

**PERCEPTION OF SECONDARY SCHOOL BIOLOGY STUDENTS ON SOCIAL  
MEDIA USE FOR LEARNING IN CHANCHAGA LOCAL GOVERNMENT MINNA,  
NIGER STATE, NIGERIA.**

**BY**

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## ABSTRACT

*The study examine the perception of secondary school biology students on social media use for learning in Chanchaga local government Minna, Niger State. The purpose of the study was to investigate the perception of secondary school biology students on social media use for learning. Three research questions that guided the research was stated. Research design adopted was descriptive cross-sectional survey research. The population of the study was 5,161 biology students. One hundred and fifty (150) SS2 biology students from five schools were selected through simple random sampling were sampled. The instrument used for data collection was a four-likert type structure questionnaire. The instrument were subjected to face validity and the reliability index of 0.87, 0.72 and 0.74 was obtained using Cronbach's alpha formula. 64.66% males and 35.33% females were 30% between the age of 15years and below, 42% between the age range of 16-20 years while 28% between the age of 20 years and above responded to the research questions. The data collected was analyzed using frequency and statistical mean with bench mark of 2.5. The result revealed that, social media use for learning is contributing positively on secondary school students' learning and there are numerous problems associated with social media usage. The analysis also shows that most of the social media platforms are used by secondary school students in Chanchaga local government area of Minna. It was recommended that, in order to communicate positively to the young people, schools and government agencies should adopt social media as one of their means of communication for learning. And the students need to be trained on better usage of the social media so as to minimize time wastage on chatting and other irrelevant engagement that are not of major important on their lives.*

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## CHAPTER ONE

### 1.0 INTRODUCTION

#### 1.1 Background to the study

Learning involves getting useful information through interaction and communication among individuals. Communication is a reciprocal exchange occurring due to people's desire to learn what others know and to convey what they know to others and through this reciprocal exchange, human beings have increased their knowledge and skills and thus they have been able to enhance their living standards. Humanity has expanded its area of communication by producing means of communication (Hatice et al, 2020). The computer is one of the most important technological tools of our age and the expansion in the computers area of usage has resulted in the widespread use of the Internet and the emergence of new ways of communication (Yuksel, 2017). And it is certain that the present society has witness an unprecedented breakthrough in the scope of information and communication technology (ICTs), (Hygeinus *et al*, 2017). Information and communication technology (ICT) refers to the suite of technologies that support modern computing. It comprises all the technological tools and resources that we use to communicate, create, disseminate, store, and manage information on computers and in the cloud (bachelorstudies.com, 2017). The use of contemporary system of exchange of information has largely grown, the human mingling and lively activities by intercepting and breaking the limit of time and gaps, (Ndaku. cited in Agada, 2016). A vital platform of technological change in exchange of information is online social network (Al-Rahimi & Othman, 2014). The progression in technology according to (Ibrahim as cited in Joseph, 2018), has become so easy for populace

most especially the youth, to get access to internet and hence the social networking which they connect with peers. Social network sites are kinds of reality communication which allows people to link with each other (Neem & Khokhar, 2014). It is an online platform that enables people to build social relations and network with other people who share similar backgrounds, activities, personal or career interests or real life connections, (google.com).

Social media are communication platforms or software, to keep, assembled, share, converse or deliver information with friends and colleagues using the internet (Reynolds cited in Remedios, 2017). The social media sites proceeded with an increase in popularity among students and are presently an important part of nowadays student's social life with the potency to enhance relations among students at both national and international level, especially their academic performance. Social media as a global technological advancement in itself is not bad. It is the misuse, especially, the unbridled use of non-standard expressions, abbreviations and spellings and the possible negative impact on students written skills that must be watched, (Fatawu & Alberta, 2015). Students waste most of their time on social networking sites than in their academic tasks and this affects their performance (Ndaku, cited in Omeje, 2018). It is on the backdrop of these factors that this research seeks to evaluate the perception of secondary school students on the use of social media for learning in Minna, Chanchaga local government, Niger State, Nigeria.



## **1.2 Statement of the problem**

The unprecedented breakthrough in technology and the rapid advancement in scope of information and communication technology has greatly influenced the way people are communicating daily. The high production of mobile smartphones and the improvement in social media platforms has also contributed to the internet interaction of people especially among the young people. Students at all levels of learning now divide attention to studies, as a result of available opportunities to be harnessed from social media.

Mohamed (2018), revealed that, social media use among the youths of today is growing exponentially and gaining more and more popularity among students. Many students get addicted to the use of social media site as they continue to engage in one activity or another on the social media sites very often. As a result of this increased popularity, there are growing concern over the possible influences the use of social media could have on students' learning especially among science students. It is against this background this study is conducted to ascertain the perception of secondary school students on the use of social media for learning in Minna, Niger State, Nigeria.

## **1.3 Aim and Objectives of the study**

The aim of the study is to determine the perception secondary school students on the use of social media for learning in Minna, Chanchaga local government of Niger State, Nigeria. Specifically the objectives of the study are as follows:

- (1) To determine the perception of senior secondary school students on the use of social media for learning
- (2) To find out the problems associated with social media usage among senior secondary schools students.
- (3) To identify the social media network which the students are more exposed to.

#### **1.4 Research Questions**

- (1) What is the perception of social media for learning among senior secondary school students?
- (2) What are the problems associated with social media usage among senior secondary school students?
- (3) Which of the social media network the students are more exposed to?

#### **1.5 Significant of the Study**

It is expected that the outcome of this research will benefit the parents, guardians, School teachers, ministry of education and curriculum planners, students and researchers. This study will help the teachers of schools to know the effects that social media has on their students, to assist them to enlighten and create awareness to the students on the possible damages or likely benefits that social media usage have on them. The study is significance to parents, guardians in the sense that, they will know the possible effects these social media have on their children, so as to serve as watchdog or eye-opener to their children on the usage of the social media. The output of this research would assist the ministry of education and curriculum planners to provide them a first-hand information on how social media networks effect the learning of students in this location, in the state and in general. So that they would design measures to improve, upgrade and

expand the coverage of internet service in the schools. It will provide relevant material for students and other researchers undertaking similar research.

### **1.6 Scope of the Study**

The essence of this research is primarily to study the perception of secondary school biology students on social media use for learning. And the study basically focuses on senior secondary school biology students in Chanchaga Local Government Minna, Niger State, Nigeria. The choice of this scope is due to time constraint and for easy analysis, the work will be delimited to five selected Secondary schools. It is believed that this will reduce cost and avoid complexity that may arise as a result of having a very large population. But since in most cases the characteristics of students are generally similar, the research findings would be generalized to include all students of Chanchaga Local Government Minna, Niger State, Nigeria

### **1.7 Limitation of the Study**

The study focus specifically on five SS2 public secondary school in chanchaga local government area of Minna, Niger State. Therefore its conclusion may not be generalizable to students of other institutions outside the area of the state.

### **1.8 Definition of Key Terms**

The following are key terms used in the Research Work:

**Academic:** It is concerned with studying from books as opposed to a practical work.

**Academic performance** is a measurable and observable behaviour of a student within a specific period, it consists of scores obtained by a student in an assessment such as class exercise, class test, mid-semester, mock examination, and end of semester examination, (Yusuf & Onifade, 2016).

**Communication:** They are messages communicated through a mass medium to a number of people

**Computer:** A computer is a machine that receives or stores or process data quickly according to a stored program.

**learning** : is a process that lead to change, which occur as a result of experience anincreases the potential for improved performance and feature learning (Ambrose, cited in queensu, 2020). The change in the learner may happen at the level of knowledge, attitude or behavior. As a result of learning, learners come to see concepts, ideals and / or the world differently. Learning is not something done to students, but rather something students themselves do. It is the direct result how students interpret and respond to their experiences.

**Media:** Are all those media technologies that are intended to reach a large audience by mass

**Perception:** is the ability to see, hear, or become aware of something through the senses, or the way in which something is regarded, understood, or interpreted, (Oxford dictionary).

**Social Media:** They are forms of electronic communication which facilitate interactive based on certain interests. Social media include web and mobile technologies such as computers, G.S.M and mobile phones.

**Social Networking:** This is the use of internet to make information about yourself available to other people especially people you share an interest with. The essence of social networking is to share idea and exchange messages.

**Social Networking Sites:** Is a website where people put information about themselves and can send to others.

**Students:** Someone who is Studying at a University or School. Someone who is very interested in a particular subject. Skills, ideas, and knowledge (Boahene *et al*, 2019).

## **CHAPTER TWO**

### **2.0 REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

Several studies have been conducted to ascertain the perception of secondary school students on the use of social media for learning in both secondary and tertiary institutions, globally.

The reviewed of literature in this research was presented under the following:

Conceptual framework, Theoretical framework, Empirical studies and summary of the reviewed.

#### **2.2 Conceptual Framework**

The basic phenomena of social media sites is very easy to understand, it is a web based facility which allows individual user to build a profile identity and generate subjective associations and connections among himself and list of other friends and communicate with them at a central location, (Patel & Joshi, 2019). Further noted that, the advancement and improvement in technology have generates a large number of innovations and Social Media is one of the biggest inventions of technology, which is now most popular and widely used.

According to Oxford University Press (2013), Social media penetrate our lives: Facebook, YouTube, Twitter and many other platforms define daily habits of communication and creative production. While, Aichner etal, (2020), define Social Media as online platforms, including blogs, business networks, collaborative projects, enterprise social networks (SN), forums, microblogs, photo sharing, products review, social bookmarking, social gaming, video sharing,

and virtual worlds. Though, the terms Social media and social networking are used interchangeably.

Reynolds (2015), viewed social media as communication channels or tools used to store, aggregate, share, discuss or deliver information with friends and colleagues using the internet. Zahid et al, (2016) in their study on the 'impact of social media on students' academic performance, interpret the meaning of the word social media as a web-based mobile application that allows people or companies to make, interact and share new user-generated or current material, in digital environment. They further defined social media as technologies that made social communication easy and enable discussions among its participants. Sandra, (2016) in his research on the impact of social media on students' academic performance, pointed out that, Social media are web-based services that gives individual the opportunity to create either a public or semi-public profile within a bounded system, add a list of others to which they share a connection and view and transvers their list of connections and those made by others within the system.

Buettner (2016), sees social media as “computer mediated tools that allow people or companies to create, share exchange information, career interest, ideas, pictures/ virtual communities and networks”. Won Roslina et al, (2017), described Social media as the online communications and interaction channel; and mechanism for content sharing and collaboration. They further stressed that, these medium became one of the method to communicating with other people socially and has been used especially by college students. Lamented that, Currently, Facebook remain the most used social media yet other social media shows the rapid increase of use and the use of social media in the recent, amongst students is so prevalent because of the rise of the portable

devices such as smart phones, tablets and laptops that are easy to access using Wi-Fi connectivity. While, Rather (2013), opined that, the Social networking sites and blogs which are being used today with tremendous passion and zeal have transformed the way of using internet in recent years by describing online tools and utilities which allow users for communication, participation and collaboration of information online. Today's young generation, especially teens and youth are using technology through innovative ways due to which they are referred to as Millennials and have changed the ways we think, work and communicate even though they are in formative years of their life. Today's youth because of these social networking sites have become technology addicts and are quite introverted.

Anam & Iqbal, (2017) also described Social media as a very broad term, referring it to means a w-based instruments that enables users to interact with others by sharing information and receiving information from each other. People from different age groups use social media and this influences their life styles, educational awareness, trends, social life, physical activities, different religious practices, and political awareness and so on. Khurana, (2015) presented that too much use of social networking sites such as Facebook, Twitter, Wing, LinkedIn, Myspace and Skype, has been shifted the attention of youth from real to virtual world and from visible to invisible friends. While, Skiera, *et al* (2015) stated that, When students are connected to social networking media it will helps them to earn better grades at school. Egedegbe, (2014), also expressed that, the students become very smart because of the information they get from these sites and it easy to get almost any materials for school assignment. But some students become very poor academically when using too much time chatting on social media than their study. Brubaker as cited in Kulidtod & Pasagui, (2017) revealed that, the current generation of college students has been exposed to a technology which led them to rely on social media such as

Facebook, WhatsApp, and Twitter etc. It has an impact on the academic performance when students overuse or multitask while doing their school work.

### **2.2.1 History of social media:**

Early 1990s, chat rooms and bulletin boards were forms of Social Networking in a way, they help people to connect with others and share interest. Precision journalism research on impact of social media (Alabi, 2016). The term social media was first known in 2004 – 2005, when the first web based social networking site Geocities, was founded (Goble, *etal* 2012, Kithcart 2011, cited in Omeje, 2018). However, it was in the early 20s, that social network really hit when a site called Friendster was set up in (2002) where people invited their friends and their friends also invited others. The site was popular for a while, but suffered from technical difficulties and fake profiles and began to lose members. In 1999, MySpace took over but became popular in 2003. Its roots are a bit muddy because it received financial and logistical support from another company called the E-Universe and most of the early users were employers of e-universe and the site was built up to one hundred and fifteen million users worldwide. Members post BIOS, photos, blogs, video and other things that strike their fancy. ( Alabi, 2016, precision journalism research on impact of social media). Then, the most popular site, Facebook, was launched in 2004, followed by another well-known social media technology, Twitter, in 2006. Later, in 2007 American Online (AOL) instant messenger and Sixdegrees.com were launched; Facebook, twitter, whatsapp, and instagram has become the most successful social media because of its features platform that set itself apart from other social media (Omeje, 2018), and that made the word, social media, become well known.

### **2.2.2 Perceptual Learning and Development**



Perceptual learning results in changes in the pickup of information as a result of practice or experience. Perception and action are a cycle. People act in order to learn about their surroundings, and they use what they learn to guide their actions. From this perspective, the critical defining features of perception include the exploratory actions of the perceiver and the knowledge of the events, animate and inanimate objects, and surrounding environment gained while engaged in looking, listening, touching, walking, and other forms of direct observation. Perception often results in learning information that is directly relevant to the goals at hand, but sometimes it results in learning that is incidental to one's immediate goals, (Eleanor Gibson, 2014).

### **2.2.3 Students addictiveness to social media**

Decades ago, the main issue was the addiction to television; today's issues deal with Internet addiction and the increased amount of time young people and adults spend searching the Internet. Students can get very involved in social media activities, such that they become social media addicts (Tayo et al, 2019). Due to this addictive behaviour, students use social media even while in the classroom, which creates a disturbance for other students and concentration issues for them. Inability to carefully follow lectures affects their grades. Many students spend much time on their laptops, tablets, desktop computers and smart phones to check Tweets and status updates of their friends and families. Addiction to the use of social media platforms can squander an individual's time that could be used for profitable tasks and exercises. Consider addiction to social networks to be capable of frustrating precious time and the lives of individuals, (International journal of education, 2019).

According to Alabi, (2016) stated that, the use of Social Network Sites (SNSs) among students of Tertiary Institutions especially, Polytechnics in Nigeria is becoming popular and fashionable. Most students in the polytechnics do not want to be left out but get actively connected to the social media sites, and for that matter social websites and applications now proliferated. Hamid (2019), in a study conducted title " Social Media, Internet and Electronic Devices Addiction among Children and Adolescents in Global contexts modern cities" (2019), revealed that more than half of the children age group 13-15 years age and almost 63% from the age group of 16-17 are spending more than 3 hours a day in utilizing internet, social media and other electronic devices. This figure reflects the growing electronic addiction phenomena in community among adolescent and children age groups.

People around the globe have been addicted to the internet which has given rise to more students using social media more often than before. However, those who are addicted users love to use the internet to set back their personal and professional responsibilities in which the final outcome is poor academic performance. The internet has spread its wings to reach teenager's school life, and the impacts of social platforms rest on the degree of usage and the negative influence of internet is only on excessive users and not on all users. (Young, 2006; Wang, 2011; Seon, 2004; cited in Sandra, 2016).

#### **2.2.4 Influence of Social Media Network on Students' learning**

Social media influences people life styles, educational awareness, trends, social life, physical activities, different religious practices, and political awareness and so on. Social media is a way of communication among people. People generate, interchange and share thoughts and knowledge in virtual communities and networks. It is unavoidable for majority of organizations

worldwide (Sabir et al, 2014). Social media because of its ease of use, speed and reach, it is fast changing the public discourse in society and setting trends and agenda in topics that range from the environment and politics to technology and the entertainment industry (Alabi, 2016).

Adolescents and teenagers are among the heaviest users of social networking. Social media affects youth on both ends good and bad. When youth incorporates themselves in immoral activities on social media gateway and share futile information then negative use of social media occurs, (Anam & Iqbal, 2017).

According to Mohammad (2013) that, in the age of information and technology not only the technologies are influencing our daily life but also they are becoming the part of our life. In other word, it has brought the human being beyond the magic of ancient fairy tale stories and has entered into new era of the online social network sites (OSNs) such as Facebook, MySpace, LinkedIn, twitter and YouTube etc. This revolution has brought the new innovation in the field of online social media which has change the traditional way of messaging into modern way news posting or message posting. In a research conducted by Badmus, (2019), on the effect of social media on students of tertiary institution, University of Ilorin as a case study. The findings show that the student have access to social media and that their exposure to social media is to a very great extent. Findings also shows that exposure to social media has both positive and negative on the students and that the majorly is negative which means that social media has only done more harm than good to students. Findings also show that facebook, whatsapp are the most used social media by students. The study concludes that exposure to social media by students has negative on their academic performance. According to Anam & Iqbal, (2017), Adolescents and teenagers are among the heaviest users of social networking. Social media affects youth on both ends good

and bad. When youth incorporates themselves in immoral activities on social media gateway and share futile information then negative use has occur. With the help of Internet all the social media site and various applications are available which can be access easily,also allow users to converse and interact with each other, to create, edit and share new forms of textual, visual and audio content. It has a vital influence on our live as it helps a lot in every field of life such as political field, economic field and educational field, (Akram, & Kumar, 2017).

### **2.2.5 Positive effects of social media:**

A number of studies conducted by researchers in the area of social networks discovered many uses of social networks by students and young people.

According to Salvation and Adzharuddin, (2014) students are able to formulate group discussions to exchange ideas and communicate to their teachers as well as appeal to their friends about assignments on SNSs. They indicated that teachers share course related materials with their students and create student groups to collaborate on projects and communicate with their fellow lecturers from other universities through SNSs, thus facilitating teaching and learning process and the enhancement of academic performance. Also, the study by Amofa-Serwa and Dadzie, (2015) revealed improvement in reading habits and communication amongst students who participate on social media networks. Similarly, Gilbert et al, (2018) also revealed that, in social networks, there are also things useful for the development of the students. In addition, communication with peers through social networks can help a student socialize, find new friends, discuss with them issues related to studies.

The positive impact of social media on the academic learning of students include, enhance internal engagement, in which the students use social networking sites to interact with their peers and even teachers about class-related subjects. The sites can facilitate learning and skill development outside formal learning environments by supporting peer to peer learning, skills collaboration and diverse cultural expression. It also help in schools and universities programmes. Such social networking sites for example, blogs help to leverage or complement formal educational activities and enhancing outcomes, facilitating Individual identity and self-expression and Strengthening interpersonal relationships, (Omeje, 2018).

#### **2.2.6 Negative Effect of social media to users**

Different research has been conducted to ascertain the negative influence of social media on users; For example, Shabir et al, (2014) in a study on "the impact of social media on youth " averted that: social media is beneficial for youth in the field of education, social media deteriorating social norms, social media is affecting negatively on study of youth. Social media promotes unethical pictures, video clips and images among youth, anti-religious post and links create hatred among peoples of different communities, Negative use of social media is deteriorating the relationship among the countries. According to the result, mjority of respondent agreed to the influence of social media network and the favourite was Facebook. But only 46% connect social media for their education and the main problem faced during the use of social media are the unwanted messages. Kingsle, (2019) revealed that social media usage for educational purposes positively related to academic performance. It also demonstrated that the use of social media can negatively affect academic performance. In a similar research conducted by Rithika (2013), title "Impact of social mediam on students' academic performance", observed

that, Social networking sites like Facebook, Twitter, Orkut, diverting students from their studies. Students spend more time on social media than they do using personnel email. Even Though, there is loss of privacy and safety, social media provides opportunities for connecting with friends, classmates, and people with shared interest. Further lamented that, Today, the main aim of the student should be education and their future career. However, many students rely on the accessibility of information on social media. That means reduced focus on learning and retaining information. The study also points out the popularity of social networking sites among students community. Thus, it has been noted that the social media have some negative impact on students' academic performance.

### **2.2.7 Social media and Education**

Raut & Patil (2016), express that the use of Social media is being swiftly increasing during last few years. It is not only being used by the working people but also there is heavy rise in the use of social media by the students or we can say in education society. Nnaji etal, (2020) avert that, most educators do inadvertently fail to provide the resources or encouragement necessary to support student due to the assumption that students are familiar with using certain types of social media. These often results in a learning problem. It has been found that even when social media is used for an educational purpose, students incorporate the technology into their lives in a way that may differ from the intentions of the course instructor.

### **2.3 Theoretical Framework:**

The theories considered most appropriate for this study are:

(1) social information processing theory and

(2) Media equation theory.

### **2.3.1 Social Information Process Theory**

Social information processing theory according to Joseph Walter (1992), is concerned with the assertion that human learning occurs in a social environment through interaction, performance, and behaviour (Fahim & Mehrgan, cited in Omeje, 2018) given the fact that friends from social media will begin to exert influence on each other.

### **2.3.2 Media Equation Theory**

Media equation theory, as noted by Griffin cited in Ntiense, (2018). The theory proposes that media are equal to real life and that electronic media in particular are being given human attributes. In most cases, people talk to computer as if they were talking to human beings. More so, in most cases, you talk to your television as if you are discussing with human beings, hence you talk to television sets as if you are discussing with people. That is, people have personalised the media of mass communication to the extent that they now see them, just the way they see human beings. Thus Griffin, cited in Ntiense, (2018), notes that media are equal to real life.

He further noted that what Reeves and Nass's equation suggests is that we respond to communication media as if they were alive. This theory says that people now treat computers, television and the new media like real people and places. Going by the media equation theory, we tend to give human attributes to inanimate objects in our homes.

## **2.4 Empirical Framework:**

Diyana Jamari (2017), carried out a study on students perception on learning through social media, a purposive sampling was employed for the study. Questionnaires were randomly distributed to respondents chosen from schools in north and center of Peninsular Malaysia. Results found that Facebook is the most popular social media followed by Whatsapp and Instagram. Regardless of gender, students correspond with the idea of social media usage in learning. About 57% of the students withhold to be within their teachers' online social circle but able to reach a consensus in terms of the school page. The researcher recommended that, despite the positive affirmative viewpoint of social media, an appropriate planning is crucial to ensure the outcome is parallel with the preference of the students and also applicable in the real setting of teaching and learning.

Sandra (2016), Carried out a study to examining the impact of use of social media on students' academic performance in Malaysian Tertiary Institution. A questionnaire was developed based on past literatures. The sample of 102 students from Erican College was selected using convenient sampling method. The data collected was analyzed using description means and regression via SPSS 21. The analysis of the data collected revealed that social media platforms has a significant impact on students' academic performance.

Similarly, Agada, (2016) conducted an investigation on "Appraisal of online social media network (Twitter) on the academic performance of students of tertiary institutions Federal University of Agriculture Makurdi" *The* research was conducted to access social networking (twitter) and its influence on university students' academic performance, using the survey design and questionnaire as the instrument of data collection. A sample size of 366 was drown from a



population of 4,285 people. The analysis of the data collected revealed that, there are positive as well as negative influence of social network (twitter) on university students.

Nnaji et al, (2020) carryout a comparative study on how the use of social media affects the reading habit and academic performance of secondary school students. The questionnaires were randomly administered to both male and female students. The data analysis revealed that, More than 50% of social media operators in secondary schools are users of Facebook. 58 out of 75 students who scored “A” grade in their favourite subject operated social media. 67.23% of the total respondents who use the social media didn’t score an “A” grade in their favourite subject. Students who operated more than one social media network scarcely scored an “A” grade. Only 3.5% of students spent up to 4 hours of reading every day. 46.5% read for 2-3 hours and 36.5% read for an hour. 11.5% read for 30munites while 2% read for less than 30 minutes. The data analysis show that the use of social media have negative consequence on the students’ academic performance indicating that 67.23% of the total respondents who use social media didn't score an 'A' grade. The research further suggested that, Students should be properly guided and given an adequate orientation before providing them with electronic devices like smart phones. Teachers should be encouraged to join large student groups. Off-topics and non-academic discussions should be curtailed.

Elda, (2019) also conducted an investigation on "the Involvement of Students in Social Network Sites Affects their Learning" The methods used in the study are secondary data review and quantity methods. The population of the survey was school pupils between 10 to 15 years old. The sample was 1323 pupils surveyed in the study, were selected at random from elementary and secondary schools. The data analysis focuses primarily in regressive models of the logistic binary.

The study findings revealed a high level of pupils' involvement in social networks and mainly on Facebook's social network. It was also shown that the social network Facebook has a negative impact on the learning objectives of pupils who have opened an address compared to others who don't have an address in this network. The researcher further suggested that, modern technologies are developing rapidly and the relationship between teachers, parents and pupils must function effectively through continuous communication on the effects of social network sites on their learning process.

Omeje, (2018) investigate the influence of social media in the performance of secondary school students in English Language in Nsukka Education Zone of Enugu State. The study targeted fifty nine (59) secondary schools, in which twenty three thousand, two hundred and fifty nine (23,259) were students and one thousand, seven hundred and ninety two (1,792) were teachers. A four-point Likert type rating questionnaire titled 'Social Media and Academic Performance of Students in English Language' (SMAPOSIEL) was used to collect data from the respondents. The descriptive survey design was used. Simple random sampling was employed in sampling the respondents. Frequency and mean ( $\bar{X}$ ) were used in the analysis of data. To achieve the objectives of the research, the study used a mixed method approach which involved the survey of student's addictiveness and the teacher's response on its effect on students. The study revealed that a great number of students in Nsukka education Zone are addicted to social media such as WhatsApp, Face book, twitter etc for making friends and chatting instead of academic work. The findings of the study led to the conclusion that the dominance and addiction on social media are the major causes of poor performance in English language both in internal and external examinations among secondary school students of Nsukka Education Zone of Enugu State. The researcher recommended that social media should be used for academic purposes, social

networking sites should be expanded and new pages should be created to enhance students' academic activities, more strict and proper supervision by all stakeholders should be imbibed.

Richard, (2016), carryout an investigation to determine the impact of social media on academic performance of University of Benin students. A survey research design was used for the research. Questionnaire was used to generate primary data from a representative random sample of 112 students (108 representing 96 percent was correctly filled and returned). The students who participated in the survey were drawn from various faculties in the University. Descriptive statistics of frequency counts and percentages were used in analyzing demographic variables and research questions while the Pearson Correlation Matrix and Analysis of Variance (ANOVA) were used to test the stated hypotheses at a 0.05 level of significance. The results and contributions to knowledge include that the most common reason for social usage in the order of popularity was to share knowledge and information with other people. Also that there is no relationship between social media usage and student academic performance; no difference between male and female students with respect to their level of engagement on social media; and that age has no significant relationship with social media usage. It was recommended that parents and guardians should help to ensure that students utilize the benefits of social media and that scholars and opinion leaders should make efforts to eliminate the paradigm that social media is harmful to the academic development of students.

Amin etal, (2016), conducted a research on the impact of social media of students' academic performance. The focus of the study is to determine the effect of growing use of social media sites on the academic performance of the students of universities and colleges. On the basis of random sampling a sample of 300 students was selected. Questionnaire was used as an

instrument for data collection.97% questionnaire received back from respondents on which descriptive statistics apply for data analysis. Results indicate that the effect of social media can be positive as in this study closely determined the real effect of social media sites. As the survey showed the respondents' most commonly used social media was Facebook, & twitter. While most of the respondent was agreed that they use these social media, to prepare their home assignment and habit of these sites encourage them to concentrate on their studies. Students were agreed that it is their routine habit to use these social Media sites and they were also agreed that usage of these social media sites effect their academic performance positively. The researcher suggested that social media encourage the carrier and future of students. The social media sites like Facebook, twitter, Google and Skype capture the attention of students for study and affecting positively their academic Grade points.

Jieshen, (2019) conducted a research on 'Social Median use and academic performance among undergraduates in biology' which aim to determine whether social media usage is beneficial or harmful to college students through academic performance. Through a survey of biological undergraduates, the investigation revealed that boys use social media applications more frequently than girls, and that GPA is inversely related to the number of social media applications that students subscribe to. In addition, the study also found that using more social media applications is positively related to the amount of time spent on social media per day. The research shows that social media may have a negative impact on undergraduates' study habits and academic performance.

Maslawati et al (2018), investigated on secondary school students perceptions on the use of Google+ to improving writing skills a case of Malesian secondary school, a suitable study

method was adopted to carry out the research. Twelve secondary school students were sampled and participated in the study. Data were collected through focus group interview on the students and an individual interview with the class teacher and field notes. The overall findings of the study revealed that participants had positive perceptions on the usage of Google+ towards ESL writing. They gained a number of benefits, which include: having enjoyable and attentive lessons through the interactive features of Google+, as well as engaging themselves in an active and interesting lesson. The participants felt that they were having a sense of purpose, thus becoming more engaged in the writing tasks. As for interaction, the participants were interacting more confidently in Google+ writing classes compared to conventional writing lessons. The implication derived from the study is that teachers need to be made aware of how to integrate social media as learning tools in the teaching of secondary school students.

## **2.5 Summary of the Review Literature**

The foregoing of the concept and studies in the literature review have shown most evidently that social media as exemplified by social networking sites have both negative and positive influence on the academic learning of students. The detailed study of the review revealed that the major factors on which social media has its impact in the life of students include their academic performance, social behavior, health and privacy issues. Although, most of the questions developed by the researchers has been answered by the finding, as the evidence and contributions of the different authors reviewed in this chapter indicates that education has been discovered as the only means towards youth liberation from this crave of social media addict in the education sector. Education also is a medium through which youths would contribute meaningfully their own quota to the nations building, (Omeje, 2018). However, the review literature indicated that research on

the role of social media and social networking sites in academic learning of students is still debatable. The perception of social media and its influence largely depend on why the foregoing has been demonstrated by researchers in various educational institutions across the world, there however appears to be no publicly available research work that has studied the perception of secondary school students on the use of social media for learning in Chanchaga Local Government secondary schools Minna, Niger State. This study therefore seeks to fill that scholarly vacuum by examining the perception of secondary school biology students on the use of social media for learning in Chanchaga Local government Minna, Niger State, Nigeria.

## **CHAPTER THREE**

### **3.0 RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter focuses on the research methodology carried out by the researcher on the perception of secondary school students on the use of social media for learning. The chapter covers research design, area of the study, population of the study, sample and sampling techniques, instrument for data collection, validation of instrument, method of data collection, and method of data analysis.

#### **3.2 Research Design**

A research design refers to the strategy or plan which a researcher adopts to carry out an investigation (Samuel, 2016). The research design of this study is descriptive cross-sectional survey research design. An attempt was made to determine the opinion of respondents on the perception of secondary school students on the use of social media for learning in Minna, Niger

State. Taking five Secondary schools in Chanchaga Local Government Minna Niger State as a case study.

### **3.3 Population of the Study**

The population of this study consists of all secondary schools in Chanchaga Local Government Area of Minna Niger State, Some students in the schools were questioned. The total population of Senior Secondary School (SS2) Biology Students is 5161 (secondary education board Minna 2019/2020), while the target population comprises of six hundred and two (602) students from Ahmadu Bahago Secondary School Minna, one hundred and ninety three (193), Biology students from Zarumai model school Minna, 256 from Government day science college Tunga Minna, 275, from Government day secondary school Minna and 152 from FR. O Connel science college minna, Making the total of 1478 target population from the five schools selected.

### **3.4 Sample and sampling Techniques**

Five secondary schools in Chanchaga Local Government Minna were selected through simple random sampling out of twelve (12) secondary schools in the area and were sampled. One hundred and fifty (150) Biology Students were selected through Simple Random Sampling. From the five schools selected, thirty (30) students were randomly selected from each school which gave a total number of 150 respondents.

### **3.5 Instrument for Data Collection**

The instrument used for data collection is a structured questionnaire developed by the researcher specifically designed for students. The questionnaire were structured in form of a four-scale Likert type instrument. The questionnaire comprises of four sections, A, B, C, and D. Section A is the personal information of the respondent, while section B comprises of the 10 items on

perception of secondary school students on the use of social media for learning, section C comprise of 10 items on the problems associated with social media usage while section D, is made up of 10 items on the social media network used by the students. The items in the questionnaire which covered the three research questions, Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with value of 4, 3, 2 and 1 respectively, which served as their scale. The decision mean is  $(4+3+2+1 = 10/4 = 2.5)$ .

### **3.6 Validation of Instrument**

The questionnaire was subjected to face validity and was validated by three (3) experts in the field of Biology and Education. The experts are renowned lecturers from School of science and technology education (SSTE), department of science education, Federal University of Technology Minna Niger State. The experts made professional suggestions and corrections which were used in modifying the questionnaire in order to achieve its overall objectives.

### **3.7 Reliability of Instrument**

In order to ascertain the reliability of this research instrument, a pilot study was carried out using two schools outside the sample area but within the population. The pilot study is carry out purposely to confirm the suitability, adequacy and effectiveness of the instrument to measure what was expected (Kerlinger, cited in Ibrahim, 2019). Questionnaires on perception of secondary school students on the use of social media for learning were administered to total number of 40 students and the data obtained from the response of the students were used to estimate the reliability of the instrument. The reliability was determined using Crobach's alpha



formula. A reliability index of 0.87, 0.72 and 0.74 was obtained for perception of secondary school students on social medial use for learning, problems associated with social media usage and the social media network used by the students respectively. The instruments was considered adequate for this study.

### **3.8 Method of Data Collection**

Permission was seek from the principals of the two schools selected through the introductory letters collected from the department. The copies of the questionnaire was administered by the researcher to the respondents directly by hand. A total of one hundred and fifty (150) copies of questionnaire was administered to the respondents for the analysis and the whole copies were filled and returned to the researcher completely and used for analysis.

### **3.9 Method of Data Analysis**

The data collected for the study from the respondents were carefully analysed by the researcher using frequencies and mean score. The cut off point for an item agreed or disagreed was determined respectively and the responses to each question or statement was sum up and obtain the mean ( $\bar{x}$ ):

The four-point scale used is:

Strongly Agree	(SA) 4
Agree	(A) 3
Disagree	(D) 2
Strongly Disagree	(SD) 1

The above item was determined as follows:  $1 + 2 + 3 + 4 = 10/4 = 2.5$

Mean = 2.5. This means that any item that is below the mean of 2.5 is considered rejected while any item that attracts a mean over 2.5 and above is then considered accepted.

## **CHAPTER FOUR**

### **4.0 RESULTS AND DISCUSSION**

#### **4.1 Introduction**

The study investigated the perception of secondary school Biology students on social media use for learning in chanchaga local government Minna, Niger State. This chapter deals with data analysis and presentation of results base on the stated research questions as highlighted in chapter one. The chapter also deals with summary of findings and discussion of results.

#### **4.2 Presentation of results**

The finding from the data for the study were presented under the following

i - Demographic data

ii - Research questions

##### **4.2.1 Demographic data**

Distribution of sample size base on gender.

The distribution of demographic data of the respondents in this population based on gender and the analysis is presented in Table 4.1.2 below.

**Table 4.2.2 Distribution of Respondents based on gender**

Gender	Frequency	Percent
Male	97	64.66
Female	53	35.33
Total	150	100.0

Table 4.2.2 shows the distribution of the sample size based on gender of the respondents from the schools selected for the study. Ninety-seven (97) respondents, representing 64.66% of the total respondents were male students, while fifty-three (53) of the total respondents representing 35.33% of the respondents were female students. The finding is illustrated using a pie chart as presented in Figure 4.1.3 below

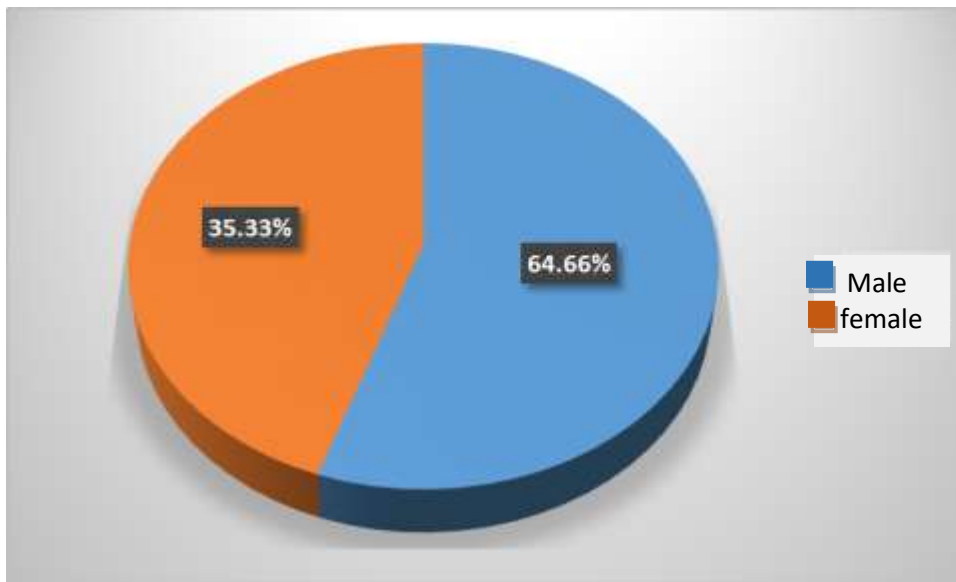


Figure 4.2.3: Distribution of sample size by gender

### **Distribution of sample size of the respondents based on age**

The distribution of demographic data of the respondents in this population based on age and the analysis is presented in Table 4.1.4

**Table 4.2.4 Distribution of Respondents based on age**

Age	Frequency	Percent
15 years and below	45	30.00
16 - 20 years	63	42.00
20 years and above	42	28.00
Total	150	100.0

Table 4.2.4 Show the distribution of the sample size based on age of the respondents from the schools selected for the study. Forty-five (45) respondents, representing 30% of the total respondents were 15 years and below, sixty-three (63) respondents, representing 42% of the total respondents were 16 - 20 years old, while Forty-two (42) respondents, representing 28% of the total respondents were 20 years and above. The finding is also illustrated using a pie chart as represented in figure 4.2.5

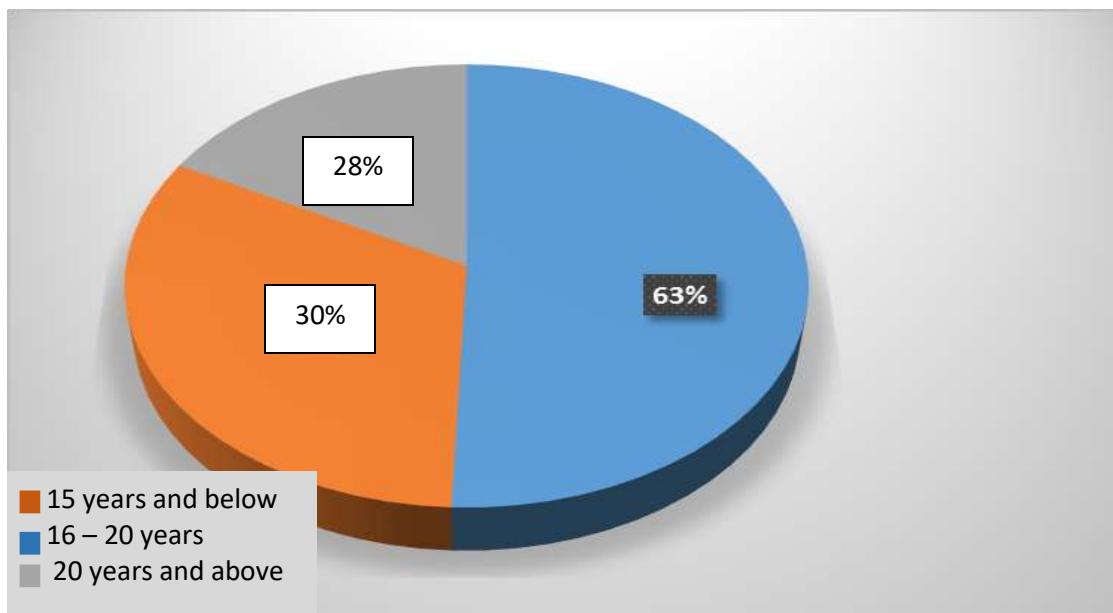


Figure 4.2.5 Distribution of sample size by age

### 4.3 Research Questions

To answer the research questions that guided this study, questionnaires were used to collect data and the findings were presented based on the stated research question in chapter one.

**Research Question one:** What is the perception of secondary school Biology students on social media use for learning in Chanchaga local government Minna, Niger State? To answer this research question, frequency and mean and the analysis is presented in Table 4.2.1

**Table 4.3.1 Mean and Frequency of perception of secondary school Biology students on social media use for learning**

S/N	ITEMS / STATEMENT	SA	A	D	SD	TOTAL	Mean (X)	Decision
1.	Social media platforms enhanced students' creative skills.	61 244	76 228	13 26	0 0	150 498	3.32	Accepted

2.	Social media platforms enhanced students' participation in achieving learning goals.	60 240	72 216	15 30	3 3	150 489	3.26	Accepted
3.	Social media platforms assist me to do my assignment.	45 180	72 216	21 42	12 12	150 450	3.00	Accepted
4.	Social media platforms help me engage in meaningful interactions with my class mates.	63 252	66 198	15 30	6 6	150 486	3.24	Accepted
5.	I obtain and share academic contents with my colleagues using social media platforms.	57 228	63 189	18 36	12 12	150 465	3.10	Accepted
6.	Social media platforms help me engage in academic collaboration to increases understanding of topics discuss in class.	48 192	66 198	21 42	15 15	150 447	2.98	Accepted
7.	Social media platforms are user friendly.	72 288	72 216	4 8	2 2	150 514	3.42	Accepted
8.	Social media platforms enhanced group discussion and exchange of ideas to gain more knowledge.	74 296	60 180	15 30	1 1	150 507	3.38	Accepted
9.	Social media platforms allow me to express my ideas freely than the traditional face to face interaction.	69 276	55 165	21 42	5 5	150 488	3.25	Accepted
10.	Social media platforms allow me to receive announcement or critical information from my tutor and class mates.	54 216	72 216	11 22	13 13	150 467	3.11	Accepted
<b>Grand Mean</b>							3.31	

From table 4.3.1 above, it can be notice that responses from items 1 to 10, were all accepted with the mean scores of 3.32, 3.26, 3.00, 3.24, 3.10, 2.98, 3.42, 3.38, 3.25 and 3.11 respectively, which were all above the cut off point mean score of 2.5 and therefore agreed with the statement that the perception of secondary school students on social media use for learning, are to enhance

creative skills, participation in achieving learning goals, assist to do assignments, help in meaningful interactions with class mates, share academic contents, help in collaboration to increase understanding of topics discussed in class, social media are user friendly, enhanced exchange of ideas to gain more knowledge as well as to express ideas freely and received information from tutor or classmates, in Chanchaga local government area of Minna.

The grand mean of 3.31 shows that, the secondary school students in Chanchaga local government area of Minna, has positive perception on social media use for learning. This indicated that, social media use for learning is contributing positively on secondary school students.

**Research Questions two:** What are problems associated with social media usage? To answer this research question, frequency and mean and the analysis is presented in Table 4.2.2

**Table 4.3.2 Mean and Frequency of problems associated with social media usage**

S/N	STATEMENT / ITEMS	SA 4	A 3	D 2	SD 1	TOT AL	Mean (X)	Decision
1.	Spending more time on social media than on academic activities may lead to poor performance.	60 240	36 108	42 84	12 12	150 444	2.96	Accepted
2.	Wasting too much time on Social media reduce attention span	42 168	63 189	30 60	15 15	150 432	2.88	Accepted
3.	Addiction to social media result to laziness and negligent in achieving students goals.	39 156	78 234	21 42	12 12	150 444	2.96	Accepted
4.	Using social media so often, cause lack of focus and productivity.	56 224	62 186	26 52	6 6	150 468	3.12	Accepted
5.	Social media cause Fear of missing out and anxiety	36 144	84 252	24 48	6 6	150 450	3.00	Accepted
6.	Social media disturbed privacy issues.	33 132	63 189	42 84	12 12	150 417	2.78	Accepted
7.	Social media can cause falling for fake identities	43 172	64 192	23 46	20 20	150 430	2.86	Accepted
8.	Over use of social media cause health issues	42 168	60 180	30 60	18 18	150 426	2.84	Accepted
9.	Use of acronyms on social media often, result to committing spelling errors when writing essays.	63 252	54 162	24 48	9 9	150 471	3.14	Accepted
10.	Social media cause distraction and reduce students interest for learning.	54 216	54 162	26 52	14 14	150 444	2.96	Accepted
<b>Grand Mean</b>							2.95	

From table 4.3.2 above, it can be seen that, the responses from all the items 1 to 10 were accepted with the mean scores of 2.96, 2.88, 2.96, 3.12, 3.00, 2.78, 2.86, 2.84, 3.14 and 2.96 respectively, which were all above the cut off mean scores of 2.5 and therefore agreed with the statement that, problems associated with social media usage are poor performance when spending more time on social media than the academic activities, reducing attention span,



laziness and negligent in achieving student's goals due to social media addiction, lack of focus and productivity, causing missing out and anxiety, disturbed privacy issues, falling for fake identities, health issues due to over uses, committing spelling errors in essays as well as distraction and reduces students interest for learning, in Chanchaga local government Minna.

The grand mean of 2.95 indicated that, social media has some problems associated with it usage on secondary school students.

**Research Questions three:** What are the social media network use by the students? To answer this research question, frequency and mean and the analysis is presented in Table 4.2.3

**Table 4.3.3 Mean and Frequency of social media network use by the students**

S/N	STATEMENT / ITEMS	SA 4	A 3	D 2	SD 1	TOTAL	Mean (X)	Decision
1	I use WhatsApp	63	38	32	17	150	2.98	Accepted
		252	114	64	17	447		
2.	I use face book	61	51	26	12	150	3.07	Accepted
		244	153	52	12	461		
3.	I use Tweeter	21	29	74	26	150	2.30	Rejected
		84	87	148	26	345		
4.	I use Instagram	31	44	44	31.	150	2.50	Accepted
		124	132	88	31	375		
5.	I use Snapchat	43	43	41	23	150	2.70	Accepted
		172	129	82	23	406		
6.	I use Skype	15	27	69	39	150	2.12	Rejected
		60	81	138	39	318		
7.	I use 2go	38	16	61	35	150	2.38	Rejected
		152	48	122	35	357		
8.	I use Google+	41	55	44	10	150	2.84	Accepted
		164	165	88	10	427		
9.	I use messenger	31	58	46	15	150	2.70	Accepted
		124	174	92	15	405		
10.	I use Palm chat	25	31	53	41	150	2.26	Rejected
		100	93	106	41	340		
	Grand Mean						2.55	

From table 4.3.3 above, it can be notice that, the responses from items 1, 2, 4, 5, and 9 were accepted with the mean scores of 2.98, 3.00, 2.50, 2.70, 2.84 and 2.70 which were above the cutoff point mean score of 2.5 and therefore agreed with the statement that, the social media network use by the students are WhatsApp, Facebook, Instagram, Snapchat, Google+ and Messenger in Chanchaga local government, Minna. But items 3, 6, 7 and 10 were rejected with the mean scores of 2.30, 2.12, 2.30 and 2.26 which were below the cutoff point mean score of 2.5 and therefore disagreed with the statement that, the social media network use by the students are Tweeter, Skype, 2go and Palm chat in Chanchaga local government Minna. The grand mean of 2.55 shows that, most of the social media platforms are used by secondary school students for learning.

#### **4.4 Summary of Major Findings**

From the analysis and presentation of the results, the finding is thus summarized according to the research questions.

The frequency and percentage adopted in demographic data of the sample population based on gender and age shows that, 64.66% males and 35.33% females represents the sample population responded to the research questions of the study and 30% were at the age of 15 years and below, 42% were at the age of 16-20 years, while 28% were at age of 20 years and above.

The research questions was analyzed using mean and frequency and the analysis revealed that, the social media use for learning is contributing positively on secondary school students' learning. The analysis also indicated that social media has some problems associated with it usage on secondary school students and most of the social media platforms are used by secondary school students for learning.

#### **4.5 discussion of Results**

From the research question's table 4.2.1, the students response were positive, their mean responses lies between 2.98 and 3.42 with the grand mean of 3.31, which were above the mean benchmark of 2.5 indicating that the students agreed on the perception that, social media use is to enhance secondary school student's learning, to facilitate academic activities, and meaningful interactions towards achieving student's success in Chanchaga local government area of Minna. The study is in agreement with the observation of (Gilbert etal) that, in social media networks, there are things useful for the development of the students. And that, communication with peers through social networks can help a student to socialize, find new friends, discuss with them issues related to studies, (Gilbert, 2018). The positive impact of social media on students' learning include enhance internal engagement in which the students use social media networks sites to interact with their peers and even teachers about class-related subjects. The sites can facilitate learning and skill collaboration and diverse cultural expression, (Omeje, 2018).

In research question's Table 4.2.2, the mean response of the students on the problems associated with social media usage among senior secondary school students were also positive, as the responses lie between 2.78 and 3.14 with the grand mean of 2.95, which were above the mean benchmark of 2.5. This means that, the students agreed that social media has numerous problems associated with it usage such as addiction when spending more time on social media sites so often, distraction and diverting attentions among others, Which may contributed negatively to the secondary school student's learning in Chanchaga local government area of Minna. It is in line with the finding of (Jieshen), that using more social media applications is positively related to the amount of time spent on social media per day and this may have negative impact on student's learning goals (Jieshen, 2019).

This is also in consonance with the view of (Omeje), that the dominance and addiction on social media are the major cause of poor performance in learning both in internal and external examinations among senior secondary school students, (Omeje, 2018).

In research question Table 4.2.3, the mean response of the students on the social media use by the students that were above the benchmark mean score of 2.5 are Facebook with the mean score of 3.07, WhatsApp with the mean score of 2.98, follow by Goggle+ with the mean score of 2.84, follow by Messenger and Snapchat with the mean score of 2.70 each, follow by Instagram with the mean score of 2.5. This indicated that, the senior secondary school students in Chanchaga local government area of Minna are more exposed to social media platforms such as Facebook, WhatsApp, Goggl+, Messenger, Snapchat and Instagram which they used to interact with their colleagues in order to source for information and facilitate their learning. But the responses also indicated that, the senior secondary school students in Minna Chanchaga local government area do not use 2go, Tweeter, Palm chat and Skype to interact in learning, as their responses lie between 2.12 to 2.30 which were below the mean benchmark of 2.5. This means that secondary school students in Chanchaga local government area of Minna have access to social media platforms and the most used social media platforms by the students in the area are Facebook, WhatsApp, Goggle+, Messenger and Instagram which they used for learning. And the grand mean of 2.55 indicated that, most of the social media platforms are used by secondary school students for learning in Chanchaga local government Minna, Niger State.

It is in line with the finding of (Badmus) which revealed that, the student have access to social media and that their exposure to social media is to a very great extent. Findings also shows that exposure to social media has both positive and negative on the students and that the majorly is negative which means that social media has only done more harm than good to students.

Findings also show that facebook, whatsapp are the most used social media by the students, (Badmus, 2019). This is also corresponds with Diyana Jamari finding, in which the results found that Facebook is the most popular social media followed by Whatsapp and Instagram. Regardless of gender, students correspond with the idea of social media usage in learning, (Diyana, 2017).

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSION, AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter presents the summary of the procedure used in the study, the conclusion, implication, recommendation, suggestion of further studies, and limitation. In this chapter, the result of the study based on the data interpretation made in chapter four are examined and conclusion was drawn from it.

#### **5.2 Summary**

This study is carried out in order to determine the perception of secondary school students on the use of social media for learning in Minna, Chanchaga Local Government, Niger State. Descriptive survey research design was used and structure questionnaires inform of four-scale likert type instrument were administered to collect data using sample random sampling techniques. A statistical mean and frequency were used to analyze the results obtained from the response's scores. The analysis from the result revealed that, the perception of senior secondary school students on the use of social media for learning is that, social media have both it good and problems attached to it uses in learning, depending on how the student utilize it time in learning or on social media interaction. The study also show that the senior secondary school students in Minna, Chanchaga local government are exposed to social media platforms and the most use social media platforms are Facebook, WhatsApp, Google+, Messenger and Instagram which they used to do their assignment and other learning activities.

Therefore, further investigation in related factors of social media on student's learning will be of great important on the teaching and learning outcome.

### **5.3 Conclusion**

From the user viewpoints, the senior secondary school students believed that the use of social media makes learning planning easier as the student communicate through various platforms provided in it help them to obtain and share information on academic activities. It can enhance student's creative skills, facilitate participation in learning and allow free expression of ideas during learning. They can either post messages on each other's walls in Facebook or send direct messages to mobile phones via whatsapp, Goggle+ or Messenger. They mostly use social media for communicating between their friends, families and to form groups' discussion to obtain and share academic contents for learning. They depended on it for various positive things such as research and contacts with friends or class mates and getting on the loop of what was happening either in their circles, nationally or internationally. As it is indicated at Table 2, in spite of it positivity on student's learning, it also has it negative side or problems as the students involved in excessive use of social media, this causes lack of concentration, health issues, reducing interest, falling for fake identities, lack of focus and spelling errors in writing essays which may later result to failure at the end of a session. The findings further showed that it made the student lazy and most of them admitted to waste of time that would otherwise have gone to doing other better things like reading. With this, social media also has problems associated with it usage which may negatively affect the learning of secondary school students in Minna, Chanchaga local government area.

### **5.4 Recommendations**

1. In order to communicate positively to the young people schools and government agencies should adopt social media as one of their means of communication for learning.

2. The students need to be trained on better usage of the social media so as to minimize time wastage on chatting and other irrelevant engagements that are not of major importance on their lives.
3. All the stakeholders and especially Communication Commission of Nigeria and network providers' needs to come up with means of filtering information that reaches the young people through social media platforms. This will help minimize exposing them to immoral sites and other unwarranted materials.
4. The study recommended the strict enforcement of Nigerian policy on Education Service rule on electronic devices usage in schools, promotion of social media usage for academic purpose, counselling for addicted students and the use of the right grammar and spelling when participating on social networks.
5. Public enlightenment programs should be launched by the government and various stockholders and school administrators to reach out to both urban and rural students on the effect that these unchecked and excess use of social media has on their person and academics. Such programs could be seminars, workshops, teaching etc.
6. The findings of this study should be used in policy formulation at levels of learning that they are inclusive such as high schools and universities and in government agents that deal with the student.

### **5.5 Limitation of the study**

The researcher is bound to encounter problems and this made it difficult to some extent to arrive at a conclusion and make more suggestions for further research. The generalization of this study was limited by certain factors among which are as follows



1. The researcher met some students and teachers who were uncooperative and unwilling to respond to the questionnaire administered to them but after vivid explanation of the reasons and the benefits of the research, they complied and the difficulty was overcome.
2. Insufficient finance available for the research was also a challenge faced by the researcher.
3. Exam malpractices have always been challenge in our educational setting. This was also a challenge as some of the students weren't serious enough to be independent in their response.
4. Time and extra expenditure were challenges encountered by the researcher during approving the permission to administer the questionnaire by the principals as some were not on seat and this caused extra cost of transport to meet them.

## **5.6 Suggestion for Further Research**

1. Since the study targeted on the perception of social media usage, a study can be done further on the specific aspect of social media on the students, such as its effects, influence etc.
2. As this study limited itself only to the student's age bracket of senior secondary school students in Minna Chanchaga local government. Therefore, a similar study can be done on other age groups outside the student bracket.
3. The study focused itself only on some Secondary school of Minna, in Chanchaga local government area of Niger States, as opposed to other secondary schools outside the area of geographical boundary. Similar studies can be done outside Minna, Chanchaga local government area of Niger States.

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**APPENDIX II**  
**QUESTIONNAIRE**

Dear respondents

This questionnaire is designed to obtain information on ‘Perception of secondary school students on the use of Social Media for learning in Chanchaga Local Government Minna, Niger State.

I humbly request your assistance in filling the questionnaire. All information gathered shall be used purely for research purpose and shall be treated with confidentiality.

Thankyou.

Please tick (√) in the appropriate box to indicate your response.

**SECTION A**

1. What is your sex? A. Male [  ] B. Female [  ]
2. What is your age bracket? A. 15 years and below [  ] B. 16-20 years [  ]
- C. 20 years and above [  ]

Name of school .....

Town .....

**SECTION B**

Please indicate how you feel by ticking (√) on the appropriate column.

**Note: SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree.**

**RESAERCH QUESTION 1:** What is the perception of secondary school students on social media use for learning?

Please indicate how you feel by ticking (√) on the appropriate column.

S/N	ITEMS / STATEMENT	SA	A	D	SD
1.	Social media platforms enhanced students' creative skills.				
2.	Social media platforms enhanced students' participation in				

	achieving learning goals.				
3.	Social media platforms assist me to do my assignment.				
4.	Social media platforms help me engage in meaningful interactions with my class mates.				
5.	I obtain and share academic contents with my colleagues using social media platforms.				
6.	Social media platforms help me engage in academic collaboration to increases understanding of topics discuss in class.				
7.	Social media platforms are user friendly.				
8.	Social media platforms enhanced group discussion and exchange of ideas to gain more knowledge.				
9.	Social media platforms allow me to express my ideas freely than the traditional face to face interaction.				
10.	Social media platforms allow me to receive announcement or critical information from my tutor and class mates.				

**RESAERCH QUESTION 2: What are problems associated with social media usage?**

<b>S/N</b>	<b>STATEMENT / ITEMS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	Spending more time on social media than on academic activities may lead to poor performance.				
2.	Wasting too much time on Social media reduce attention span				
3.	Addiction to social media result to laziness and negligent in				

	achieving students goals.				
4.	Using social media so often, cause lack of focus and productivity.				
5.	Social media cause Fear of missing out and anxiety				
6.	Social media disturbed privacy issues.				
7.	Social media can cause falling for fake identities				
8.	Over use of social media cause health issues				
9.	Use of acronyms on social media often, result to committing spelling errors when writing essays.				
10.	Social media cause distraction and reduce students interest for learning.				

**RESAERCH QUESTION 3: What are the social media network use by the students?**

<b>S/N</b>	<b>STATEMENT / ITEMS</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	I use WhatsApp				
2.	I use face book				
3.	I use Tweeter				
4.	I use Instagram				
5.	I use Snapchat				
6.	I use Skype				
7.	I use 2go				
8.	I use Google+				
9.	I use messenger				
10.	I use Palm chat				



64.66%
35.33%