by the respondents. All the 293 (100%) of the respondents agreed to be at least a member of one SNS.

Table 5: Number of hours spent on Social Networking Sites in a day by the lecturers

S/N	Frequency of use	Responses	Percentage (%)
1	One hour a day	22	7.51
2	Two hours a day	26	8.87
3	Three hours a day	30	10.23
4	Four hours a day	33	11.27
5	More than Four hours in a day (Always in the Net)	158	53.93
6	No record	24	08.19
	Total	293	100.00

Table 5 shows the number of hours the lecturers spent on the SNSs in a day. This indicated that more than half 158 (53.93%) of the respondents agreed that they used the SNSs more than four hours in a day. However, others: 33 (11.27%), claimed 4 hours; 30 (10.23%) submitted 3 hours; 26 (8.87%) indicated two hours; 24 (8.19%) has no record (can't remember); and 22 (7.51%) agreed using it for 1 hour in a day, respectively.

Table 6: Devices used for Accessing Social Networking Sites by the lecturers

S/N	Devices	Frequency (No.)	Percentage (%)
1	Mobile Phones	220	75.09
2	Laptops	41	13.99
3	Desktops	05	1.71
4	Tablets	27	9.21
	TOTAL	293	100.00

Table 6 shows the devices used for accessing social networking sites by the respondents. This revealed that majority 220 (75.09%) of the respondents admitted using Mobile phones. While 41 (13.99%), 27(9.21%) and 05(1.71%) agreed using laptops, tablets, and desktops, respectively.

Table 7: Preferred Access Point for Using Social Networking Sites by the Lectures

S/N	Access points	Frequency (No.)	Percentage (%)
1	Café	14	4.78
2	Lecture hall	09	03.07
3	Library	19	6.48
4	Home	113	38.57
5	Office	131	44.71
6	Along the road	07	02.39
	TOTAL	293	100.00

Table 7 shows the preferred access points for using the SNSs by the respondents. This revealed that the highest proportion 131 (44.71%) of the respondents submitted that they accessed the SNSs in their offices. This was followed by 113 (38.57%) of the respondents that claimed that they accessed the SNSs at home. However, 19 (6.48%) of the respondents admitted library, 14 (4.78%) of the respondents indicated café. While 9 (3.07%) and 7 (2.39%) indicated lecture hall and along the road, respectively.

Table 8: Lecturers Purpose for use of Social Networking Sites

S/N	ITEMS	4 SA	3 A	2 D	1 SD	mean X	Remarks
1	For Communicating and interacting with friends.	170	123	0	0	3.60	Accepted
2	For online learning	86	121	53	53	2.89	Accepted
3	For finding friends online.	228	65	0	0	3.78	Accepted
4	For leisure and personal socialization	268	25	0	0	3.91	Accepted
5	For searching for job.	15	112	130	36	2.36	Rejected
6	For academic purposes such as group discussion and getting study partners online.	48	105	100	44	2.56	Accepted
7	For watching movies	03	27	63	200	1.75	Rejected
8	For business transaction	34	190	58	11	2.84	Accepted
9	For communicating, mobilizing and organizing national issues like politics, economy and religious matters.	29	181	56	27	2.72	Accepted
10	For private messaging, uploading photos and online profiles.	107	186	0	0	3.37	Accepted
11	For updating profile information's.	149	144	0	0	3.51	Accepted

Table 8 illustrates the respondents' purpose for using SNSs. This showed that the respondents disagreed that they used the SNSs for searching for jobs and watching movies, with statistical mean of 2.36 and 1.75, respectively. However, the remaining options in table 6, were accepted with statistical means range of 2.56 – 3.91

Table 9: Top Ten (10) Social Networking Sites used by the Lecturers

S/N	Social Networking Sites	FREQUENCY (No.)	PERCENTAGE (%)
1	Whatsapp	85	29.01
2	Facebook	91	31.06
3	Youtube	07	2.39
4	Yahoo	23	7.85
5	2go	02	0.68
6	Linkedin	13	4.44
7	Twitter	36	12.29
8	Badoo	02	0.68
9	Google+	32	10.92
10	My space	02	0.68
	TOTAL	293	100.00

Table 9 shows some of the most common SNSs used by the respondents. Largest proportion 91 (31.06%) of the respondents used Facebook. The next in ranking was WhatsApp with 85 (29.01%) respondents; twitter 36 (12.29%); Google+ 32 (10.92%); Yahoo 23(7.85%); LinkedIn 13(4.44%); Youtube 07(2.39%); Badoo 2 (0.68%); My space 2 (0.68%); and 2go 2(0.68%) respondents, respectively.

Table 10: Benefits of using Social Networking Sites by the Lecturers

S/N	Benefits of using Social Networking Sites	4 SA	3 A	2 D	1 SD	X mean	Remark
1	It gives one News update	61	187	39	06	3.03	Accepted
2	It helps in collective thinking	49	200	26	18	2.96	Accepted
3	It helps in Increased exposure to varied view	72	221	00	00	3.25	Accepted
4	It encourages virtual meeting with co-research scholars	48	230	09	00	3.07	Accepted
5	It helps in research and learning.	12	245	27	09	2.89	Accepted
6	It support collaborative and peer to-peer learning.	27	240	24	03	3.00	Accepted
7	It promotes reading and writing skills in the web	92	201	00	00	2.69	Accepted
8	It helps in strengthening interpersonal relationships.	76	207	07	03	3.22	Accepted
9	It spreads Information incredibly fast	63	230	00	00	3.22	Accepted
10	It helps to find people with common interest	74	206	10	03	3.20	Accepted
11	It helps one to have command over language	79	138	56	20	2.94	Accepted

Table 10 illustrates the benefits of using SNSs by the respondents. This revealed that the respondents accepted that the SNSs are beneficial in all the options in table 8 with a statistical mean acceptance range of 2.69 - 3.25

Table 11: Responses on the Dangers Associated with Social Networking Sites.

S/N	Dangers Associated with Social Networking Sites	4 SA	3 A	2 D	1 SD	X mean	Remark
1	Reputation damage	06	202	83	2	2.72	Accepted
2	E-crime e.g. identity theft, theft of valuable data, interruption of business, financial loss.	86	207	00	00	3.29	Accepted
3	It can lead to obesity	97	196	00	00	3.33	Accepted
4	It can lead to Addiction	38	169	86	00	3.84	Accepted
5	Standard crimes e.g. kidnapping, Fraud, Murder.	38	152	62	38	2.66	Accepted
6	Immoral act e.g. prostitution, pornography.	85	208	00	00	3.29	Accepted
7	Lack of privacy	62	210	18	03	3.13	Accepted
8	Waste of time	21	163	58	51	2.53	Accepted
9	It can lead to stress	09	187	70	27	2.61	Accepted
10	Cyber Bully	18	188	81	06	2.74	Accepted
11	Laziness	08	181	53	51	2.50	Accepted

Table 11 displays the respondents views on dangers associated with SNSs. This showed that the respondents accepted all the option in table 11 with statistical mean range of 2.50-3.84.

Table 12: Negative Influence of Social Networking Sites on the Academic Activities of the

S/N	Negative Influence of Social Networking Sites	4 SA	3 A	2 D	1 SD	X mean	REMARK
1.	Lack of time for collaborating with colleagues for research	53	210	30	00	3.08	Accepted
2.	Devoted little time to marking and grading of students tests, assignments and exams	68	201	12	12	3.12	Accepted
3.	No enough time to attend to students projects	49	198	30	16	2.96	Accepted
4.	No time for research and publication	57	188	40	08	3.00	Accepted
5.	Reduced attendance to meetings like: Departmental, Faculty and Senate	62	201	20	10	3.0	Accepted
6.	Devoted little time for lectures, at times absent from lectures.	71	209	10	03	3.19	Accepted
7.	Affects concentration in meetings	57	200	30	06	3.05	Accepted
8	Lacks time for preparing lecture notes for students	64	206	20	03	3.13	Accepted
9	Reduces lecturers face to face contacts with, colleagues, relations and students	58	204	29	02	3.09	Accepted
10	Lose of concentration in lectures	49	203	36	05	3.01	Accepted
11	Lacks enough time for invigilation of exams	68	196	21	08	3.11	Accepted
12	Often distracted in seminars, workshops and conferences	65	201	23	04	2.93	Accepted
13	No time for writing research proposals for grants,	26	213	51	03	2.89	Accepted

Table 12: Continues

14	Lacks time for conducting research for promotion	59	232	02	00	3.19	Accepted
15	No time for Reading academic journals to update my knowledge	27	193	70	03	2.83	Accepted
16	Lacks concentration during registration of students courses	46	163	79	05	2.85	Accepted

Table 12 displays the respondents' views on Negative Influence of Social Networking Sites on the Academic Activities of the Lecturers. This showed that the respondents accepted all the option in table 12 with statistical mean range of 2.83-3.19.

Table 13: Suggestions on Ways to manage the problems associated with SNSs

S/N	Ways to Manage the Networking Sites Issues	4 SA	3 A	2 D	1 SD	X mean	Remark
1	Keep yourself safe. Protect your actual location.	62	231	00	00	3.21	Accepted
2	By not storing information you want to protect on any device that connect to Internet.	97	196	00	00	3.33	Accepted
3	By being careful on the kind of information you share about yourself, family and friends.	90	203	00	00	3.31	Accepted
4	By changing your passwords periodically and not reuse old passwords.	83	186	24	00	3.20	Accepted
5	By not posting anything that might embarrass you later, or that you don't want a stranger to know.	100	178	15	00	3.20	Accepted
6	By not sharing your username, passwords, social security numbers, credit cards, bank information's, salaries with friends.	90	196	07	00	3.28	Accepted
7	By being thoughtful and limiting personal Information you share.	80	205	08	00	3.25	Accepted

Table 13 shows the respondents Suggestions on Ways to manage the problems associated with SNSs. This showed that the respondents accepted all the option in table 13 with statistical mean range of 3.20-3.33.

Table 14: Ways to Manage the Negative Influence of SNSs on the academic activities of

S/N	Ways to Manage the Networking Sites Issues	4 SA	3 A	2 D	1 SD	X mean	Remark
1	University management should organize sensitization seminars annually on how to use the SNSs without obstructing the academic activities of lecturers	90	200	03	00	3.30	Accepted
2	The university of Jos web site, home page should be customized with warning on dangers of SNSs on academic activities when used excessively	101	181	11	00	3.31	Accepted
3	Always be mindful of your academic responsibilities when engaging in SNSs	99	191	03	00	3.33	Accepted
4	Producing T-shirts with labels designed to sensitize the public on the negative influence of SNSs on academic activities.	38	169	86	00	2.84	Accepted
5	By minimizing the time one spends on SNSs	28	181	84	00	2.81	Accepted
	Posters should be designed and posted in strategic locations in the university, on how to manage the effects of SNSs on academic activities	26	201	66	00	2.86	Accepted

Table 14 illustrates suggestions on ways to manage the Negative Influence of SNSs on the academic activities of lecturers. This indicated that the respondents accepted all the options in table 13 with statistical mean range of 2.81-3.33.

DISCUSSIONS

Table 3 shows that all the 293 (100%) of the respondents admitted using the SNSs. This could be because of the huge benefits associated with the use of SNSs. It enables individuals to exchange ideas with their colleagues on issues concerning their educational and social lives. This finding corroborates the works of Eke, Omekwu & Odoh, (2014); Croxton (2014) and Alhazmi & Rahman (2013) who on separate accounts stated that most users of SNSs used them for educational and social activities.

Table 4 showed that all 293 (100%) of the respondents agreed to be a member of at least one SNS. This finding could be because one must be registered as a member, before he/she can make contribution in the SNS. This observation is in line with the findings of Lee (2014) and Seifert (2016) who independently affirmed that membership of SNSs are usually directly proportional to its usage.

Table 5 shows the number of hours the lecturers spent on the SNSs in a day. This indicated that more than half 158 (53.93%) of the respondents agreed that they used the SNSs more than four hours in a day. This means that the SNSs has a high influence on the activities of the lecturers, which include their academic activities like: to attend lectures; marking and grading of students tests, assignments and exams; attend to students projects; research and publication; attendance to meetings like: Departmental, Faculty and Senate; collaborating with colleagues for research; writing research proposals for grants; concentration during registration of students courses; etc. This observation corroborates the works of Odunola (2015) and Hadebe; Owolabi; & Mlambo (2017) who pointed out that addiction to the use of SNSs usually lead to low productivity among employed youths.

Table 6 shows that majority 220 (75.90%) of the respondents admitted that they used the mobile phones to access the SNSs. This could be because mobile phones are usually portable and can be easily acquired in the market because of its low price and availability. This finding agrees with the works of Domingo & Gargante (2016); Dyson, Vickers, Turtle, Cowan & Tassone (2015) and Ritala, Olander, Michailova & Husted (2015) who on separate accounts affirmed that mobile phones are the device of choice when accessing the SNSs by most users.

Table 7 revealed that the highest proportion 131 (44.71%) of the respondents indicated that their preferred access point for using the SNSs was office. This finding

could possibly be because the respondents are usually alone in their offices. Hence, large proportion of the lecturers used the opportunity to engage in SNSs. This observation has a serious implications because when carried away, the lecturers may not be able to carry out their academic responsibilities like: to attend lectures; marking and grading of students tests, assignments and exams; attend to students projects; research and publication; attendance to meetings like: Departmental, Faculty and Senate; collaborating with colleagues for research; writing research proposals for grants; concentration during registration of students courses; etc. This finding is in line with the works of Nwokedi (2019) and Odunola (2015) and Eke, et al (2014) who on different occasions pointed out that civil servants, preferred access points for accessing the SNSs are office and home, respectively.

Table 8 illustrates the respondents' purpose for using SNSs. This showed that the respondents disagreed that they used the SNSs for searching for jobs and watching movies, with statistical means of 2.36 and 1.75, respectively. However, the remaining options in table 8 were accepted with statistical means range of 2.56 – 3.91. This finding is in line with the works of Paliktzoglou & Suhonen (2014); Odunola (2015); Seifert (2016) and Eke, et al (2014) who on several occasions highlighted the purpose for using the SNSs among academics of higher institutions to include: educational engagement, social life, business, entertainment and leisure.

Table 9 showed that the highest proportion of the respondents 91 (31.06%) and 85 (21.01%) admitted that Facebook and Whatapp are the most popular SNSs, respectively. This observation is in line with the work of Arrington (2005) which showed that about 85% of college students in United States had a profile up on Facebook. It also agrees with the work of Owusu-Acheaw and Larson (2012), who in their study on students of Koforidua Polytechnic Ghana, discovered that the highest percentage 1002 (66.2%) of their respondents submitted that Facebook was their favourite SNS.

Table 10 revealed that the respondents agreed that SNSs have numerous benefits as highlighted in table 10. This finding corroborates with the works of Eke, et al (2014); Mbodila, Isong & Muhandji (2014); Kwon, Park, & Kim (2014); Gok (2016); Kwahk & Park (2016) and Waycott, Thompson, Sheard & Clerehan (2017) who on many occasions reported independently the benefits of using SNSs to include: corroborative learning, social interactions, teaching and research, and business activities. Even though SNSs are beneficial to academics, Hadebe, Owolabi, & Mlambo (2017) and Fox & Moreland (2015) warned that its use among academics should be moderated. Nevertheless, Jeng, He, & Jiang, (2015) and Martinez (2015) reported addiction of SNSs usage among scholars.

Table 11 revealed that the respondents agreed that

SNSs have numerous dangers associated with its use as highlighted in table 11. This finding supports the works of Karpinski, Kirschner, Ozer, Mellott & Ochwo, (2013) and Alt (2015) who independently reported that the use of SNSs, if not moderated among users could lead to addiction, lack of privacy, laziness, isolation, stress, and waste of precious time that would have been dedicated to academic activities. However, Mtebe, & Raisamo (2014); Manzoor, Ahmad, & Gousia (2017) and Eid & Al-Jabri (2016) submitted that SNSs could be used to perpetuate crimes like: cyber bully, pornography, fraud, murder, reputation damage, and kidnapping, especially among youths. These findings have reported the dangers associated with the use of SNSs and further amplified the need to use the SNSs cautiously.

Table 12 specifically highlighted the negative influence of SNSs on the academic activities of lecturers in University of Jos. This revealed that all the options in table 12 were accepted by the respondents to constitute negative influence on the academic activities of the lecturers. It is interesting to note that SNSs could influence academic activities like: lecturers being absent from lectures; marking and grading of students tests, assignments and exams; research and publication; preparing lecture notes for students; Lacks concentration during registration of students courses; attendance to meetings like Departmental, Faculty and Senate; and other influences highlighted in table 12. These findings corroborate the works of Kwahk & Park (2016) and Paliktzoglou, & Suhonen (2014) who on separate occasions reported that the SNSs have a negative influence of the academic activities of academics on campus. These findings have further amplified the negative influence of SNSs on academic activities.

Table 13 highlighted the suggestions on the ways to manage the negative aspects of SNSs. The respondent agreed/accepted all the suggestions in the table 13. This report supports the research findings of many authors like Odero & Mutula (2017); Aslam, Shahzad, Syed & Ramish, (2013); Lim & Richardson (2016) and Scott, Sorokti & Merrell (2016) who on separate occasions submitted that some of the ways to avoid the negative aspects of SNSs include: reduction on time spent on SNSs, never expose your user name, passwords, credit cards, bank records, any personal information and your location. These findings have clearly shown that even though SNSs may be beneficial to lecturers, its use should be regulated to avoid the negative aspects of the technology.

Table 14 revealed the suggestions on the ways to manage the Negative Influence of SNSs on the academic activities of lecturers. This revealed that all the options in table 14 were accepted as solutions to the negative influence of SNSs on the academic activities of the lecturers. These findings agree with the reports of Manzoor, Ahmad, & Gousia, (2017) and Hadebe,

Owolabi, & Mlambo (2017) who submitted that sensitization is one of the major ways to curb the negative impacts of SNSs on the academic activities of students.

Summary of findings revealed that: all 293 (100%) of the respondents admitted using the SNSs; all 293 (100%) of the respondents agreed to be at least a member of one SNS; more than half 158 (53.93%) of the respondents agreed that they used the SNSs more than four hours in a day; majority 220 (75.09%) of the respondents admitted using Mobile phones; highest proportions 131 (44.71%) and 113 (38.57%) of the respondents preferred access points were home and office, respectively; the respondents' main purpose for using the SNSs was for making friends (social activities); the highest proportion of the respondents affirmed that Facebook and Whatapp were their most preferred SNSs, respectively; the benefits of the SNSs lie greatly on its ability to spread information fast and helps in strengthening interpersonal relationships; most of the respondents affirmed that if used excessively, SNSs could lead to addiction; most of the respondent submitted that the dangers of the SNSs is that it makes them devoted little time for lectures, at times absent from lectures; and Lacks time for conducting research for promotion; the respondents accepted that the ways to reduce the negative impact of SNSs were: one should be thoughtful and limit personal, family and friends information shared in the SNSs, never share username, password, social security numbers, credit cards, bank information, salaries, and minimize time one spends in SNSs; ways to Manage the Networking Sites Issues: One should always be mindful of his/her academic responsibilities when engaging in SNSs; and University management should organize sensitization seminars annually on how to use the SNSs without obstructing the academic activities of lecturers.

CONCLUSION

Social networking sites (SNSs) are online platforms that provide individuals with an opportunity to manage their personal relationship and remain updated with the world. The primary objective of the present research was to assess the Negative Influence of Social Networking Sites on Academic activities of Lecturers of University of Jos, Nigeria. The study concludes that all the lecturers use the SNSs. At least they all belong to one SNS and the lecturers used the SNSs more than four hours in a day. The lecturers used Mobile phones for access the SNSs. Their preferred access points were home and office, respectively. The lecturers' main purpose for using the SNSs was for making friends (social activities) and Facebook and Whatapp were most preferred SNSs, respectively. The benefits of the SNSs to the lecturers lie greatly on its ability to spread information fast and help in strengthening interpersonal relationships. They agreed

that excessive use of the SNSs could lead to addiction. The lecturers submitted that the dangers of the SNSs is that it makes them devote little time for lectures, at times absent from lectures; and Lacks time for conducting research for promotion. They accepted that one should always be mindful of his/her academic responsibilities when engaging in SNSs; and University management should organize sensitization seminars annually on how to use the SNSs without obstructing the academic activities of lecturers.

Based on the findings of the investigation, the following recommendations were proffered: seminars, conferences and workshops should be organized by the University of Jos Management for lecturers on benefits of using SNSs for academic purposes. However, the negative influence or the dangers associated with the use of SNSs and ways to avoid them should also be highlighted; the lecturers should be disciplined enough, to minimize the time spend on SNSs; the lecturers should be advised on the dangers and implications of getting addicted to social networking; the University of Jos web site, home page should be customized with warning on dangers of SNSs on academic activities when used excessively; University management should concenter Producing T-shirts with labels designed to sensitize the public on the negative influence of SNSs on academic activities; posters should be designed and posted in strategic locations in the university, on how to manage the negative effects of SNSs on academic activities; advertisements and jingles should be placed in the university's Radio FM, on the influence of SNSs on academic activities on campus; Lecturers should always be mindful of his/her academic responsibilities when engaging in SNSs; Lecturers should be advised to always leave their phones whenever going for lectures or meeting.

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