

# Influence of Social Networking Sites on Lifestyles, Acculturation and Self-Esteem of University Students in Ondo State, Nigeria

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## Abstract

This study investigates the effect of Social Networking Sites on Lifestyles, Acculturation and Self-Esteem of University Students Ondo State, Nigeria. The instrument used for data collection was a structured questionnaire. A sample of 250 students was randomly selected from all the 5 faculties of Adekunle Ajasin University, Akungba-Akoko, Ondo State. The result and discussion of the study indicated that students' social lives are being affected by the usage of Social Networking Sites because online social networking has deeply penetrated university campuses, influencing multiple aspects of student life including their lifestyles, acculturation and self-esteem. The study further revealed that the utilization of Social Networking Sites by students both have positive and negative effects on them. Based on the result of the findings, it was recommended that students should use their knowledge about their environment's attributes to nurture and maintain their integrity and commitment to the university in order to develop new skills to participate and stay safe in the new digital environment. Students should view the Social Networking Sites as an educational tool that help them to reach desired university outcomes so that their online integrity and commitment with peers can lead them to greater satisfaction with university life.

**Keywords:** Acculturation, Educational Outcomes, Social Acceptance, Socialization, Students' Satisfaction, Self-Esteem, Interpersonal Relationship, Online Risk, Web 2.0.

## 1. Introduction

With the inception of Web 2.0 technology, a new mode of social networking, i.e., online Social Networking Sites has emerged and become popular. People are increasingly inclined to cultivate their virtual social relationships and virtual life on existing prevalent social networking websites such as Facebook, Xanga and MySpace. These websites provide favorable platforms for individuals to express themselves. More importantly, by using social networking technologies, individuals can establish new relationships with acquaintances, as well as maintain close relationships with friends, colleagues, and family members. The active engagement in these websites to establish virtual relationships provides individuals with access to a diversified set of information from multiple sources (Wasko&Faraj, 2005). The popularity of Social Networking Sites is due to their conversational tone as knowledge is effectively shared through a process of discussing, storytelling and collaborative editing. University students employ social network sites to support their existing relationships. Boyd, Ellison & Lampe (2007) define social network sites as web-based services that allow users to construct a public or private profile within a system, a list of users' friends and a view of their list of connections and those made by others within that system. These university students negotiate their different roles in social network sites to overcome the cultural barriers to communicate with different personalities.

Tu, Blocher, and Roberts (2008) assert that Web 2.0 technology is shaping human communications and is impacting how people present themselves in their interactions with one another. The linkage between individuals on SNSs has opened up channels of communication with people one may not have the opportunity to meet face-to-face. The voluntary messaging function, commonly known as "status" on Facebook and Myspace, or "tweets" on Twitter, allows real-time instant messaging anytime and anywhere in the world. In many occasions, one-to-many communication pattern is observed if the users choose to "invite" their friends into a conversation loop or multiple mentions using the "@" symbol to include more than one recipient for a message.

According to social learning theory, three elements, including individual learners, peers, and situations, potentially affect individuals' learning outcomes Alavi (1994) also identifies individuals' active engagement in constructing knowledge, interpersonal interactions in corporative context, and problem-solving situations as

distinguished attributes of effective computer-mediated learning. Social learning theory emphasizes the self-regulation of individual learning. In most cases, individuals will self-initiate, regulate learning and actively construct knowledge by acquiring, generating, and structuring information. They can use symbols to represent events, to analyze their conscious experience, to communicate with others, to create and to engage in insightful actions.

Further, social learning theory emphasizes learning's social genesis and views learning as a social process in which individuals interact with peers or models, as well as situations. Individuals' learning, although self-initiated, often relies on the social context. Individuals' observations and interactions with peers (e.g., learning from each other by exchanging knowledge to achieve shared commonality) and situations (e.g., learning the environmental norms, cultures, policies) influence their cognition and behavior. Thus, obtaining desirable learning outcomes requires social support from others and their understanding of situations. Moreover, the achieved learning outcomes will reinforce individuals' engagement in certain actions. From the social learning viewpoint, human behavior is a continuous reciprocal interaction between learners themselves and the external environment.

The hidden complexity and dynamism of social networking behavior necessitates exploration of the underlying linkage mechanism between online social networking and desirable learning outcomes. As a sort of self-regulated learning, students' search of information and feedback through social networking is critical to their socialization and adaptation in a situated environment. Through social networking, students can acquire attitudes, behavior and knowledge for assuming a role in situated environments, such as organizations and universities (Chao, O'Leary-Kelly, Wolf, Klein, & Gardner 1994; Morrison 2002). Thus, university students' online social networking behavior has great potential for nurturing and promoting their socialization in the university, including the processes of social acceptance and acculturation. The value of various relationships will fulfill individuals' specific learning purposes and information needs differently Morrison (2002). University students' social acceptance and acculturation, which shape individuals interaction with peers and the situated university, respectively, require learning different objects and need differentiated information. Further, students' socialization and adjustment in a university largely influence how well they perform in the university.

Social acceptance concerns students developing satisfying relationship with peers and becoming integrated Bauer (2007). Interacting with peers is an important facet of socialization Chao (1994); Schein (1968). Meaningful peer interaction usually takes place in a small dense network of strong ties that provide social support and a sense of belonging Coleman (1990); Podolny & Baron (1997). In a tight-knit Network, students are likely to convey reliable and consistent information and social cues with one another that enable their understanding of peers' interests, expertise, and development of commonality. Such a network that nurtures close peer interactions allows individuals to learn more about their peers and gain social acceptance from them. During Online Social Networking, e.g. on Facebook, individuals tend to cultivate strong relationships with a relatively small group of people, even though their friendship scope has been significantly expanded. Following the rationale of a close social network view, online social networking is expected to promote university socialization.

Peer interaction is a crucial source of learning. Cognitively, peers can assist in drawing insight into personal style and self-concept development. As Walsh, Bartunek, and Lacey (1998) purported, "forming mutual and meaningful connections with others, individuals gain a greater sense of energy, purpose, vision and ultimate self-understanding". Affectively, peers can provide emotional and psychological support that facilitates individual learning and academic satisfaction. Sanchez, Bauer, and Paronto (2006) 4-year longitudinal study carried out in the University of Northern Hemisphere, London demonstrates that students with peer mentoring and support are more satisfied with their university life. Individuals who are socially accepted by peers may achieve higher performance proficiency because the relationships they form with peers are social capital that potentially facilitates their skill development and performance enhancement Bauer & Green 1994; Bauer (2007). Further, Ginsburg-Block, Rohrbeck, and Fantuzzo's (2006) meta-analysis of the related literature illuminates peers' influence on the social dimension of individual learning, such as on self-concept, affection and behavioral learning.

Acculturation refers to individuals gaining an understanding of the environmental norms and cultures Morrison (1993); Schein (1968). The interaction between students and situated environments constitutes the other facet of socialization. In the educational context, acculturation specifically refers to college students' understanding of the university culture, norms, policies and educational goals. To complete the process of such acculturation, students need to seek normative information about the university Morrison (1993). Such information seeking is usually through various channels. Social network research suggests that a network with diverse members greatly facilitates access to useful information, as such diversity enables individuals to tap multiple pockets of information and knowledge Burt(2001); Coleman (1990), thereby providing more

comprehensive views for individuals to understand multi-faceted environments. As Morrison (1993) observes, a large range of network with broader information is beneficial for individuals' learning about an environment's attributes (e.g., norms, policies and culture). Allen, Robbins, Casillas, and Oh (2008) also demonstrate that students' social connectedness significantly affects their college commitment and retention. As aforementioned, online Social Networking enables students to expand their network range, thus potentially providing more diverse information access channels due to their large number of connected friends.

A supportive environment is also a key to students attaining desirable learning outcomes. Bandura's social learning theory (1977) states that the environment is only a potentiality until mobilized by appropriate interactions while cannot inevitably impinge upon individuals. It is individuals' interaction with the environment that causes their behavioral consequences. Thus, acculturation shaped by individual students' understanding and assimilation of the environmental attributes, such as culture, norms, values and goals of the university, can exert influences on the students' cognition, affection, and skill development. From the cognitive learning perspective, the learning of general educational goals and values of universities helps students to clarify or reinforce the goals of self-regulated learning embedded in online social networking. Given the goodness of the goal claimed by the universities, the students' buy-in of the university culture, values and goals facilitates their self-concept development and enhances their self-esteem, when studying in the university. From the affective learning aspect, acculturation that represents a certain degree of congruence between the value advocated by the university and the internal value believed by students themselves, nurtures and maintains individual students' integrity and commitment to the university. Such integrity and commitment largely leads students to greater satisfaction with university life, and promotes retention Thomas (2000); Tinto (1993). Instrumentally, individual students' knowledge of situated universities with value congruence will motivate them to make more effort to achieve better performance.

Having positive interpersonal relationships is an important predictor of wellbeing (Hartup & Stevens, 1999) and can buffer individuals from many of the key stressors that characterise the transition from childhood to adulthood (Bukowski, 2001; Hartup, 2000). Internet use, generally, has been found to strengthen young people's existing interpersonal relationships (Valentine & Holloway, 2002; ACMA 2009:8; Besley 2008; Gross, 2004; Subrahmanyam, Kraut, Greenfield, & Gross, 2000; Valkenburg & Peter, 2006). Email, instant messaging and social networking can address new barriers young people may face to forming and maintaining positive social relationships. These barriers can include lack of safe, accessible and welcoming public places to gather, limited transport to get there, and time free of structured activities such as school and sport. SNS challenge these barriers because they are accessible 24/7, from different physical locations and via different technologies (e.g. computer, mobile device) (Boyd 2007; Sefton-Green & Buckingham 1996). Furthermore, Social Networking Sites play a critical role in overcoming the impact that high levels of mobility and complexity can have on long-term relationships. For example, studies have found that SNS helps young people who have recently transitioned from high-school to university to develop new relationships while maintaining their high-school friendships. In particular, those students with lower levels of satisfaction with university life and lower levels of self-esteem benefited the most from active use of Facebook (Ellison, Steinfield & Lampe 2007). Indeed, some forms of online social networking, such as instant messaging, usually involve much smaller groups of participants (often one-to-one communication) and are primarily used to maintain existing friendship networks (Grinter & Palen, 2004).

Social Networking Sites also play an important role in students' development and exploration of intimate relationships (boyd 2007; Berk 2007; Cobb 1995). Once contact between young people in an intimate relationship outside of school hours usually occurred on the family phone which was shared and regulated by parents. Now Social Networking Sites, along with the mobile phone, have provided a space in which this communication can occur (Livingstone 2008; Sprecher 2009).

Most researches have focused on the role Social Networking Sites play in the maintaining and strengthening of existing offline relationships (Donath & Boyd 2004). However, for some young people, particularly those who are marginalised or otherwise socially isolated, online relationships provided a significant, and sometimes the only, opportunity for such socialisation. This ability to connect with others with shared values, views, needs or experiences, can assist students experiencing marginalisation to identify potential supportive connections in their local community (Munt, Basset & O'Riordan 2002). Another study demonstrated how Facebook helped young people with lower levels of social skills develop friendships online that then translated offline (Valkenburg, Peter & Schouten 2006).

The debate over whether Social networking Sites only foster existing relationships or whether they are an important facilitator of new relationships is based on an assumed distinction between face-to-face and online communication. There is increasing evidence that young people experience online and offline social worlds as

“mutually constituted” (Holloway and Valentine, 2003) and flexibly combine a number of modes of techno-social interaction (Richardson, Third and MacColl, 2007). Indeed, young people are increasingly engaging simultaneously in online and offline social networking. For example, multi-player gaming has a long tradition of combining online and offline interactions of players with internet cafes and LAN parties providing such spaces (Beavis & Charles 2007). While there has been little research it appears that young people often work collaboratively in the online space through Social Networking Sites, creating or commenting on YouTube videos or other such activities, while physically co-located. Young people not only consider their online and offline worlds as one but actually combine the two in a physical and temporal sense.

## 2. Materials and Methodology

### 2.1 Research Questions

Three research questions were generated to guide the course of this study.

*Research Question 1:* Can Students’ online Social Networking engagement be positively related to their acculturation in the University?

*Research Question 2:* Is the Social Networking Sites positively related to students’ satisfaction with University life?

*Research Question 3:* Will Students’ social acceptance by peers be positively related to their self-esteem development?

*Research Question 4:* How can Social Networking sites enable students to have a sense of competency when forming interpersonal relationship on Social Networking Sites?

*Research Question 5:* How can a student avoid risks on Social Networking Sites?

### 2.2 Subjects

The study targeted all students in AdekunleAjasin University, AkungbaAkoko, Ondo State Nigeria. However, a sample of 250 students were randomly selected from the five Faculties of the school. Adekunle Ajasin University is located in Ondo State, southwestern Nigeria, the University was founded in 1999. The population was approximately 8, 479 as of 2007. The majority of the students are members of the Yoruba ethnic group.

### 2.2 Instruments

The research instrument used for this study was a structured questionnaire. This questionnaire was developed on the basis of reviewed literature and was used to obtain the respondents information for the study. The instrument was employed because it is the most appropriate, less time consuming and easy to construct and get information.

The questionnaire comprises two sections: section A and section B. Section A contained personal data while section B is based on the formulated questions. Respondents were required to express their degree of agreement or disagreement on four (4) point scale which was the developed rating scale used indicating the extent to which they perceive each statement on the effect of social networking sites on their learning and lifestyle. The four-point scale was Strongly Agree (SA), Agree (A), Strongly Disagree (SD) and Disagree (D).

### 2.3 Research Design and Sampling Technique

The research design for this study was descriptive of the survey type. Random sampling technique was used to sample the university students that were involved in the study.

### Procedure

Before the questionnaires were administered, the researcher sought permission from students that were randomly selected. The questionnaires were personally administered by the researcher i.e. on the spot administration. The researcher interacted with the respondents and to make clarification of items that seems ambiguous to them. The researcher explained to the respondents the significance and purpose of the questionnaires. The respondents were given enough time to respond to the items in the research instrument. The questionnaires were collected immediately they fillings of the questionnaires.

### 2.5 Data Analysis

In analyzing the selected data, simple percentage and frequency counts were employed.

## 3. Results

Responses to the effect of Social Networking Sites on students’ Lifestyles, Acculturation and Self-Esteem (Facebook, Twitter, MySpace, Xanga, YouTube, 2go etc.) were analysed. The data collected from 250 students were collated and analyzed using frequency counts and percentages. The results were presented in the table below:

**Research Question 1:** Can students’ online Social Networking engagement be positively related to their acculturation in school?

In answering research question 1, the researcher collated items 7, 8, and 9 from the questionnaire for

analysis. The data collected were then analysed using simple percentages and the result is presented in the table 1.

The result in table 1 shows that 188(75.2%) respondents agreed that Social Networking Sites allow students to seek normative information about their university culture, norms, policies and educational goals while 62(24.8%) respondents disagreed with the statement. 184 (73.6 %) respondent agreed that a large range of Network with broader information is beneficial to students' learning about their school environment's attributes while 66(26.4%) respondent disagreed with the statement. 109 (43.6%) respondents agreed that students' knowledge about their school environments attributes nurtures and maintain their integrity to the university while 141 (56.4%) respondents disagreed with the statement.

**Research question 2:** Can students' usage of Social Networking Sites be positively related to their satisfaction with university life?

In answering research question 2, the researcher collated items 20, 21, and 22 from the questionnaire for analysis. The data collected were then analysed using simple percentages and the result is presented in table 2:

The result in table 2 shows that 99 (39.6%) respondents agreed that students' integrity to Social Networking Sites leads them to greater satisfaction with university while 151 (60.4%) respondents disagreed with the statement. 106(42.4%) respondents agreed that students gain a greater sense of energy, purpose, vision and ultimate self-understanding through forming mutual connections with peers thereby facilitating their satisfaction with university life while 144 (57.6%) respondents disagreed with the statement. 42 (16.8%) respondents agreed that Students use social networking sites as an educational tool that help them to reach desired university outcomes while 208 (83.2%) respondents disagreed with the statement.

**Research question 3:** Will students' social acceptance by peers be related to their self-esteem development?

In answering research question 3, the researcher collated items 27, 28, and 29 from the questionnaire for analysis. The data collected were then analysed using simple percentages and the result is presented in table 3:

The result in table 3 shows that 123 (49.2%) respondents agreed that students' increased social participation with social networking sites facilitates their self-esteem development while 127 (50.8%) respondents disagreed with the statement. 109 (43.6%) respondents agreed that the number of friends students have online determines their self-esteem development while 141 (56.4%) respondents disagreed with the statement. 175 (70%) respondent agreed that students use Social Networking Sites as a forum to express their opinions and views which help to improve their self-esteem while 75 (30%) respondents disagreed with the statement

**Research question 4:** How can students avoid risks on Social Networking Sites?

In answering research question 4, the researcher collated items 38, 39, and 40 from the questionnaire for analysis. The data collected were then analysed using simple percentages and the result is presented in table 4:

The result in table 4 shows that 89 (35.6%) agreed that ethnic background, and parental education appears to have more of negative influence on Students' learning than the amount of time used on social networking sites while 161 (64.4%) disagreed with the statement. 196 (78.4%) respondents agreed that if a student is experiencing negative interactions with peers on Social Networking Sites, the best way to stop avoiding the risk is to stop communicating with them and consider blocking them from access to his or her profile while 54 (21.6%) respondents disagreed with the statement. 131 (52.4%) respondents strongly agreed that students that communicate with peers who have similar interests, organize social events and share information that they are comfortable with having on the internet are the ones who use their profiles in a positive way while 119 (47.6%) respondents disagreed with the statement. 105 (42%) respondents agreed that students can avoid time wastage on social networking sites by avoiding going online more than they plan i.e. restricting themselves to a certain amount of time per day or week while 145 (58%) respondents disagreed with the statement.

**Research question 5:-** How does Social Networking Sites enable students to have a sense of competency when forming interpersonal relationship on Social Networking Sites?

In answering research question 5, the researcher collated items 30, 31, 32 and 33 from the questionnaire for analysis. The data collected were then analysed using simple percentages and the result is presented in the table 5

The result in table 5 shows that 121 (49.2%) respondents agreed that Students who are socially competent develop new friends easily on Social Networking Sites while 127 (50.8%) disagreed with the statement. 181(72.4%) respondents strongly agreed that students' usage of Social Networking Sites make them competent both academically and socially while 69 (27.6%) disagreed with the statement. 129 (51.6%) respondents agreed that Social Networking Sites help some students who are shy and less sociable while 121 (48.4%) disagreed with the statement. 109 (43.6%) respondents agreed that Social Networking Sites help to reduce loneliness in students while 141 (56.4%) respondents disagreed with the statement.

#### 4. Discussion

From the analysis of the findings, it was observed that Social Networking Sites allow students to seek normative information about their university culture, norms, policies and educational goals. According to Morrison 1993; Schein (1968) the interaction between individuals and situated environments constitutes the other facet of socialization. A large range of network with broader information is extremely beneficial to students' learning about an environments' attribute. According to Burt(2001); Coleman (1990), a network with diverse members greatly facilitates access to useful information, as such diversity enables individuals to tap multiple pockets of information and knowledge Burt(2001); Coleman (1990). Also, student's knowledge about their environment's attributes do not nurture and maintain their integrity and commitment to the university.

The students' integrity and commitment to Social Networking Sites do not lead them to greater satisfaction with university life. Students do not gain a greater sense of energy, purpose, vision and ultimate self-understanding through forming mutual connections with peers in order to facilitate their satisfaction with university life, Social Networking Sites cannot be used as an educational tool to help students reach desired university outcomes.

The study also revealed that increased social participation of students in Social Networking Sites facilitates students' self-esteem development. The number of friends a student has online is not a critical factor that determines his/her self-esteem development. As Walsh; Bartunek and Lacey (1998) purport, "forming mutual and meaningful connections with others, individuals gain a greater sense of energy, purpose, vision and ultimate self-understanding which facilitate students' esteem development". Students use Social Networking Sites as a forum to express their opinions and views thereby facilitating their self-esteem indicated that students' social interaction with peers online is a critical factor that determines their self-esteem development and also there is a demonstrated positive relationship between students' use of Social Networking Sites services and self-esteem which was also supported by Valkenburg, Peter and Schouten (2006).

From the analysis of findings, it was also deduced that it is not all students who are competent socially develop new friends easily on Social Networking Sites. Students' usage of Social Networking Sites can make them competent both academically and socially. Social Networking Sites help students who are shy and less sociable by providing an easier way for them to form connection. Students' usage of Social Networking Sites helps to reduce loneliness in students. Hartup & Stevens (1999) stressed that having positive interpersonal relationships is an important predictor of wellbeing and can buffer individuals from many of the key stressors that characterize the transition from childhood to adulthood performance. (Bukowski, 2001; Hartup, 2000). Valkenburg & Peter (2006) supported that Internet use, generally, has been found to strengthen students' existing interpersonal relationships students.

Valkenburg & Peter (2009) emphasized that students who go online more than they plan mismanage their personal information thereby exposing them to cyber bullying. Students cannot avoid time wastage on Social Networking Sites by avoiding going online more than they plan i.e. restricting themselves to a certain amount of time per day or week. According to McGrath & Vanvugt (2009), students do not have the adequate strength to control their social interactions on Social Networking Sites.

#### 5. Summary, Conclusion and Recommendation

It is definitely obvious that Social Networking Sites has both positive and negative effect on students' lifestyle, acculturation and self-esteem. From the result of the findings, it was concluded that Social Networking Sites allow students to seek normative information about their university culture, norms, policies and educational goals. According to Morrison 1993; Schein (1968) the interaction between individuals and situated environments constitutes the other facet of socialization. Students' integrity and commitment to Social Networking Sites do not lead them to greater satisfaction with university life. Students do not gain a greater sense of energy, purpose, vision and ultimate self-understanding through forming mutual connections with peers in order to facilitate their satisfaction with university life. Based on the result of the findings, it was recommended that students should use the knowledge gained about their environment's attributes to nurture and maintain their integrity and commitment to the university in order to develop new skills to participate and stay safe in the new digital environment. Students should view the Social Networking Sites as an educational tool that help them to reach desired university outcomes so that their online integrity and commitment with peers can lead them to greater satisfaction with university life. Although, peer's interaction on Social Networking Sites is a crucial source of learning but students should form mutual connection with peers that will develop their self-esteem. Students should be in control of their online interactions Students should remember that information they post online can stay there permanently, so they should think carefully about what they are posting prior to other people's personal information, including posting pictures or making comments about them on their sites.

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**Table 1:** Table of response on students online Social Networking Engagement and acculturation in school.

Statement	SA & A	%	SD & D	%	Total	%
Social Networking Sites allow students allow students to seek normative information about their university culture, norms, policies and educational goals.	188	75.2	62	24.8	250	100
A large range of Network with broader information is beneficial to students' learning about the school environment's attributes	184	73.6	66	26.4	250	100
Students' knowledge about their school environment, attributes, nurtures and maintain their integrity to their university	109	43.6	141	56.4	250	100

**Table 2:** Table of response on students' usage of Social Networking Sites and their satisfaction with university life.

Statement	SA	%	SD	%	Total	%
Students' integrity to Social Networking Sites leads them to greater satisfaction with university	99	39.6	151	60.4	250	100
Students gain a greater sense of energy, purpose, vision and ultimate self-understanding through forming mutual connections with peers thereby facilitating their satisfaction with university life.	106	42.4	144	57.6	250	100
Students use social networking sites as an educational tool that helps them to reach desired university outcomes.	42	16.8	208	83.2	250	100

**Table 3:** Table of response on students' social acceptance by peers and their self-esteem development.

Statement	SA	%	SD	%	Total	%
Students' increased social participation with social networking sites facilitates their self-esteem development.	123	49.2	127	50.8	250	100
The number of friends students have online determines their self-esteem development	109	43.6	141	56.4	250	100
Students use Social Networking Sites as a forum to express their opinions and views which help to improve their self – esteem.	175	70	75	30	250	100



**Table 4:** Table of response on the negative effect of Social Networking Sites on students.

Statement	SA	%	SD	%	Total	%
Ethnic background, and parental education appears to have more of negative influence on Students' learning than the amount of time used on social networking sites	89	35.6	161	64.4	250	100
If a student is experiencing negative interactions with peers on Social Networking Sites, the best way to stop avoiding the risks is to stop communicating with them and consider blocking them from access to his or her profile.	196	78.4	54	21.6	250	100
Students that communicate with peers who have similar interests, organize social events and share information that they are comfortable with having on the internet are the ones who uses their profile in a positive way.	131	52.4	119	47.6	250	100
Students can avoid time wastage on social networking sites by avoiding going online more than they plan i.e. restricting themselves to a certain amount of time per day or week.	105	42	145	58	250	100

**Table 5:**Table of response on Students' sense of competency when forming interpersonal relationship on Social Networking Sites.

Statement	SA & A	%	SD & D	%	Total	%
Students who are socially competent develop new friends easily on Social Networking Sites.	123	49.2	127	50.8	250	100
Social Networking Sites make students competent both academically and socially.	181	72.4	69	27.6	250	100
Social Networking Sites help some students who are shy and less sociable.	129	51.6	121	48.4	250	100
Social Networking Sites help to reduce loneliness in students.	109	43.6	141	56.4	250	100

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