PERCEPTION OF SOCIAL MEDIA INFULENCE, USE AND EFFECT ON ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN MINNA, NIGER STATE.

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FEDERAL UNIVERSITY OF TECHNOLOGY MINNA,

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ABSTRACT

Social media has turned the world into a global village. Many people are able to gather and share information, connect with loved ones and even business associates remotely. Young people are generally the most active set of individuals on social media, which has caused them to become affected and also influenced either positively or negatively. For a lot of teenagers or secondary school students in Nigeria, social media is just an avenue for them to make new friends and also chat online. This research was a descriptive research and the main objective was to examine the perceived influence of social media among secondary school students in Minna, Niger State. Since a good number of students now spend time on social media. What they perceived as usefulness of social media and also its effects were taken into consideration. A survey research method was carried out using questionnaire. Main population is made up of nine thousand six hundred and thirty-six students. While the target population is two hundred (200) students from four schools within Minna metropolis. Descriptive statistics of frequency counts and percentages was used in analyzing demographic variables, mean and standard deviation were used to analyze the research questions while the t-test was used to test the stated hypotheses at a 0.05 level of significance, all these were carried out with the aid of the IBM Statistical Package and Service Solutions 21 (SPSS) software. The analysis revealed that most students perceived social media to be of positive influence, students use social media for various academic and social activities, students perceived that social media has both negative and positive effects and there is no significant difference on students perceived influence of social media based on gender. From the findings, it was recommended that parents, teachers and guardians should monitor students on how they make use of social media, the Government, through relevant ministries and agencies should work towards integrating e-learning into the secondary school curriculum to cater for the Information and Communication Technology needs of the students as well as equip students to be acquainted with the use of technological devices as some might be scared of using them.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Social media is without a doubt the fastest growing internet application in world today. Facebook alone has 2.4billion users; Whatsapp and Youtube have over a billion users each. Youths are primarily the users of social media or social networking sites. This group of individuals spends most of their time connecting virtually with friends and family via the web. The Global State of Digital in 2019 report revealed that there are 98.39 million internet users in Nigeria, of the 98.39 million Nigerian internet users; 54% use the internet on a daily basis, while only 12% have active social media accounts.

According to Statista, in 2018, there have been around 29.3million social network users in Nigeria, and this figure is likely to grow to 36.8million by the year 2023. With the country having majority of social media users as youths, it is pertinent to note that in as much as social media comes with many good, there is and can be a misuse of this medium of communication. Therefore, the aftermath of this misuse must not be overlooked. Consistent with Lenhart et al, (2010) about 57% of social network users are 18-29 years old and have a private profile on several social media sites.

Pempek, Yermolayeva, and Calvert (2009), are of the view that the quantity of time used up on a daily basis on social network sites differs to a great extent. Nonetheless, an analysis of the data indicated most respondents used up approximately thirty (30) minutes on a daily basis to socialize, mostly during the evening hours between 9pm to 12am. Students exhausted a mean of 47 minutes each day on Facebook.

The globe has been changed swiftly by the advancement of technology; this has resulted into the utilization of technology as the best medium to explore the wide region of data.

Consistent with Mayo Clinic (2019) 'social media is a big part of many teenagers' lives'. A 2018 Pew Research Center survey of nearly 750 13 to 17-year-olds found that 45% are online almost constantly and 97% use a social media platform, such as YouTube, Facebook, Instagram or Snapchat. The evolution of internet technology has led to its use as the best medium for communication. Whereby, two-third of the world's internet population visits social networking or blogging sites, therefore serving as a communication and connection tool.

There are 7.7 billion people in the world, with a minimum of 3.5 billion folks online. This suggests that social media platforms are employed by one-in-three people in the world, and more than two-thirds of all internet users. Social media has changed the planet. The rapid and vast adoption of these technologies is changing how we find partners, how we access information from the news, and how we organize to demand political change (Ospina, 2019).

According to Dollarhide (2019) the figures for the most popular social media websites as of January 2019 are as follows:

1. Facebook (2.27 billion users as of January 2019)

2. YouTube (1.9BILLION)

3. WhatsApp (1.5BILLION)

4. Facebook Messenger (1.3BILLION)

5. WeChat (1.08BILLION)

6. Instagram (1BILLION)

7. QQ (803MILLION)

8. QZone (531MILLION)

9. Douyin/Tik Tok (500MILLION)

10. Sino Weibo (446MILLION)

Other social media applications like Twitter, Snapchat, Myspace, Tiktok, Reddit, Pinterest etc. all have 500million users. As at January 2020, there were 27million social media users in Nigeria, social media penetration in Nigeria stood at 13% in January 2020(Kemp, 2020).

Social media has severely influenced the teenagers and youths which make up the student population. It is becoming part of their lifestyle within the 21st century we are in. The impact of social media on sustainable education is becoming an impelling factor; the world has become a global village and the use of technology has made it a smaller place through social media and the way it is changing instruction (Abbas, Aman, Nurunnabi&Bano, 2019). Teenagers and youths have become addicted to online interactions; they claim that social media helps them to stay connected with their friends they do not see often (Ngonso, 2017). Social media and networking actually have both negative and positive effects on the students' academic performance. However, the fact that these media are generally open to the world implies that there is a need to carefully consider its benefits, impacts and risk of openness as well as need for ongoing communication with students in order to address their concerns and deal with issues in the use of social media as they arise (Boateng&Amankwa, 2016). This study aims to examine the perception of social media influence, use and effect among secondary school students in Minna, Niger State.

1.2 Statement of the Problem

There is a huge impress on the way people interact and communicate on a daily basis using social media as a technology. Consequently, there has been a comparable increase of its use

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to teaching and learning. As witness last year during the lockdown as a result of the COVID-19 pandemic, schools had to go online in order to continue the process of teaching and learning. However, students' exposure to and utilization of social media cannot be overemphasized. It has become obvious that a lot of students often shift attention from their books to social media where they can chat with friends and post pictures.

Karadkar (2015) stated that social media networks affect students negatively because students spend more time on social media at the expense of their books. It is in giving more attention and time to social media at the expense of studying, that students begin to lose focus and concentration towards academic activities, which results to them performing poorly in their academics. Studies relating to social media have been conducted. However, some of them were only centered on the effects of social networks on academic performance of university students (Mwakibugi, A. 2019), perceived influence of social media on students' academic performance among secondary school teachers and students (Badmus, A.M, 2019), Effect of social media on Nigerian teenagers and youths who live in the rural communities (Ngonso, F. 2019), Sofela, T. (2012) studied the effect of social media on students the study examined the positive effect of social networking sites on youths, Seyi, O. (2012), stressed on the negative effect of giving too much time and undue attention to online socialization to the detriment of academics in his own study. These studies majorly focused attention on either the influence or effect of social media on academic performance. There has been no much effort made to check the perception of social media influence, use and effect on academic performance altogether. It is in view of this that this study was carried out to examine the perception of social media influence, use and effect on academic performance among secondary school students in Minna, Niger State.

1.3 Aims and Objectives of the Study

The aim of this study was to examine the perception of social media influence, use and effect on academic performance among secondary school students in Minna, Niger State. Precisely, the study was carried out;

i.   To examine students' perceived influence of social media on academic performance

ii. To find out students perceived use of social media on academic performance.

iii. To find out students perceived effect of social media on academic performance.

iv. To find out the gender difference on students perceived influence of social media on academic performance.

1.4 Research Questions

The main research questions raised are as follows;

i.   What is the students' perceived influence of social media on their academic performance?

ii. What is the students' perceived use of social media on their academic performance?

iii. What is the students' perceived effect of social media on their academic performance?

iv. What is the gender difference on students' perceived influence of social media on their academic performance?

1.5 Research Hypothesis

i.   There is no significant difference on students' perceived influence of social media based on gender.

1.6 Significance of the Study

This study will principally be of utmost significance to teachers, students, parents, researchers, policy makers and other stakeholders that are involved in the matter of school administration. For teachers, the findings of this study will help them know how social media is influencing and affecting students, hence they will know how to check and monitor students' use of social media during the process of teaching and learning in the classroom.

Students will become conscious of social media can also be utilized for the purpose of teaching and learning and not necessarily just chatting. In addition, they will also discover both positive and negative effects of social media and that will help them strike a balance between their study and use of social media so they don't become addicted or completely drowned in it.

Parents will be able to decide on whether or not to allow their children use the social media, and if at all they will use the social media; parents will also be able to monitor, guide and ensure their children do not abuse it.

The findings will help researchers with a base upon which they can pursue further research and they will also have new information from the study regarding social media and students academic performance.

Policy makers will have a sense of direction as to how they can put together and implement policies that will help boost the utilization of social media in schools for teaching and learning.

1.7 Scope of the Study

This research work was focused on studying perception of social media influence, use and effect on academic performance among secondary school students. The research covered only two hundred (200) secondary schools students from four (4) selected schools in Minna, Niger State. Only the senior secondary school students served as respondents, restricted to just SS1 and SS2 students.

1.8 Operational Definition of Terms

Social Media: Online technologies and practices that people use to share opinions, insights, experiences and perspectives with each other.

Social Networking: The use of internet-based social media sites to stay linked with friends, colleagues, family, business associates or clients.

Social Networking Sites (SNSs): These are online forum for creating relationships with other people who share same interest or real relationship.

Internet: The wider network that lets computer networks around the world run by different organizations to communicate with one another.

Perception: The way in which something is regarded, understood or interpreted.

Influence: The capacity to have an effect on the character or behavior of someone without directly forcing it to happen.

Performance: The measurement of students' achievement across various academic subjects.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides both conceptual and empirical reviews that are essential to the study. The conceptual review of related literatures focused on major concepts of social media, types, examples and classification of social media. The empirical review is based on works by other researchers which are related to the study.

2.2 Conceptual Review.

2.2.1 Concept of Social Media

Social media are interactive computer-mediated technologies that facilitate the creation and sharing of information, ideas, careers, interests and other forms of expression via virtual communities and networks (Kietzmann, Jan H &Hermkens, 2011). Obar, Jonathan A, Wildman & Steve (2015) stated some features of social media as follows;

a. Social media are interactive web 2.0 internet-based applications

b. User-generated content such as text posts or comments, digitals photos or videos, and data generated through all online interactions, is the lifeblood of social media.

c. Social media facilitates the development of online social networks by connecting a user's profile with those of other individuals or group.

Hudson (2020) defines social media as websites and applications that are designed to allow people to share content quickly, efficiently, and in real-time. In 2019, Merriam-Webster defined "social media" as "forms of electronic communications (such as websites for social networking and micro blogging) through which users create online communities to share information, ideas, personal messages, and other contents (such as videos)".

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Aichneir, T; Jachob, F. (2015) observed that advertising and social media experts broadly agree that social media includes the following 13 types;

a. Blogs

b. Business networks

c. Collaborative projects

d. Enterprise social networks

e. Forums

f. Microblogs

g. Photo sharing

h. Products/services review

i. Social bookmarking

j. Social gaming

k. Social networks

l. Video sharing and

m. Virtual worlds.

Social media also refers to networking sites that are developed to specially help people relate and share information with their friends, families and business partners. Social media can be defined as the services and tools that reduce the world to a global village; websites and applications that allow users to make, distribute contents and play a part in social networking. The social media platform provides opportunities for users to create online communities to share ideas, information, personal messages, etc. Some of the social media applications include Facebook, Instagram, You-tube, My Space, Twitter, Skype, LinkedIn, etc. (NiRA, 2019). The sorts of internet services often linked with social media include the following;

a. **Social bookmarking:** This is a web service which permits users to insert edit, save, and share bookmarks of specific web documents e.g. reddit, Stumble Upon and Digg.

b. **Wiki:** is a collaborative tool that permits students to add and modify one or more pages of course related materials. A known example is Wikipedia, a free online encyclopedia that uses wiki technology.

c. **Social Photo and Video Sharing:** people network by sharing photos or videos and also like, share, comment on the customer submission. Examples include instagram, YouTube and Flickr.

d. **Weblog:** a user-generated website that gives commentary on an exact subject during which postings are displayed in chronological order. Blogs are often hosted for free of charge on websites such as Wordpress, Tumblr and Blogger.

Social networking: this service allows people to relate by adding friends, commenting on photo and profiles. Examples include Facebook, 2go, whatsapp, telegram.

Social media is computer–based technology that facilitates the sharing of ideas, thoughts and information through the building of virtual networks and communities (Dollarhide, 2019). By nature, social media is a very fast means of communication and also internet ground. Social media appeared as a way of communication to relate with relatives and associates; its potency comes from the ability to exchange information, ideas, facts and values with one or many persons. Activities that can be completed using the social media include: virtual worlds, business networks, social gaming, blogging, photo sharing, chatting, vloging etc. According to TIMESPRO, while Facebook and Instagram are considered to be the mostly visual mediums as per the content consumption patterns on these platforms, Twitter is employed more for informative content such as news and updates etc.

Social media is that means that employs mobile and web based technology to create highly interactive platforms via which individuals and community share, co-create, discuss and modifies user-generated content (Kietzmannn, 2012, pp. 16-21). Social media has transformed and impacted on communication, learning, research and education in general. Among the vast variety of online tools which are available for communication, social networking sites (SNS) have become the most modern and attractive tools for connecting people throughout the world (Aghazamani, 2010). Kaplan and Haenlein (2010:62) tried to classify social media into six distinct categories:

Collaborative Projects

In the most general sense, collaborative projects are a special type of social media application that permits the joint and simultaneous creation of knowledge related content by many end-users. Whereas blog content is authored by one person or a small number of editors and may afterward be commented on by others, collaborative projects are different in that they let all users to equally post, add, or change content. In this sense they are probably the most democratic form of social media. Collaborative projects allow community of people to add and edit content in a community-based data base. There are different types of collaborative projects and they include:

I.   **Wiki:** Wiki means "quick" in the Hawaiian language and its originator, Microsoft Encarta described a wiki as a type of server software that enables users to create or modify content on a Web page. Wikis are interlinked web pages based on the hypertext system of storing and modifying information. Each page can store information and is with no trouble viewed, edited, and commented on by other people by means of a web browser. Functionally, a wiki is intended to engage individuals to regularly update wiki pages in a collaborative fashion, to add new information, and to create links between pages. There can be benefits to student engagement when a wiki

is employed as part of a blended learning approach (Neumann & Hood, 2009). One well known example of wiki is Wikipedia, a free online encyclopaedia that makes use of wiki technology.

II. **Social Bookmarking Sites or Collaborative Tagging Services:** The second kind of collaborative project is social bookmarking sites, or collaborative tagging services. They permit users to arrange and share links to websites; interact by tagging website and searching through website bookmarked by others that can subsequently be organized in the form of tag clouds: visual representations of tags, the importance of each indicated by its font size or colour. The resulting classification of content is occasionally referred to as folksonomy, a portmanteau of folk and taxonomy. The most widely known representative of this type of collaborative project includes Reddit, StumbleUpon, Digg and Delicious. Delicious was founded in 2003 and today has more than 5 million users and 1 billion linked bookmarks (Kaplan & Haenlein, 2014).

III. **Online Forums or Message Boards**: The third category of collaborative project is online forums or message boards, through which people can hold conversations in the form of posted messages. As against wikis, forums usually do not permit users to edit content posted by others, but rather only answer or discuss this content within their own postings. The right of editing is limited to forum administrators or moderators. Also, forums only count as collaborative projects when their focus is on the joint creation of knowledge (Kaplan & Haenlein, 2014).

IV. **Review Sites**

Review sites are websites that specialize in exchanging feedback regarding anything of relevance in human life. Here, communication is by voting for articles and commenting on

them. Prime examples in this category include Propello, TripAdvisor and Epinions.com. Review sites usually employ some form of reputation system that allows them to compute reliability scores based on ratings received within user reviews. These systems are designed to avoid strategic manipulation of the content posted (Kaplan & Haenlein, 2014).

V.   **Blogs**

Blogs are the social media equivalent of personal web pages and can come in a multitude of different variations, from personal diaries describing the author's life to summaries of all relevant information in one specific content area (Kaplan and Haenlein 2010). Moreover, blogs are easily subscribed via RSS technology. Popular blogs include Wordpress, Blogger, Movable, LiveJournal and Xanga. Consistent with Kist (2013) Blogs offer students the chance to keep multimedia records, incorporating video and sound files, as well as images into their written record. The ability for students to remark on each other's blogs allows classroom discussions to continue round the clock. Åkerlund (2011) remarked that the assignment to the students in traditional teaching is often based on production of written texts that are submitted to the teacher and/or presented to the class. With blogging from and the use of cameras within or without the classroom, the mission can be to inform a factual story in words and pictures. Thus engaging in dialogues in the form of blog comments are associated with positive attitudes towards online peer interaction and academic achievements, as well as positive motivation to learn from peers (Yang & Chang, 2011).

VI.   **Content Communities**

Content communities according Dewing (2012) allow users to share photos or videos and commenting on other users' submission. They permit users to arrange, share and comment on different types of contents such as images, videos. The main objective of content communities according to Kaplan and Haenlein (2010) is the sharing of media contents

between users. Content communities exist for a broad range of different media types, including text (e.g. BookCrossing), photos (e.g., Flickr), videos (e.g., YouTube), and PowerPoint presentations (e.g., Slideshare). YouTube footages facilitate direct access to a huge array of performance techniques, interpretative decisions and visual cues that can be replayed and reviewed at will, thus affording a learning tool of great potential. Therefore it may be used as a tool to inform and display and as a forum for critical analysis and commentary (Jones & Cuthrell, 2011). Exposure to YouTube as a teaching tool in the curriculum has been beneficial: the development of critical awareness and judgment in that forum would appear to have contributed to this cohort being willing to engage extensively with this audio-visual resource as a tool for personal learning (Monkhouse & Forbes, 2015). YouTube was established primarily to enable users to share personal objects, experiences and observations with the world (Kietzmann, Hermkens, McCarthy & Silvestre, 2011).

Davis et al (2012), refer to social media technology (SMT) as "web-based and mobile applications that allow individuals and organizations to create, engage, and share new user-generated or existing content, in digital environments through multi-way communication." Andreas and Michael (2010) are of the opinion that social media is a group of internet based application that builds on the ideological foundation and allows the creation and exchange of users –generated content. Social media has become one among the main channel of chatting through platforms such as 2go, BB chat, blogger and wiki. There has been a rise within the mobile social media which has created new opportunity for browsing.

Social Media as "User-Generated Content"

To define "social media" for our current purposes, we synthesize definitions presented in the literature and identify the following commonalities among current social media services:

I. Social media services are (currently) Web 2.0 Internet-based applications.

II. User-generated content is the lifeblood of social media.

III. Individuals and groups create user-specific profiles for a site or app designed and maintained by a social media service.

IV. Social media services facilitate the development of social networks online by connecting a profile with those of other individuals and/or groups. Obar, J.A. and Wildman, S. (2015).

2.2.2 Review of Related Studies.

2.2.3 Use of Social Media by Students.

According to La Cruz (2017) Social media are online technology platforms that help to connect people together far and near. It is used to build relationship among people. The utilization of social media by students helps them to have access to basic information as quick as possible. In school, the utilization of online platforms like school website will give students the proper access to quality information about the school environment, departments, faculties, rules, and regulations. It has been observed that social media features a wider and faster means of circulating information not only to the students of an institution but also to the generality of the public. Students must use all available online platforms efficiently and they must be mindful of social media positive and negative effects. They should try as much as possible to make a balance so as not to get over excited while learning. Social media platforms available to students includes Facebook, Whatsapp, Google Plus, Blogs, Twitter, Instagram, YouTube and much more. The reason for the usage of social media has been seen from a study done by Fezilelsik in 2013. It is discussed that social media helps faculty to make available good examples and understanding regarding visuals. Zerah Mohsin, Falak Jamil, and Bhamani study focused that students usually waste their time once they work on

their social media profiles. Rather than compete with, or deny access to social media sites, some schools have embraced them, and are using them to further students' education (Raths, David 2012). Consistent with Wade and Lori (2018) Parents, students, and teachers are using social media to connect and communicate inside and outside the classroom. Programs like Blackboard, School loop, Top Hat, and Moodle have created platforms to augment the learning experience by increasing communication between all parties. These sites are not necessarily social media websites, but their added communication features like forums create an experience that is akin to that of social media. Studies have shown that 96% of students have internet access, as well as access to no less than one social media site. In a cross-sectional online survey in Babylon, Iraq, by Alahmar A.T (2016), the use of social media among students was 100% and the proportion whom thought that social media had a positive effect on academic performance was 42% while 33% believed that it had negative effect, the rest (25%) thought that social media had no effect at all on their grades. Students fulfilled a survey that consisted of open and closed questions about their demographics, studying and involvement activities, and computer and Facebook usage. The researchers ascertained that those who utilized Facebook did not spend as much time studying and had lower averages than the participants who did not utilize Facebook. The daily usage of the internet was the same whether the participant was accessing Facebook or not. It was discovered that classification and major field of student did not have an effect on the participants' use of Facebook, their academic average, or the amount of study time (Kirschner & Karpinski, 2010). Student use of social media such as Facebook and Twitter is integrally related to how students view and engage with the world (Junco, Elavsky & Heiberger, 2012), and is changing communication patterns (McArthur & Bostedo-Conway, 2012). Variety of researchers have outlined a number of student benefits in relative to education as a result of social network involvement Yunus *et al.*(2012), indicates that students gained more

vocabulary and improved their writing skills as a result of their participation on social networks such as Facebook and Twitter. Asad, Mamun and Clement (2012) stated the exchange of assignments, resources and discussions on academic work and other issues on social networks among students. Through the use of social media, students are capable of expressing themselves, communicate and collect profiles that highlight their talent and experience.

Mohamed Haneefa and Sumitha (2011) studied the *Perception and use of Social Networking Sites by the students of Calicut University* by using a quantitative research methodology. It was found that the students study about social networking sites through their friends. They join in these sites because their friends invite and compel them to become the members of those sites. The students were not very conscious of the educational applications of social networking sites like YouTube and blogs. It resulted that a majority (75.4 percent) of the students used social networking sites for friendly communication. A good number (36.6 percent) of the students used these sites for academic communication and for discussing new ideas and social issues (29.1 percent). Some students (11.2 percent) used social networking sites to promote their work and to publish their writings (8.9 percent). TawfeeqNazir (2014) studied the *Use of Social Networking Sites by the secondary and higher secondary school students of Srinagar, Kashmir* with the objectives to find out the utilization of diverse social networking sites by the students, to make out the popular social networking websites among students, to find out the frequency of using these SNSs, to discover the purpose and significance of using these online social networking sites, and to be acquainted with the benefits and effects of the social networking sites to the student community. Questionnaire tool is employed to gather primary data from the students. 14 institutes (i.e. 7 government and 7 private schools) were chosen by the way of random sampling. The major findings of the study are: 77% of the students who use social networking sites are in the age

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group of 16-18 years. Facebook is popular Social Networking Site among 82% of the students afterward Twitter with 10%. More male students (40%) spent 60- 90 minutes on the Social Networking Sites than the female students (28%), who use up 30-45 minutes. More female students (64%) access Social Networking Sites from their mobile devices than male (56%) students. Most of the students get new updates and information dissemination like the examination timetables dates, and what teacher educated them and what fun did they do within the classroom. Bulk of the students of both genders agrees that the utilization of Social Networking Sites improves their English communication skills, public knowledge and current affairs. The study also discovered that social networking sites have great potential for educational use. The poor quality complex of talking and writing in English is decreased.

Consistent with Konetes and McKeague (2011), came up with certain revelations about the uses of the social networking sites, especially Facebook. The researchers reported that, ''students are using Facebook and other channels to develop their identities, beliefs and stances on various issues such as politics, religion, economy and work, as well as to pioneer and develop intimate relationships.''

2.2.4 Positive Influence of Social Media on Students

Social media is largely becoming a major component of our society and the advantages it comes with cannot be overemphasized. La Cruz (2017) observed that the use of social media has helped students to learn through various online learning platforms available to them. There are many students who can connect through online platforms related to their course of study, demographic, school, environment and much more. Joining this group on Whatsapp, Facebook etc. will help the student to possess access to quality information as at when needed. It also helps to build relationship amongst students, if a student finds out that he or she is having difficulty in a particular course, he or she can open up through a chat and find a

genius who can provide solution to the problem. As at 2017, a new study "Micro blogging and the value of Undirected Communication" suggests that social media interactions can help lessen negative emotions and boost well-being. According to Eva Beuchel, lead author of the study and a professor at the University of South Carolina, when people feel roughly, they have a need to reach out to others because this can help lessen negative emotions and restore a sense of well being. But talking to someone face-to-face or on the phone might feel discouraging because people may worry that they are bothering them. Chakravarty (2017), discussing the influence of social media on teenagers and students, noted that social media helps students develop awareness about their world and society; it helps them acquire social skills as they work together and make friends. She further noted that social media particularly helped students build up reading and writing skills-through blogs, chat room among others. Ibrahim F. (2014, September 15) in an article on modern Ghana also purported that through the influence of social media, students are able to get help on academic and related issues on various social forums which help them have access to basic research for assignments. The point made here is that social media is playing a vital role in the life of students, particularly its role in developing reading and writing skills of student. Consequently, social media has a positive impact on students as far as the above views are concerned.

Alonso et al (2013) listed many in their literature, where in they centered on cellular applications and how they can contain the functionalities of learning management systems. The use of Facebook was linked with co-curricular activities, which might be considered a positive influence by social media (Junco, 2012a). Social media lets teenagers to build online profiles and communicate with others. These networks can offer teenagers with priceless support, particularly aiding those who witnessed exclusion or have disabilities or severe illnesses. Teenagers additionally utilize social media for leisure and self-expression. The platforms can expose teenagers to present day events, permits them to interact throughout

geographic obstacles and train them about lots of subjects, including healthy behaviors. Social media that is amusing or distracting or provides a meaningful connection to peers and a wide social network might even help teens avoid depression (Mayo Clinic, 2019). Srivastava (2012) enumerated the prospects of social networking sites regarding students' academic achievement as follows; - Collaboration of education and information (educative information) - Development of creativity. - Ease of communication - Development of domains (cognitive, affective and psychomotor). Chris (2015) results confirmed that students responses indicated that social media does now no longer have an effect on their studies negatively throughout the day. They recognized that "social media in deed contributed positively to their study habits by sharing study materials, receiving class updates and facilitates their group discussions. On the other hand, night obsession to social media impacts negatively on their revision time.

A Research guide for students (2010-2019) is of the view that Social media is likewise a less expensive way of communication. What is needed is simply internet bandwidth and some keystrokes and users can communicate with almost anyone on earth. Social media has additionally made it achievable for humans to work from anywhere on earth. This is called virtual teaming. Though hired within side the same organization, these virtual workgroups are working from different parts of the earth. However, their communication is made online. Today's students communicate by means of technology, and that If you say completely no Facebook or texting, you are cutting off a significant relationship with students technology as an online teacher use of technology through the use of a number of tools such as Skype, text, email, Facebook and twitter. Social media open up new avenues for collaboration and conversation in the sense that, it gives a great deal of content posting, coping, sharing and search capability by easily using online search tools. Students today make use of social media anywhere and at any time where internet connection is available in order to meet their

educational needs (Dewing, 2010). Junco (2011) stated that this tool has formed an essential part of higher education students. Social media impacts students physically and mentally which enhance their academic life to make it of use and efficient in their cause of learning. According to a study carried out by Jain; Verma; Verma and Tiwari (2012), it was discovered that some students profit from chit-chatting with other students, teachers and social family members as a way of relating with others. This is also supported by Yunus and Salehi (2012), who both argued in the same inclination that students learn and develop on their vocabulary, reading and writing skills and correction of their spelling errors through social media usage. Additionally, it deepens learning by creating a wider range of options to discover by both the students and teachers which is completed at their own ease on the choice of what methodology is best appropriate in the teaching and learning process. Some of the alternatives include: online teaching and learning which is becoming more trendy and easily reached anywhere in the world through internet connection. O‟keeffe and Clake Pearson (2011), in their study got to know that students can also share, decipher and discuss class activities, assignments and group projects on social media inside or outside the school environment. It is further propped by Arquero and Esteban, (2013) and Selwyn (2007) whose suppositions were that social media has indisputably created ground-breaking prospects to engage students in secondary education as they are astonishingly effective at connecting people thereby expediting the exchange of information.

2.2.5 Negative Influence of Social Media on Students

There is the probability of users not being vulgarity, offensiveness, obscenity, or language that is harassing, insulting, or otherwise out of place for the school environment sometimes circulates in these platforms. Users could easily show send, retrieve, or download any items that are sexually overt, or contain hate-based or prejudiced material without the knowledge of

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a teacher, school administrator or even their peers in the event. This in turn could make students admit that they have no right or hope of privacy with respect to their use of school technology and therefore would not want to participate fully (Gurman 2015).

According to Kubey et al., (2010), destruction of educational performance and internet reliance are associated by utilizing synchronous communication programme including internet sites and forums. Jocabsen and Forste (2011), discovered a negative association between the use of diverse of media, including mobile phones, and self-reported Grade Point Average among first year university students in the United States. Social network websites take hold of attention of the students and then diverts it in the direction of non-educational and inapt actions including futile chatting. Kuppuswamy and Shankar (2010). In view of this statement, we are able to propose that social media is competent of causing harm to the academic life of students. Students delay their food and fail to rest appropriately; instead, they consume immoderate quantities of tea or coffee to stay alert and active. This way of life has unpleasant effects on students' psychological and physical health. Additionally, the daily overuse of social media is harmful, because it enables students to avoid creating in person bonds with people (Ceranoglu, T.A. 2018). Social media platforms have also been criticized for revealing and fueling negativity, which has a net-bad impact on students. For example, the following social media platforms have been ranked from the most to the least negative based on user evaluations: Twitter, Facebook, Snapchat, and Instagram. Users have expressed Instagram, in particular, as having a negative effect on people by causing stress and anxiety on individuals' bodies. As said by Steven Strogatz of Cornell University, online networking can make it extra hard for people to make out meaningful communication from other diverse interactions or connections created via web-based social networks (Murthy, D.; Gross, A.J, 2017).

Srivastava (2012) outlined the disadvantages of Social media concerning students' academic achievement as;

(a) Lack of concentration

(b) Time consuming

(c) Reduced focus on learning and retaining information

(d) Negative advertising

(e) Living in the virtual world

(f) Negligence of grammar and spelling.

According to A Research Guide for Students (2010-2019) the internet is a free-for-all world that has no form of morality or laws to abide to. Young people are uncovered to gore images of murder victims, accidents, rape cases or even video footages of gun shootings, violence, verbal outbursts, nudism and open sexual content. Social media in its harmful influence can result in anti-social behavior, writing and spelling defiency, distraction from studies, cyber bullying.

All these forms of gore content are in the sphere of young people and when consumed for a long time can lead to serious mental breakdowns. For example, they will start having disquiet attacks and fear of the real world. Whatever they see is registered in their minds and they judge that the world is a terrible place, but that is not entirely true. More than 90% of the earth is a refuge with so many unexploited opportunities. Ikekeonwu, G.A. (nd) rightly observed that youths that use the internet-based applications see a great deal of impure video material content as well as pictures that is available to them away from the snooping eyes of the parents. Too much social media also results to addiction. Society nowadays is full of people sitting next to each other, not conversing, but just staring at their phones. Youths are spending more time with their social media friends than with their families, friends and loved ones. When they wake up, the first thing they check is their social media accounts. These

social platforms are also perilous and dangerous and may be frontiers of crime, the first crime that comes to mind when we talk about social media is cyber bullying. Most people in social media fake both their personas and private information. Then there are those who are actually themselves in social media. Most times than not, the fake ones intimidate and humiliate the real ones. While many people may argue that it is not that serious and young people are just having fun. The reality of the problem is that some people get affected, especially when the insults revolve around their insecurities such as looks, religion or social status. Social platforms also pose severe health hazards for users. Staring for long at the PC may cause eye problems. Idakwo (2011) post it that school work and social interaction have been affected at the advent of these social media. Sule, A. (2012) believes that the social media has inspired the release of one's innermost thoughts, values, or desire, a concept he terms: "Digital Technology Masturbation Syndrome (DTMS). According to Kuppuswamy and Shankar (2010), they remarked in their study that social media tools diverts the concentration and awareness of the students toward learning whereby most of the students spend most of their valuable time online with unnecessary chatting. The uncultured use of these social media platforms also affects students' use of English and grammar which makes students abbreviate verbal and non-verbal words in their chat rooms and also in the class rooms (Obi, Bulus, Adamu, & Sala"at, 2012). Most students get used to the social media slangs while some are mainly familiar to in such a way that they use it in the everyday communication with their peers due to the extensive usage of needless abbreviation of spellings which could have a damaging impact on their morals and academic achievement. Further examination suggests that some students get too carried away with the usage as they go as far as using such words and it's abbreviation in the classroom activities by constructing sentences like "Be right back as BRB'', "Rolling on the floor laughing as ROFL," "Shaking my head as SMH'', "As soon as possible as ASAP" etc. There are students who make use those abovementioned words in

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their assessment and this makes their teachers mark them down. Oche and Aminu, (2010) further stressed that social media tools disrupt students' attention as most of them spend about 24 hours online and some of them lengthen this abrupt manner of chit-chatting in the classroom and even within the school library. This summarized and justified evidence that the positive and thoughtful handling of social media will benefit and make teaching and learning methodology effective and efficient in the students" academic achievement and vice versa.

Davies and Cranston (2008); Okeeffe and Clake-Pearson (2011), highlighted a number of the menaces associated with social media which consist of immoral actions such as: identity theft and fake contacts, online sexual harassment, inappropriate advertising, cyber bullying, sexting, privacy fright, social media addiction, solitude and gloominess. These immoral activities make students lose the realistic aspect of the natural human communication skills as they spend more time on questionable activities which will consequently affect them negatively. Some of the destructive effects of social media have seen a variety of cases in highly sensitive places such as schools, religious houses, etc whereby students spend too much of their time chit-chatting. Addiction to social media platforms which could result to late night and unhealthy or poor sleep, increased rate of anxiety and depression among youths.

On the opposite, Karadkar (2015) suggests that social media have an effect on students negatively due to the fact that students spend a good amount of time on social media at the cost of their books. Students abandon their studies by spending time on social media websites rather than studying or interacting with people in person (Karadkar, 2015). Actively and frequently participating in social media networks can negatively affect their grades, or hamper their journey to their future carriers (Karadkar, 2015). Walsh (2013) wrote that students who spent the majority of time using social media had fewer educational behaviors

such as finishing homework and attending class, poorer academic confidence and more problems affecting their school work, like lack of sleep and substance use.

 Flad (2010) suggested that social networking can have a negative impact on study habits and finishing of assignments. According to her "though most students spend a lot of time on these websites, they still realize that what they learn in school is important in achieving their future goals". Sofela, T. (2012) studied the effect of social media on students. (A paper presented in Craft Magazine October 23 2012), the study investigated the positive effect of social networking sites on youths. The findings are that there are positive as well as negative impacts of Social Networking Sites. The study failed to focus on the negative influence of social media on the academic performance of students. Seyi, O. (2012), Social Media and Nigeria Youth Burden. (A paper presented in Blue Print Newspaper December 17 2012). This study stressed on the negative effect of giving too much time and unnecessary attention to online socialization to the detriment of academics. According to the researcher, the 21st century came with the advent of the new media with its fast tracking means of sending and receiving information through the internet in our present-day society, the new media has gained popularity as its been used for entertainment, networking and academics. The study noted that, the social media was given a boost as an outcome of ideas from youths. The study dispraises seriously the obsessive mind-set of Nigerian youths towards social media and traced the ceaseless incidents of murder and gang-raping of girls by guys whom they relate with through social media. It gave an example of renowned cases of gang-raping and killings in Nigeria as a result of social network relationship and suggests the need for more time to be directed to academics to avert setback.

2.2.6 Social Media in Education

Educators recognize the power of social media to make over learning, and they are now integrating these online tools in their instructions. The features of social media complement

the constructive philosophy of teaching and learning that allows learners to create, co-create and share knowledge with global audiences beyond classroom walls (Seo, 2013). According to Khanyie Dlamini (2021), social media has gained reliability over the years as a trusted source of information and platform where organizations can relate with audiences. We are seeing educational establishments adapting to these developments into their systems and counting on group resources and mechanisms to develop the student life. The use of social media in education provides students with the capacity to get more useful information, to connect with learning groups and other educational systems that make education suitable Social network tools provides students and institutions with multiple opportunities to improve learning methods. Through these networks, you can incorporate social media plugging that allow sharing and communication. Students can benefit from online coaching and resources that are shared via the social networks. Social media platforms like YouTube for instance, have proven to be exceptional places for resources used in the process of education. If you visit a website like this, you will probably notice dozens of tutorials and guides that can help you with school projects. There are other useful videos and written documents there too. Remember that the bulk of these resources are completely free and you can access them from any place you want (TECHTIMES.com 2021). In the year 2020, during the lockdown as a result of the effect of COVID-19, a lot of schools had to go online in order to continue the process and teaching and learning. Classrooms where brought to laptops, tablets and phones for students and teachers to be able to communicate. Zoom, WhatsApp, YouTube, Google Classroom amongst many where platforms used by educational institutions to facilitate education virtually. With respect to this development, we see how social media greatly aided educating the society. Presently, many schools have embraced the aspect of e-learning to further boost education and this has reduced the stress of teachers having to cater for a lot of students within a limited period of time. Students can now go online and learn at their own

pace even at the absence of the teacher; provided there are guides to that effect. Social media has become one of the well-known communication tools, predominantly in the school community. Social media are also up-and-coming as online year book for private and public use. It permits anyone from the general public to register and connect to others. It allows participant the opportunity for just in time learning and engagement and approved curriculum.

Rapid development of information and communication technologies has brought changes in various pedagogical and technological applications and processes (Mazman & Usluel, 2010). YouTube is the most frequently used social media tool in the classroom (Moran, Seaman, & Tinti-Kane 2012). Students can produce videos to share with others. Sherer and Shea (2011) claimed that YouTube increased participation, personalization (customization), and productivity. Eick & King (2012) found that videos kept students' attention, generated interest in the subject, and clarified course content. Facebook allows students to ask more minor questions that they might not otherwise feel motivated to visit a professor in person during office hours to ask (Milošević *et al.,* 2015; Moody 2010). Mazman and Usluel maintain that instructors should know how students use Facebook and why it has become so popular. Junco et al. (2011) fulfilled a study of 132 students to look at the link between Twitter, student engagement and students' grades. They separated the students into two groups, one used Twitter and the other did not. From the findings, they concluded that using Twitter in educationally related ways had a positive effect on student engagement. Their outcome recommended that Twitter can be used to engage students in ways that are important for their academic and psychosocial growth. Twitter assignments elevated active learning by helping students relate the course material to their own experiences both inside and outside of the classroom. They also found that Twitter was utilized to talk about material, put in order study groups, post class announcements, and connect with classmates. Twitter allowed

students to participate with each other in class (back channel) and extend discussion outside of class. Since the posts cannot exceed hundred and forty characters, students were required to express ideas, reflect, and focus on important concepts in a succinct manner (Gao, Luo, and Zhang 2012). Social technologies can make available new opportunities to engage learners and many educators are discovering impactful strategies for using them in face-to-face, blended and online classrooms (Seaman & Tinti-Kane, 2013). Social media gives students the opportunity to gather lots of information towards developing themselves academically and even socially, which in turn can help students to become more equipped towards achieving their goals. Lau (2012) stated that online social networks assist kick off educational activities among students.

There are many at no cost and inexpensive applications available in application stores that provide prospective opportunities to the academic world. The use of these applications helps to create social-media-focused culture that is influencing how people communicate, teach, and learn (Mao, 2014). Social media has the spot to empower parents, teachers and students to make use of new ways of gathering and sharing information to advance education. Some social media sites for teachers and students are as follows;

    a. Twiducate

    b. TweenTribune

    c. Blackboard

    d. EDU2.0

    e. Wikispaces Classroom

    f. Edmodo

    g. MinecraftEdu

    h. Google Classroom

    i. Youtube

j. Zoom

k. Sumdog

Up to date researches on the use of social media for academic purposes point out that there are a variety of ways including sharing of resources, collaborative learning, inquiry-based learning and reflective learning (Guy, R. 2012). Social media tools stand for a progressive target for researchers and policy makers. It has motivated great enthusiasm among educators because of the role it plays in learning objective (Livingstone & Brake 2010). The Social Media changes the way of study in contemporary generation. Facebook Notes is another online tool which has shown promising results. It was found to be a useful platform for providing peer feedback for process writing (Pandian, Alias, Abdul Ma`   nan *et al*., 2010).

Sherer and Shea (2011) stated that YouTube improved participation, personalization (customization), and productivity. YouTube also enhanced students' digital skills and provided opportunity for peer learning and problem solving. Online communities are also helping the students in their education. They provide on the spot communications between the members.

The Connected Educators research supports and extends earlier findings that suggest that active participation in online communities of practice can produce significant value for educators, students, schools, and districts (*The Connected Community: Exploratory Research on Designing Online Communities of Practice for Educators to Create Value April 2014*). The members in the online platforms help other members with their knowledge by given answers to questions to the other members.

One of the methods to make the information available is by disseminating through social media. Common people will share things which they find interesting. "Many bigger universities have multiple accounts across various channels that are specific to departments or schools (i.e., Twitter, YouTube, Facebook accounts for the medical school, English

department, admissions office, etc.) and often times the school's news service or public affairs office will select information that could appeal to the broader audience and share it through the general university account, Wolter said. Due to the rise in the usage of social media tools like instant messaging applications which includes: Facebook and Whatsapp, a research carried out in 2019 shows that over 7 Billion people in the world use either of these applications to connect people (source; https://www.wordometers.info). This instant messaging application has boosted communication outside of the school environment through creating group chats and access to online links which makes it easier for students to participate in online group learning, with less or no fretfulness of the need to raise questions facing peers at school. This indicates that the advent of social media platforms has improved the students to technological innovations which may have impacted their learning ability. Social media tools is not restricted to the students alone as it has also benefited researchers in diverse professions to have quick access to information and materials to enhance their skills and keep up to date in their professional career. Some of the benefit of social media tools in a few preferred schools is the sending of outcome by means of the school management to the parent or guardian of the student to know the academic achievement of their ward which is executed weekly, monthly, and termly or on a session basis. Social media performs a huge role in students' lives, both private and educational. Therefore, if the educationists make complete use of social media and help students develop academically then it is a win-win state of affairs for all.

Studies also show that social networking tools support educational activities by making interaction, collaboration, active participation, information and resource sharing, and critical thinking possible (Mazman & Usluel, 2010). Students frequently use worldwide social networks (i.e., Facebook, Twitter, YouTube, Classroom 2.0, etc.) for different purposes and around 60% of these students say they use social networking tools to discuss classes, for

learning outside school, and planning for college (Masic *et al*., 2012). Students also account that they are using chatting, text messaging, blogging, and online communities, such as MySpace and Facebook, for academic activities, including partnership on school projects. A study by Kumar (2014) discovered that social networking media gave a sense of belonging to an academic community, as the students communicate online with their friends whom mostly they met in school. Two step stream relations, student to student and teacher to student favored academic learning through social networks. The utilization of these networks has to be closely controlled as it can lead to disruption from education. The social networks used for educational coaching and social networking sites that students used for academic purposes are the YouTube, WhatsApp and Facebook. Blogs can be made use of in classroom environment for diary entry; it also can be a functional tool to connect communication between study groups within a class or other classes or even schools. Blogs can especially encourage the students, especially those who in any other case may not end up becoming participants in the classrooms. It gives excellent opportunities for students to read and write effective forums for collaboration and discussion, and powerful tools to enable scaffolding learning or mentoring to occur (Nguyen, 2015).

The European study: Embedding social media in formal education (Greenhow & Lewin, 2016)

The Innovative Technologies for an Engaging Classroom (iTEC) project took place from September 2010 to August 2014. It paid attention to education in school contexts, principally targeting learners aged between seven (7) and fourteen (14). In the first 4 of 5 cycles, teachers from twenty (20) European countries were given resources to support pedagogical innovation with technology. For each cycle, a package of learning activities (concrete descriptions of learning sequences for teaching and learning) was developed

through desk-based research and participatory design processes with teachers. The package of learning activities was exemplified through learning stories, narrative overviews of learning developed from more theoretical educational scenarios. The resources describing the learning activities included recommendations for embedding technologies to support the pedagogical approaches. In all four cycles, social media (Facebook, Twitter, blogs, wikis, etc.) were recommended in three (3) out of five (5) learning activities and hence were central to the pedagogical changes recommended to teachers. This is not surprising, given that the development of twenty-first-century skills underpinned the aims of the classroom redesign process (Lewin and McNicol 2014), with an emphasis on collaboration, communication and creativity, as well as digital literacy; social media, with its affordances mentioned earlier, seems well positioned to support such skills in the classroom. Therefore, through the project, teachers were encouraged to adopt social learning approaches supported by a range of social media tools. For example:

The Peer Feedback learning activity (cycle 1) incorporated blogs and wikis.

a) The Learning Oriented Browsing learning activity (cycle 2), involved searching the internet to gather links on a topic and incorporated social bookmarking tools.

b) The Reflection learning activity (cycles 2-4), required students to reflect on progress at regular points during the project and incorporated collaborative tools such as Voicethread as well as tools (apps) developed as part of the project.

c) The Show learning activity (cycle 4) involved publishing and presenting designs to an audience, incorporating the use of video-sharing sites such as YouTube.

The resources were not presented as lesson plans or scripts, but as sources of inspiration for teachers. As a result, teachers developed projects that were customized to their individual needs and their school context. Teachers and students used a broad range of digital tools

from media recording to games-making and 3D design/printing. In cycle 2, social networking sites were specifically promoted, resulting in half of the participating teachers (n=261) and their students embedding their use in the projects they undertook. In some cases, teachers opted for education-specific tools such as Edmodo (described as 'a social learning network') owing to security concerns and the school's site blocking practices with regard to sites such as Facebook. As an education-specific tool used at the direction of the teacher, many formal learning attributes were present.

For example, social media were used by students for a number of purposes (primarily for teacher-initiated, intentional learning):

a) Managing group work (finding partners, forming groups, sharing tasks)

b) Generating ideas

c) Communication with peers and teachers (group discussion, asking questions, receiving feedback)

d) Sharing information, resources and links

e) Documenting and communicating progress (sometimes to audiences beyond the classroom)

f) Sharing project outcomes such as presentations

g) Assessment and evaluation (peer, teacher)

In cycle 3, blogs were specifically promoted with 56% of teachers (n=334) reporting that students had used them to support their projects. Technology-enabled reflection through blogs developed students' met cognition and self-evaluation, supported peer learning, and enabled students to purify their ideas. The most important advantage perceived by teachers was that blogging facilitated the sharing of ideas and resources between students. Teachers

perceived that this technology changed how teachers and students interacted with each other, increasing teacher-student communication and enabling peer tutoring and peer feedback. Teachers also noted that they were able to monitor students' progress more easily. There were, of course, challenges for teachers including the time investment required, changing student attitudes, developing students' digital literacy skills and infrastructure/resource constraints.

An unexpected outcome of the blogs is that students from other classes and schools left comments and suggestions for the class' students. All of the posts were encouraging and constructive and students appreciated this feedback. *(Case study report France, Cycle 2)*

In Italy, in cycle 4, a teacher of Science at a secondary school decided to run a project over six (6) weeks. The topic was volcanoes and teams of students were asked to design and produce model learning objects in game formats to convey knowledge to other students. The students decided what to focus on and how to present the learning (some aspects of the process were student-led). Initial proposals were discussed and refined within and between groups through the use of blogs and a closed Facebook site. In this school, access to Facebook was normally prohibited. The groups produced models such as: a crossword puzzle (on volcanoes) produced with the software 'Hot Potatoes', a quiz for interactive whiteboard responders, a physical interactive model (made with traditional materials), and a videogame (made with Unity 3D software). Through a participatory design workshop approach, the teams presented their prototypes to other learners, the head teacher and a geology expert. This was organized in the style of 'Italia's got talent' with a 'jury' trying out the prototypes and providing feedback to the teams. The teacher noted that a risk of using Facebook in the classroom was that students would use it for non-school related activities. However, she commented that the way to address this challenge was to 'give

clear tasks, clear deadlines' (arguably, relying on formal rather than social media attributes).

2.2.7 Summary of Literature Review

This chapter reviewed the concept of social media; their meanings, types, examples categories and services linked to social media under the conceptual review. For the empirical review, this chapter also reviewed related works pertaining to students' use of social media and how it influences them both positively and negatively, the effects of social media and its relevance in education which also shows how it can be embedded in the formal education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the method of research that was employed during the study, the measures that were taken in order to obtain data for the study and the method that was used in order to analyze the data It was discussed under the following items; Research Design, Population of the Study, Sample Size and Sampling Technique, Research Instrument, Validity of the Instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis.

3.2 Research Design

According to Wilson (2013), a research design entails considering the type of evidence required and how it is to be collected and interpreted. This study took on a descriptive (cross-sectional) survey research design so that the data collection was done to cover many respondents at a single point in time. This type of research design attempts to ascertain the variety of some social characteristics, such as education, religious affiliation, occupation, location etc. Descriptive research aims to accurately and systematically describe a population, situation or phenomenon (McCombes, 2019).

3.3 Population of the Study

The population of this study comprises all the thirty-two (32) secondary school in Minna metropolis. In total, the population is made up of nine thousand six hundred and thirty-six students.

3.4 Sample Size and Sampling Technique

The sample size comprises two hundred (200) students selected from four selected schools in Minna. A simple random sampling technique was adopted to opt for fifty (50) students from SS1 and SS2 in each of the four (4) schools.

3.5 Research Instrument

In order to address the research question, a well-constructed questionnaire was developed by the researcher. The questionnaire titled ''Questionnaire of Perception of Social Media Influence, Use and Effect on academic performance among Secondary School Students in Minna, Niger State," was used to obtain information from the students. The use of questionnaire promises a wider coverage since the researcher can approach respondents more easily and within the same period of time.

The questionnaire comprises of four sections and 30 items. Section A is made up of 2 items that looked at the demographic data of students: age and gender, Section B is made up of the questionnaire on research questions which were divided into three tables based on the research questions. Table 1 contains items which will address Students' Perceived Influence of Social Media, Table 2 contains items which will address Students' Perceived Use of Social Media and Table 3 contains items which will address Students' Perceived Effect of Social Media. All the items were simple descriptive statements based on closed ended items as well as the Likert 5points scale format. The Likert Scale format requires respondents to choose among the following; Agree (A), or Strongly Agree (SA), Undecided (UD (SD), Disagree (D), and Strongly Disagree.

3.5.1 Validity of the Instrument

The research instrument was submitted to the project supervisor and two lecturers from the department of Science Education, Federal University of Technology, Minna, Niger State for vetting, amendment and approval before it was distributed to the respondents.

3.5.2 Reliability of the Instrument

To ascertain the reliability of the instrument, the Cronbach's alpha test (a measure of internal consistency) was used. A coefficient value of 0.82 was obtained; which indicated that the research instrument is reliable.

3.6 Method of Data Collection

The researcher collected the needed data through the use of questionnaires which were administered in four different schools within Minna metropolis. This was carried out by the researcher with the help of a colleague from the department. To make certain that each school was represented, a total of fifty (50) questionnaires were equally distributed to each school in order to extract responses from the students.

3.7 Method of Data Analysis

Responses from the questionnaire were analyzed using the Statistical Packages for Social Science (SPSS 21). Descriptive statistics of frequency counts and percentages was used in analyzing demographic variables, mean and standard deviation was used to analyze the research questions while the t-test was used to test the stated hypotheses at a 0.05 level of significance.

CHAPTER FOUR

4.0   RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of the data collated from the administered questionnaire, the analysis was carried out using the IBM SPSS Statistics 21 software. This chapter comprises the presentation, analysis and the discussion of findings of the research in relation to the research objective stated in chapter one.

Table 4.1 Demographic Distribution of Respondents

Gender	Total Number	Percentage (%)
Male	99	49.7
Female	100	50.3
Total	199	100

Table 4.1 presents the gender distribution of the respondents. It showed that 99 (49.7%) of the respondents were male students while 100 (50.3%) of the respondents were female students. A total of two hundred (200) questionnaires were administered during data collection but only one hundred and ninety-nine 199 were retrieved and analyzed. To address the research questions that guided the study, a five-point Likert scale questionnaire was administered to the student. The data retrieved was subsequently analyzed using Mean and Standard deviation to determine the degree of agreement or disagreement. In each of the questionnaire item, five (5) points rating scale was adopted with responses and numerical values attached as follows:

Strongly agree (SA) = 5, Agree (A) =4, Undecided (UN) =3, Disagree (D) = 2 and strongly

disagree (SD) =1. Mean values were considered as thus;

Strongly disagree (0.1-.1.4)

Disagree (1.5-2.4)

Undecided (2.5-3.4)

Agree (3.5-4.4)

Strongly agree (4.5-5.0)

4.2 Analysis of Research Questions

Research Question One

Table 4.2: What is the students' perceived influence of social media on their academic
performance?

S/N	ITEMS	N	MEAN	SD	REMARKS
1	Social media improves, enhances creativity and boost confidence of students	199	4.00	1.14	Agreed
2	I can easily relate with my teacher through social media	199	4.00	1.16	Agreed
3	I can improve my social communication skills through social media	199	4.04	0.92	Agreed
4	Social media makes students get familiar with new technology	199	4.11	1.03	Agreed
5	Hours I spent reading are less than the hours I spent online	199	3.40	1.38	Undecided

6	Social media disrupts my writing skills	199	3.20	1.31	Undecided
7	Social media does not encourage critical thinking	199	3.60	3.83	Agreed
	Grand Mean		**3.76**	**1.54**	

Table 4.2 shows that most of the items had a mean of **3.5** and above which is the minimum for an item to be categorized as Agreed. The results indicate that the majority of students agreed that social media positively influences their academic performance. For items 5 and 6, the respondents were undecided.

Research Question Two

Table 4.3: What is the students' perceived use of social media on their academic performance?

S/N	ITEMS	N	MEAN	SD	REMARKS
1	I watch quiz online using social media	199	4.24	0.97	Agree
2	Students use social media for examination malpractice	199	3.97	1.19	Agree
3	I use Google to gather information for my assignments	199	4.30	1.00	Agree
4	The use of zoom for learning increases the rate at which I understand what I am taught	199	3.59	1.15	Agree
5	I engage in academic discussions on social media, and it has boosted my	199	3.88	1.13	Agree

	academic performance				
6	Social media can be used to create awareness on education	199	4.02	1.12	Agree
7	I learn and also teach my colleagues using social media	199	4.05	1.10	Agree
8	I play video games and chat online	199	4.31	3.69	Agree
	Grand Mean		**4.05**	**1.42**	

Table 4.3 shows that all the items had a mean of **3.5** and above which is the minimum for an item to be categorized as Agreed. The results indicate that students use social media for various academic and social activities.

Research Question Three

Table 4.4: What is the students' perceived effect of social media on their academic performance?

S/N	ITEMS	N	MEAN	SD	REMARKS
1	With the help of social media i can access and gather information that will increase knowledge	199	4.35	1.00	Agree
2	Social media help reduce the cost of purchasing books	199	4.00	1.19	Agree
3	Social media provides platform for tutorials or extra moral lesson which has helped improve my academic performance	199	4.00	1.06	Agree

4	Social media makes teaching and learning easier for both teachers and students	199	4.12	1.00	Agree
5	Online learning won't be possible without social media	199	4.00	1.07	Agree
6	Cyber-bullying is very common on social media	199	3.69	1.26	Agree
7	Social media makes students lazy to study properly	199	3.73	1.30	Agree
8	Social media distracts me from my study	199	3.41	1.37	Undecided
9	Social media causes health hazards when not properly handled	199	3.57	1.31	Agree
10	Social media reduces productivity of students in the classroom	199	3.55	1.29	Agree
11	Poor academic performance is caused by social media	199	3.52	1.28	Agree
12	Use of social can lead to depression and anxiety	199	3.60	1.27	Agree
13	There has been no significant improvement in my academic result since when I became active on social media	199	3.40	1.42	Undecided
14	Addiction to social media has affected my academic performance	199	3.44	1.35	Undecided
15	Social media leads to break up in study connectivity	199	3.41	1.38	Undecided

Grand Mean		**3.96**	**1.24**

Table 4.4 shows that most of the items had a mean of **3.5** and above which is the minimum for an item to be categorized as Agreed. The results indicate that most of the students perceived that social media has effects which are either positive or negative. For Item 8, 13, 14 and 15, the respondents were undecided.

Analysis of Research Hypothesis

Research Question Four

Table 4.5: What is the gender difference on students' perceived influence of social media on their academic performance?

t-test for Equality of Means						
GENDER	**N**	**MEAN**	**S.D**	**t**	**Df**	**P-value**
Male	99	79.08	18.13	0.87	196	0.93
Female	100	78.87	14.14	0.87	185.02	0.93

Table 4.5 shows that the P-value for both male and female students' perceived influence of social media on their academic performance does not show any significant difference when compared using the t-test. This is because the **P- values** were found to be greater than **0.05** level of significance. This means that the null hypothesis which says there is no significance difference on students' perceived influence of social media on academic performance based

on gender is retained and the alternate hypothesis is rejected. According to Tinner (2017), whenever P- value is greater than the **0.05** significance level the null hypothesis is not rejected. This implies that there is no significant difference in perceived influence of social media among students base on gender, which means both male and female students recognize social media to be of influence on them.

4.3 Discussion of Findings

The results from the analysis revealed that the respondents showed high level of perceived positive influence of social media on their academic performance. This implies that majority the results were in line with the outcome of a finding by Olelakan (2019) who is of the view that it is a fact that social media has contributed greatly in facilitating learning in the 21st century. As an educational tool, social media enrich learning by giving both students and teachers the opportunity to connect in new and very exciting ways thereby encouraging flexible mode of learning.

Furthermore, the respondents showed high level of social media use. This implies that students use social media for various academic and social activities and the findings reaffirmed the study by Asad, Mamun and Clement (2012) which stated the exchange of assignments, resources and discussions on academic work and other issues on social networks among students.

The findings of this study also revealed that majority of the respondents perceived the use of social media to have both positive and negative effects on their academic performance. This is in line with the outcome of a finding by Sofela, T. (2012) studied the effect of social media on students (A paper presented in Craft Magazine October 23, 2012), and the study examined

the positive effect of social networking sites on youths. The findings are that there are positive as well as negative impacts of social media.

In addition, the analysis revealed that there was no significant difference in the perceived influence of social media on academic performance based on gender. This indicates that both male and female students perecieved social media to be of influence on their academic performance among students.

4.4 Summary of Findings

From the study, it was found that;

I. Majority of the secondary school students in Minna, Niger State, perceived social media to be of influence positive among students.

II. Majority of the secondary school students in Minna, Niger Sate, utilize social media for both academic and social activities.

III. Majority of the secondary school students in Minna, Niger State consider social media to be of both positive and negative effects.

IV. There is no significant difference in the perceived influence of social media when compared based on gender.

CHAPTER FIVE

5.0   SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter is based on the following items; summary of the study, conclusion made by the researcher and also the recommendations that were proffered.

5.2 Summary of the Study

This principal purpose of this study was to examine the perception of social media influence, use and effect among secondary school students in Minna. The descriptive (cross-sectional survey) research design was adopted for this study and questionnaires were used as research instruments to gather data from respondents after all the items were validated by the researcher's project supervisor and two lecturers from the department. Simple Random Sampling was used to select 200 respondents from four selected schools in Minna i.e. in each of the four schools, fifty (50) students were randomly selected. Only the senior students from SS1 and SS2 served as respondents from the four (4) selected schools.

 The data collected were analyzed using descriptive statistics of frequency counts and percentage with mean and standard deviation which were generated with the help of the Statistical Package and Service Solutions 21 (SPSS) software. The t-test was used to test the stated hypotheses at a 0.05 level of significance.

Results obtained from the study revealed that, students perceived social media to be of positive influence on their academic performance; students perceived the use of social media for various academic and social activities; students perceived both positive and negative effects on their academic performance when it comes to using social media and lastly, there is no significant difference in the perceived influence of social media when compared based on

gender. The significant finding from this study is that social media influences students, but more positively than negatively.

5.3 Conclusion

The results from these findings confirm that social media indeed influences students positively, though it poses some negative effects such as health hazards, cyber bullying, low productivity in the classroom etc. Students use social media for different reasons, most of which are academically inclined. The results also show that social media do not only affect students negatively, but also positively; and this implies that there is a balance to the effects that comes with the use of social media. Speaking of gender, it was gathered in this study that there is no difference in both the male and female students' perception of social media influence on their academic performance.

5.4 Recommendations

The results of this study have revealed that social media is very decisive, especially when it has to do with students and how they learn. In view of this statement, the following recommendations were made;

I.   Students should be well sensitized about the effects of social media and how these effects can either make or mar them.

II.   The Government at all levels, should provide adequate internet facilities and computers for students and teachers in order to aid the use of social media in the classroom for teaching and learning

III. Students should be monitored by parents, guardians and teachers on how they make use of social media.

IV. School authorities should create awareness on social media sites such as Edmodo, TedED, YouTube, Academia.edu, LabRoots among others that can be used to source for educational materials and also to interact for the purpose of learning.

V. Teachers should create platforms or groups on social media apps like Facebook, Google classroom and WhatsApp, for the purpose of teaching and learning.

VI. The Government, through relevant ministries and agencies should work towards integrating e-learning into the secondary school curriculum to cater for the Information and Communication Technology needs of the students as well as equip students to be acquainted with the use of technological devices as some might be scared of using them.

5.5 Contribution of the Study to existing Knowledge

The prime aim of this study was to examine the perceived influence, use and effect of social media o academic performance among secondary school students in Minna. From the findings, this study will contribute to making school authorities, parents, teachers and other researchers aware that although social media has its negative effects; most students perceive it to be of positive influence on them. Owning to this statement, the study will contribute greatly towards ensuring that students are provided with the necessary facilities to foster learning using the social media Parents, teachers and students will be aware of the different types of social media sites as mentioned in the recommendations that will aid effective learning.

5.6 Limitation of the Study

This study focused mainly on the perception of social media influence, use and effect on academic performance among secondary school students in Minna, Niger State. The data

collection was done within Minna, four (4) secondary schools were selected in Bosso and Chanchaga Local Government Areas. Only two hundred (200) senior secondary school students selected randomly, served as respondents. The researcher could not capture the SS3 students since they were sitting for the National Examination Council (NECO) examination at the period of collection data for the research.

5.7 Suggestions for Further Research

Based on the findings from the study, the following suggestions were made for further research;

I.   Research should be carried out on the use of social media in the classroom for teaching and learning and it should cover both the junior and senior secondary school students.

II.   Further study should be done on which social media application suits the instruction of students at different levels.

III.   Efforts should be made towards finding out the impact of social media on students' mental health.

IV.   Further study should be made on how the use of social media for instruction enhances teaching and learning.

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Questionnaire on Perception of Social Media Influence, Use and Effect on Academic Performance among Secondary School Students in Minna, Niger State.

Please read carefully and tick the appropriate column for each statement as promptly as possible. All information gathered shall be used purely for research purpose and shall be treated with confidentiality, thanks.

SECTION A: Demographic Data

1. Age: under 13yrs (   ) 14-18yrs (   ) 19-25yrs (   )

2. Gender: Male (   ) Female (   )

SECTION B: Questionnaire on the Research Questions

SA- strongly agree, A- agree, D- disagree, SD- strongly disagree,

UN- undecided

TABLE 1: STUDENTS' PERCEIVED INFLUENCE OF SOCIAL MEDIA ON ACADEMIC PEFORMANCE.

S/N	ITEMS	SA	A	UN	D	SD
1	Social media improves, enhance creativity and boost confidence of students					
2	I can easily relate with my teacher through social media					
3	I can improve my social communication skills through social media					
4	Social media makes students get familiar with new technology					
5	Hours I spent reading are less than the hours I spent online					
6	Social media disrupts my writing skills					
7	Social media does not encourage critical thinking					

TABLE 2: STUDENTS' PERCEIVED USE OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE.

8	I watch quiz online using social media					
9	Students use social media for examination malpractice					
10	I use Google to gather information for my assignments					
11	The use of zoom for learning reduces the rate at which I understand what am taught					
12	I engage in academic discussions on social media, and it has boosted my academic performance					
13	Social media can be used to create awareness on education					
14	I learn and also teach my colleagues using social media					
15	I play video games and chat online					

TABLE 3: STUDENTS' PERCEIVED EFFECTS OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE.

16	With the help of social media, I can access and gather information that will increase my knowledge					
17	Social media help reduce the cost of purchasing books					
18	Social media provides platform for tutorials or extra mural lessons which has help improve my academic performance					
19	Social media makes teaching and learning easier for both teachers and students					
20	Online learning won't be possible without social media					
21	Cyber-bullying is very common on social media					
22	Social media makes students lazy to study properly					
23	Social media distracts me from my study					
24	Social media causes health hazards when not properly handled					
25	Social media reduces productivity of students in class					
26	Poor academic performance is caused by social media					
27	Use of social media can lead to depression and anxiety					
28	There has been no significant improvement in my academic result since when I became active on social media					
29	Addiction to social media has affected my academic performance					
30	Social media leads to break up in study connectivity					

APPENDIX II

Group statistics of perceived influence of social media on academic performance based on gender

2	N	Mean	Std. Deviation	Std. Error Mean
Male	99	79.07	18.12	1.82
Female	99	78.87	14.13	1.42

Independent t-test of perceived influence of social media on academic performance based on gender

	t-test for Equality of Means						
						95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	0.087	196	0.930	0.20	2.31	-4.35	4.75
Equal variances not assumed	0.087	185.017	0.930	0.20	2.31	-4.35	4.76