### IMPACT OF SOCIAL MEDIA ON STUDENTS’ ACADEMIC PERFORMANCE AMONG SENIOR SECONDARY SCHOOL STUDENTS

**ABSTRACT**

Social media has been suggested as an effective tool for educational purpose. This study was conducted to have an analysis of the impact of social media on students’ academic performance among senior secondary school students. In addition, this study applied quantitative approach, and the questionnaire was conducted using 133 students. The results show that social media use is useful, enjoyable and easy to use. They believe that social media can be used positively and that it can provide significant interaction, engagement and collaborative learning thus improving learners' performance. Some students however pointed out that if not carefully curtailed, social media has the capacity of been a distraction to learning. The results of this study also revealed the percentage and frequency of the tools of social media used for collaborative learning, sharing, discussion and publishing.

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**CHAPTER ONE**

**INTRODUCTION**

* 1. **BACKGROUND OF THE STUDY**

The age in which teachers were considered as repositories of information has become obsolete. The rapid pace of global progress can be attributed to the continuous advancements in technology. Significantly, technology encompasses the domains of information and communication, which may be characterised as the manipulation and manipulation of various forms of information (including texts, photos, graphs, and instructions) through the utilisation of electronic and communication devices, such as computers, cameras, and telephones (Oleabhiele, 2015).

The advent of the Internet revolutionised the landscape of information dissemination, significantly impacting the domains of sharing, speed, storage, and retrieval of information across many formats, irrespective of geographical constraints. The advent of the Internet has given rise to various web technologies, among which social media networks have gained significant prominence in facilitating information dissemination and interpersonal connection. The phenomenon of social media has permeated several aspects of society, exerting both beneficial and detrimental effects. The advent of social media has brought about significant transformations and impacts on several aspects of communication, learning, research, and education as a whole. Social networking sites (SNS) have emerged as highly popular and contemporary online tools for facilitating global communication (Aghazamani, 2010).

According to Davis et al (2012), social media technology (SMT) encompasses web-based and mobile apps that enable individuals and organisations to make, engage with, and distribute new or pre-existing material in digital environments through interactive communication channels.

This platform facilitates the creation of profiles by individuals and organisations, enabling them to share and exchange information pertaining to a wide range of activities and interests. One intriguing characteristic of social media is its versatility, since it can be accessed not just through desktop or laptop computers, but also via mobile applications and smart phones, rendering it highly accessible and user-friendly. Various social media platforms, accessible through both online browsers and mobile applications, exemplify the aforementioned category. Prominent examples encompass Facebook, Twitter, YouTube, Whatsapp, Instagram, as well as blogs, among others.

The mode of communication employed on the internet and social networking platforms differs significantly from face-to-face interpersonal communication. According to Kaitlin (2010), individuals engage in communication on these platforms by utilising various means such as instant messaging (IM), chatting, as well as updating their status or posting Twitter updates to interact with friends and convey their thoughts and emotions. According to Kaitlin (2010), social networking websites have an impact on the manner in which individuals obtain information and news. These websites provide various channels for accessing information and fostering the emergence of a wider range of news sources.

The utilisation of various social media platforms, such as Facebook, YouTube, Twitter, and WhatsApp, among secondary school pupils, has been linked to a significant decline in academic performance (David, 2014). This phenomenon can be attributed to the fact that contemporary students allocate a greater portion of their time to socialising with peers, as opposed to actively participating in scholarly pursuits such as conducting research or engaging with academic literature. An increasing consensus among Nigerian researchers suggests that the proliferation of social media platforms has emerged as a disruptive technological phenomenon, impeding the academic progress of students in higher education. One notable academic, Oluwatoyin (2011), conducted a survey involving 1,860 Facebook users enrolled at Lagos State University. The findings revealed that a significant proportion of students, approximately 90%, were unable to achieve a cumulative grade point average (CGPA) above 3.50. This was attributed to their excessive engagement with social media platforms, which consumed a substantial portion of their time that could have been allocated to homework and studying, potentially leading to improved academic performance.

The role of social media in education encompasses several aspects, as elucidated by Al-Khalifa and Garcia (2013). These include serving as a platform for the dissemination of ideas and viewpoints, as well as facilitating the formation of student communities for the purpose of collaborative endeavours.According to Ndaku (2013), there is a notable disparity between the amount of time students allocate to social networking sites and their engagement in academic pursuits, resulting in a discernible impact on their academic achievement.

There has been extensive discourse across multiple platforms and media outlets regarding the societal implications of social media, with a particular focus on its influence on education. Several research have indicated that engaging in social media networks might have negative effects on students' academic performance, resulting in worse marks and a lack of time for studying (Banquil et al., 2009; Kirschner and Karpinski, 2010; Ndaku, 2013). In contrast, Pasek et al. (2006) asserted that the presence of a culture peculiar to a particular online platform can have both advantageous and disadvantageous implications for the development of social capital. Their study revealed that the use of Facebook does not exhibit a positive correlation with lower academic performance among students. In fact, the findings indicated that those who engage with Facebook tend to achieve higher grades. In their study, Kolek and Saunders (2008) observed that there was no significant association between the grade point averages (GPAs) of student users and their engagement in social networking platforms, such as Facebook. According to Ahmed and Qazi (2011), social network sites (SNS) facilitate and encourage interactions between students and professors. Therefore, the present study aims to examine the influence of social media usage on the academic achievement of senior secondary school students in education district I of Lagos State.

* 1. **STATEMENT OF THE PROBLEM**

Since the advent of social media sites in the 1990s, it is assumed in some quarters that the academic performance of students is facing a lot of neglect and challenges. There is a deviation, distraction and divided attention between social networking activities and their academic work. It is observed that students devote more attention to social media than they do to their studies.

Secondary school students particularly in Lagos State are becoming very busy with their handset and laptops. Social media gives most students access to the Internet and this has resulted or affected the students’ academics. Through the use of Facebook, chatting, checking their email, pinging, whatsapp, youtube, and MySpace students spend lots of time away from studying.

It is speculated that an average Nigerian youth spends about six to seven hours on the internet daily, some even do all night browsing. When do they have the time to read/study their books or undertake research? Literature reviewed shows that students who use facebook had grade point averages (GPA) between 3.0 and 3.5, while non-users had grade point averages (GPA) between 3.5 and 4.0. Users of social media spend one to five hours a week studying, while non-users study 11 to 15 hours per week (Kapinski & Kirschner, 2011).

It is believed that the use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely. Many parents and guardians are worried that students are spending too much time on facebook and other social media sites and have not enough time to study. Though parents are worried about students’ constant use of the social media sites, many students continue to utilize these sites on a daily basis.

Preliminary investigation and interviews with some teachers and students revealed a number of challenges in relation to student’s participation on social media networks. These included a high addiction rate among students which affects their time of study, the wrong usage of grammar and spelling in social media discourse as well as distracting students from their studies. Therefore, this research seeks to explore the impact of social media on students’ academic performance among senior secondary school students in education district I of Lagos State

* 1. **OBJECTIVE OF THE STUDY**

This study was conducted with the following objectives:

1. To examine the impact of social media on academic performance among secondary school students in Lagos State.
2. To find out the amount of time students invest into social networking.
3. To ascertain how the use of social media is affecting the study habits of students.
4. To identify the benefits obtained from using the social media.
	1. **RESEARCH HYPOTHESES**

**HYPOTHESES ONE**

**Ho:** There is no relationship between social media and academic performance

**Hi:** There is a relationship between social media and academic performance

**HYPOTHESES TWO**

**Ho:** Social media has negative effect on student’s habit

**Hi:** Social media has positive effect on student’s habit

**1.5 SIGNIFICANCE OF THE STUDY**

It is hoped that the finding of this project work will not only add to the vast knowledge about the impact of social media on the students of Lagos state University, it’s also designed to highlight the function of the media and more importantly how social media has impacted the generality of students. It will also be useful to educators, parents and even the students in monitoring the use of social media by students and taking necessary measures to curtail wrong usage.

 **1.6 SCOPE AND LIMITATION OF THE STUDY**

This study is primary concerned with the impact of social media on students’ academic performance among senior secondary schools students. This study covers Lagos State University. The researcher encountered some constraints, which limited the scope of the study. These constraints include but are not limited to the following.

**a) AVAILABILITY OF RESEARCH MATERIAL:** The research material available to the researcher is insufficient, thereby limiting the study

**b) TIME:** The time frame allocated to the study does not enhance wider coverage as the researcher has to combine other academic activities and examinations with the study.

**1.7 DEFINITION OF TERMS**

**MEDIA:** This means the way through large number of people receive information and entertainment that is television, radio, newspaper, magazine and internet.

**SOCIAL MEDIA:** Means media for social interaction using highly accessible and able publishing technique. It’s also a form of electronic communication to share information, ideas, personal messages and other content.

**NETWORKING:** This is the exchange of information or services among individuals, groups or institutions. It’s also the establishment or use of computer.

 **1.8 ORGANIZATION OF THE STUDY**

This research work is organized in five chapters, for easy understanding, as follows

Chapter one is concerned with the introduction, which consist of the (overview, of the study), historical background, statement of problem, objectives of the study, research hypotheses, significance of the study, scope and limitation of the study, definition of terms and historical background of the study. Chapter two highlights the theoretical framework on which the study is based, thus the review of related literature. Chapter three deals on the research design and methodology adopted in the study. Chapter four concentrate on the data collection and analysis and presentation of finding. Chapter five gives summary, conclusion, and recommendations made of the study

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

**2.1 INTRODUCTION**

This chapter reviews the literature on the impact of social media on students’ academic performance among senior secondary school students. It discusses issues arising from the topic of interest as viewed from different perspectives, with a view of giving a theoretical and empirical foundation to the study.

**2.2 LITERATURE REVIEW**

Junco (2011) identifies that today we live in the time of the social web, an interactive, engaging, and democratizing space where social capital- the resources obtained through interpersonal interactions- is of great importance. Alongside the expansion of the social web came a generation of students, who have never known life without the technologies that many have to depend on. This mobile technology makes it easier for kids to fit whatever they want to access in their pockets, while making it more difficult for parents to monitor what their kids are doing. The early descriptive and ethnographic research on youth, Internet, and social media offer rich evidence that (a) the features of different platforms, for example, the MySpace Top 8 case, influence the social practices of youth within those online communities, (b) Social Networking Sites (SNS) are important places for youth to develop their personal identity, and (c) youth use technologies like SNS to mediate their relationships with friends, romantic partners, and broader groups of peers (Ito et al., 2009). Subrahmanyam and Greenfield (2008) observed that the lines between the virtual and real world is increasingly blurred for youth today: “…for today's youth, media technologies are an important social variable where physical and virtual worlds are psychologically connected; consequently, the virtual world serves as a playing ground for developmental issues from the physical world”. The key questions for the field of youth and Social Networking Sites (SNS) focus on what is the emotional, social, and cognitive effects of using the technology are for adolescents. In 1995, it was estimated that only 11% of American teenagers were actively participating on social networking websites (Peter & Valkenburg, 2009). College-aged individuals are especially interested in having a lot of friends, because many worry what others will think if they do not have as many friends as their peers (Barker, 2009). Statistic have shown from the study done on visual impression management and social networking sites that approximately 60% of students do spend more time selecting which pictures to post on their profile than actually communicating with others (Siibak, 2009). This indicates that these SNSs are not just for keeping in touch with classmates and meeting new people, but are equally used to build identities (Siibak, 2009). Social Networking Sites (SNS) are becoming ubiquitous aspects of youth and young adult life. Students have become accustomed to this lifestyle much more than older generations have in recent years, as this way of living is all they know (Lewis, 2008). They use the Internet for the major part of their daily activities and information gathering, as opposed to older generations who used resources like the television or newspaper (Lewis, 2008). Similarly, Seiter (2008) observes that young people famously use digital communications—instant messaging, cell phone texting, and social networking Web sites—to maintain their social capital, at least with those peers who can afford to keep up with the costly requirements of these technologies. Kist (2008) cited a survey conducted in United States which showed that approximately ninety percent of teens have Internet access, and about seventy-five percent of these teens use the Internet more than once per day. It further revealed that approximately half of all teens who have Internet access are also members of social networking sites, and use the Internet to make plans and socialize with friends. Goodman (2007) stated that teens use [the Internet] as an extension of their personality, to show their friends-and the world- who they are, what they care about, and to build connections with other likeminded people. Shosanya (2013) revealed that: "more than 7 in 10 teenagers (73.3%) browsed the internet for social activities in the north central part of Nigeria, while over half of the teenagers in the South-West, North-West and South-East geopolitical Zones, fewer teenagers in the South-South used the internet for the same reason. The findings here have established a trend: teenagers across the country (Nigeria) are forming the habit of making and chatting with friends using the social networking platforms as against visiting them for their academic purposes". According to Manning & Johnson (2011), teenagers are connected to an average of 1,200 friends through their social networking environments, so clearly they are heavy users of these tools. Going by the related literature on gender use of social networking, results are mixed as to which group spends more time. Studies have revealed that boys have been online more than girls in previous decades because of earlier forms of technology such as video or computer games (Lin & Subrahmanyam, 2007). Though, in another related study cited by Giles & Price (2008) reveals that girls were reported to have been active users of social networking for things like chatting and downloading music. From most studies done on the subject matter, there is no consensus as per the amount of teenage girls and boys who are active users of these social networks (Bonds-Raacke & Raacke, 2008). In a sample of college students, Hargittai (2007) finds few demographic differences between users and non-users of SNS. Gender appears as a significant predictor, with females being 1.6 times more likely to use an SNS than males. In addition, having Internet access through friends or family also significantly predicted whether a college student used SNS. Though girls and boys are both likely to have a SNS account, the reasons for the accounts may vary based on gender. For girls, social networking sites are primarily places to reinforce pre-existing friendships; for boys, the networks also provide opportunities for flirting and making new friends (Bonds-Raacke & Raacke, 2008). Girls are also more likely than boys to post sexually explicit pictures of themselves, and to talk about sexual activity in public forums (Rafferty, 2009). However, boys are more likely to create an account simply because they are trying to meet a significant other, or because they are already in a relationship with someone who has requested them to join (Bonds-Raacke & Raacke, 2008). According to Pew Internet (2013), 74% of females were users of social networking sites, compared with 62% of male counterparts.

**2.3 IMPACT OF SOCIAL MEDIA ON STUDENT ACADEMIC LIFE**

Social media provides students a new mechanism for a familiar exercise. It provides students a direct medium by which to publicly evaluate and comment on their campus environments, institutional policies, classes, professors, and administration and fellow students in real-time. Social media zips through our campuses nearly unseen, dragging behind it the heavy weight of social injustices and complicated Jurisprudence accumulated from decades of student speech (Gurcan 2015). Given social media’s potential for positive impact, no one is suggesting we pull the breaks on it, and in many ways the technology is already out of our grasp. Today’s students communicate via technology, and that If you say absolutely no Facebook or texting, you are cutting off an important relationship with students technology as an online teacher use of technology via the use of a variety of tools such as Skype, text, email, Facebook and twitter. Social media open up new ways for collaboration and discussion in the sense that, it offers a great deal of content posting, coping, sharing and search ability by easily using online search tools. Students today use social media anywhere and at any time where internet connection is available in order to meet their educational needs Dewing, 2010). Students use social media to communicate with their Teachers as a group outside of class and to plan school events and what not, it also allowed students to get help on school work from teachers during the evening, weekends, and holidays so that they never fell behind. The cell phone numbers and WeChat are equally used to get in touch with teachers quickly during the school day, if a student is going to be late or absent or outside of school in an emergency. On the subject of the number of complaints of inappropriate contact involving social media, the possible threats are too great. Student engaging in a private relationship outside the classroom circles begs for inappropriate behavior to commence (Gurman 2015). There is the likelihood of users not being courteous and respectful of other such that Profanity, vulgarity, obscenity, or language that is harassing, derogatory, or otherwise inappropriate for the school environment sometimes circulates in these platforms. Users could easily display, send, retrieve, or download any items that are sexually explicit, or contain hatebased or discriminatory material without the notification of a teacher, school administrator or even their peers in the event. This in turn could make students concede that they have no right or expectation of privacy with respect to their use of school technology and therefore would not want to participate fully (Gurman 2015). There is always the potential for things to go wrong, and that is true before technology as well. So commentators would have to stop worrying about what could go wrong and realize that there is a huge opportunity associated with social media that broaden the learning experience of students

**2.4 SOCIAL MEDIA AND SOCIAL NETWORKS**

Internet can be seen as a big leap in terms of communication technologies for not only minimizing distances but also keeping people in touch. Knight and Smith (2006) states that what makes the internet a more powerful platform for social networking is the ability to build social networking tools upon it. The internet provides a layer of communication capabilities that can be utilized by several different tools. Smith (2009) claims that over the last few years the Web has fundamentally shifted towards user-driven technologies such as blogs, social networks and video-sharing platforms. Collectively these social technologies, now uniformly tagged as social media, have enabled a revolution in user-generated content and the publishing of consumer opinion. Social media is called “social” because it enables communication, facilitate social interaction and make possible collaboration, allows the creation and exchange the generated content (Bryer and Zavatarro; 2011; Kaplan and Haenlein, 2010; King, 2012; O'Reilly, 2007). It has been asserted that Web 2.0, read-write Web and the social web have been used interchangeably and both are used with the meaning of facilitating a more social connection and actively engage learners, individually as well as collaboratively (Anderson, 2007; Buus, 2012; Minocha, 2009; Tiryakioğlu ve Erzurum, 2011). Murray (2008) refers to Web 2.0 as messaging (instant web-based messaging), chat (real time text-based interaction), discussion groups (delayed text-based interaction), wikis (modifiable collaborative web pages), podcasting (subscription-based broadcast over the web), vodcasting (video podcasts broadcast over the web), linkedin, skype, plaxo plus and facebook myspace, facebook. O'Reilly (2007) refers to Web 2.0 specifically as google adsense, flickr, bittorrent, napster, wikipedia, blogging, upcoming.org and evdb, search engine optimization, cost per click, web services, participation, wikis, tagging (folksonomy) and syndication. Tiryakioğlu ve Erzurum (2011) express that the concept of social media refers to platforms such as social networks, blogs, micro-blogs and forums where self-generated contents of users are shared by the user like a publisher. Asur and Huberman (2010) point out that social media has exploded as a category of online discourse where people create content, share it, bookmark it and network at a prodigious rate. Examples include Facebook, MySpace, Digg, Twitter and JISC listservs on the academic side. Because of its ease of use, speed and reach, social media is fast changing the public discourse in society and setting trends and agendas in topics that range from the environment and politics to technology and the entertainment industry. Bray (2012) states that the reality of the situation is that pretty much the whole of the Web has now turned social and most new content that is published online allows for social interaction. This might include comments, the ability to edit a page or a personal recommendation such as ‘liking’ on Facebook. Knight and Smith (2006) states with respect to social networking that these sites allow for social networks to form through the use of personal profiles. Users post information about themselves such as education information, favourites, music, links, etc. Users also become friends with other users similar to the buddy list mentioned in the IM section. On Facebook this buddy list is organized by what school or network a friend is affiliated. Friends can write to each other via messages or something called “walls.” “Walls” are viewable comments/messages that are posted directly on a user's profile page. So,social network websites allow users to join groups which contain users that share an interest. Users can then post announcements and “wall” posts on the group page for other members to view. Facebook has something unique in that allows for events to be created. Events allow users to invite other users to their event and post announcements and information about the event on its corresponding page.

**2.5 SOCIAL MEDIA FROM EDUCATIONAL POINT OF VIEW**

As Abdelraheem (2013) stated well that the process of teaching and learning has always been fertile ground for early adopters of innovation in computing technology. It is, therefore, no surprise that educational practitioners and theorists have begun to eagerly explore how social media can be harnessed to describe and implement new paradigms for communication, learning and education. Shen and Eder (2009) asserted that the Web is rapidly becoming popular as a place to conduct meetings, teach or take a class, interact virtually with others, or just socialize online. Silius, Kailanto and Tervakari (2011) express that social media enhanced learning systems allow students to participate in educational online communities by creating, manipulating and sharing content online, communicating and exchanging opinions, connecting with each other, establishing social networks and creating communities for different needs. In community groups students can collaboratively chat, write news, manage events, write blogs, posts and edit wiki pages and share resources (files, images, videos etc.). Chen and Bryer (2012) assert that uses of social media provide engaging channels to facilitate student-student, student-instructor and student-content interactions in multimedia formats. This environment of involvement and creation potentially allows users to become more engaged in the learning process and it entices users to collaborate on projects in real-world situations. Social media technologies that allow students to connect to educational contexts in new and meaningful ways beyond the traditional classroom environment have the potential to blur the line between formal and informal learning. Moreover, Crockett (2005) emphasizes on that through creating their own media, students experience firsthand the process of deciding what should be included and/or excluded from their media texts. It also helps them to understand the languages and technological aspects of the different media forms. Hall (2009) addresses that the read/write Web, or Web 2.0, enables learners to integrate their own contexts, profiles and content, in order to develop informal associations or communities of inquiry. Within educational contexts these tools enable spaces for learners to extend their own formal learning into more informal places though the fusion of web-based tools into a task-oriented personal learning environment. Where students are empowered to make decisions about the tools that support their personal approaches to learning, they are able develop further control over their learning experiences and move towards their own subject-based mastery. Critically, they are able to define with whom to share their personal approaches, and how they can best connect the informal learning that occurs across their life to their formal, academic work. The personal definition or fusion of tools and tasks is afforded through individual control over the learning environment. The flowering of personal learning aims, mediated by technologies and rules of engagement, occurs within task-specific loops where learners can interpret and process epistemological signals. In turn, where those loops are located within broader, personalised environments students can make contextual sense of their learning and extend their own educational opportunities. Moreover, they can extend their own academic decision-making through application in other contexts, and as a result manage their own academic uncertainties. Coombs, Leite and Grierson (2010) report that Web 2.0 technologies provide ways to foster this type of community-building, both in and out of the classroom. Classroom blogs and wikis are intrinsically democratic spaces where power structures are minimized and our students have opportunities to share their voices. Students need to be able to feel they are supported, that the teacher feels invested in their learning and that dialogue can take place. Online social networking provides a unique opportunity to build such relationships and reinforce community that is critical to a digital workplace. Building teacher-student and student-student relationships also becomes important in shaping these classroom communities as safe places where risk-taking and dialogic inquiry takes place. Integrating social networking platforms encourages us to create student-centred classrooms where students take an active role in their learning. As Salavuo (2008) states these platforms could act as an essential part in everyday teaching and learning or at least their functionalities should be incorporated into those online learning systems or intranet systems used currently by educational institutions. Minocha (2009a) concludes that social software seems to match well with modern thinking about educational practice. In particular, they facilitate more collaborative ways of working and they furnish a setting for learner achievements to attract an authentic audience. ChisegaNegrilaweb (2012) asserts that Web 2.0 has been a turning point in human interaction via computers, fostering social networks and even more personal environments for educational purposes. Now, a leap forward is represented by Web 3.0, which should provide computers with the possibility to extract meaningful information from the internet so that the inordinate number of data obtained after one search will be filtered, contrasted, and collated to better suit users’ needs. Livingstone and Brake (2010) state that for most children, social networking affords considerable benefits in terms of communication and relationships, less proven benefits as yet regarding learning and participation and some transfer of bullying and other social risks from offline to online domains. Although highly positive potential, threats are also present in these digital mediums. Many schools look for options to control technologies by blocking sites (Murray, 2008). Especially teenagers’ lack of awareness surrounding the consequences of social networking creates an immediate need for education. They are likely to become victims of peer aggression, sexual predation or unknowingly becoming criminals (Waddington, 2011). It can be asserted that educators have the opportunity and the responsibility to advocate for a safer online environment using every single opportunity. Abreu (2010) reports that researchers are advocating for educators to become involved in the social sites with the idea of having an open relationship with students on these platforms. The only way to empower the student is to also feel empowered as an educator. For that to happen, it requires some dedication and openness on the part of the teacher, administrator, and even parent. In this paper, we tried to explore profiles of secondary school students’ use of social media and determine their views about its outcomes to learning

**2.6 ACADEMIC PERFORMANCE**

Because of the social media platform’s widespread adoption by students, there is a great deal of interest in how SNS use is related to academic performance. A small number of prior studies have examined the relationship between SNS use and college grades; however, these studies have been limited by their measures, sampling designs and failure to include prior academic ability as a control variable. For instance, previous studies used noncontinuous measures of time spent on SNS and selfreported grades. According to thefreedictionary.com, performance is the act of performing; of doing something successfully; using knowledge as distinguished from merely possessing it. Hence, academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect educational performance of students. Academic performance has been largely discussed in earlier literature in education and educational psychology (Rouis, Limayem and Salehi-Sangari, 2011). According to Warnemuende and Samson (2005), mostly, people expect that children will succeed as students just as we expect ourselves to succeed as parents. When they do not, we are confused, disappointed, angry, and afraid. Whether the lack of success is in academic skills, social behavior, or both, the recognition that our youngster is not doing well causes pain. Poor academic performance according to Aremu (2003)is a performance that is adjudged by the examinee/testee and some other significant as falling below an expected standard. Poor academic performance has been observed in school subjects especially mathematics and English language among secondary school students (Adesemowo, 2005). Aremu (2000) stresses that academic failure is not only frustrating to the students and the parents, its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics. Use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely. Shah, Kwak ,Holbert (2001) proposed that student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of internet while having drastic impact of recreational use of internet on them. Also, Oskoueiand Chaudhary (2010) proposed that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination. Englander, Terregrossa, Wang (2010) asserted that internet usage is negatively associated with academic performance of student users and destructive impact of internet usage is far more momentous than its advantages. The differential scholastic achievement of students in Nigeria has been and is still a source of concern, and research interest to educators, government and parents. (Asikhia, 2010). This is so because of the great importance that education has on the national development of the country. All over the country, there is a consensus of opinion about the fallen standard of education in Nigeria (Adebule, 2004). A total of 324,998 candidates registered for the WAEC, 2010 examination, out of which 310.077 candidates consisting of 168,835 male and 141,242 female candidates sat the examination. Statistics show that 250,487 candidates representing 80.78% have two credits and above; 217,161 candidates (70.03), have three credits and above; while 180,480 candidates (58.20), have four credits and above. Furthermore, 141,167 candidates (45.52%), obtained five credits and above, while 99,750 candidates (32.16%) obtained six credits and above. A total of 133,507 candidates (43.06%) obtained credit and above in English, while 151,569 candidates (48.88%) obtained credit and above in Mathematics. From the total number of candidates who sat the examination, however, 62,295 candidates, representing (20.04%) obtained credits in English language, Mathematics and at least three other subjects (WAEC, 2010)

**2.7** **MISUSE AND ABUSE OF INTERNET THROUGH SOCIAL NETWORKING AMONG STUDENTS**

1. Criminal internet abuse of social networking sites which involve seeking out individuals who then become vicims of sexually related internet crime (e.g. online sexual harassment, cyberstalking, pedophilic “grooming” of children).
2. Other abuses involve activities such as digital manipulation of images on the internet for the purpose of entertainment and/or masturbatory purposes (e.g. creating celebrity fake photographs where heads of famous people are superimposed onto someone else’s naked body) (Griffiths, 2000).
3. It is a cause of disturbance to secondary students when they are busy in their lecture or projects in class rooms or libraries.
4. It may cause increase in decline of moral values. With the use of mobile phone, now students feel no shy to tell a lie. When they are sitting in hotel or park, they tell to their parents or teachers that they are sitting in the library.
5. Loss and misplacement of mobile phone is very common. The student who loses his/ her mobile phone also undergoes tension and this affects their studies (Awaz, 2008)

**2.8 SOCIAL NETWORKING AND ACADEMIC PERFORMANCE**

According to Adamic and Adar (2005), social networking services gather information on users’ social contacts, to later construct a large interconnected social network and reveal to users how they are connected to others in the network. This extended interconnected network allows SNS users to connect and reconnect with others based on their similar interests, background and attributes. In a study by Backstrom et al. (2008), their findings indicate that there are three types of Internet users who can be classified into groups of long-core, short-core and light users. They also found that this different groups of users exhibited varying degrees of engagement. For example, the average member of a small, private group will be much more engaged than a member of a large, public group. The differential scholastic achievement of students in Nigeria has been and is still a source of concern, and research interest to educators, government and parents (Asikhia, 2010). This is so because of the great importance that education has on the national development of the country. All over the country, there is a consensus of opinion about the fallen standard of education in Nigeria (Adebule, 2004). Students may have difficulty completing homework assignments, studying for exams, or getting enough sleep to be alert for class the next morning due to internet misuse. Often, students may be unable to control their social networking use on the internet which eventually results in poor grades and academic probation. Student may be eventually expelled from school (Tella, 2007). However, Nigerian secondary school graduates are not normally examined for their proficiency at computer and internet use but are repeatedly required to employ such skills in applying for certification and placement examinations (Adebowale et. al., 2010). Meanwhile, an average Nigerian student is assumed to possess enough computer knowledge to enable him/her access the Internet while registering for their certification and placement examinations like Secondary School Certificate Examination (SSCE)(conducted by the West African Examination Council (WAEC) and the National Examinations Council (NECO)), and University Matriculation Examinations (UME) and Polytechnic and College of Education Entrance Examinations (PCE) (conducted by the Joint Admissions and Matriculations Board (JAMB)) respectively. This precludes any attempt at examining how much knowledge or understanding of the computer, or even the internet application the individual possesses (Adebowale et. al., 2010). Social networking sites have opened up the Nigerian student to acquiring internet use skill and computer literacy necessary to survive in the new information age. Studies have examined the relationship between Facebook use and grades (Kirschner & Karpinski, 2010; Kolek & Saunders, 2008; Pasek, More, & Hargittai, 2009). Pasek et al. (2009) examined the relationship between Facebook use and academic performance, and found there was no relationship between Facebook use and grades. Kolek and Saunders (2008) found that there were no differences in overall grade point average (GPA) between users and non-users of Facebook. Kirschner and Karpinski (2010), on the other hand, found that Facebook users reported a lower mean GPA than non-users; additionally, Facebook users reported studying fewer hours per week than non-users (Kirschner & Karpinski, 2010). Similar study on mobile phone use among private and seconadary school students by Olofinniyi et al., (2012), shows a negative correction between mobile phone use and academic performance of students. Oluwatoyin (2011) found in his research results that most students cannot get CGPA above 3.50 because they often waste their on social networking sites. The result further shows that lower grades are some effects of social network since the time spent could have been invested on home work and assignments which all contribute to higher grade. Astin (1984) stated that students reach academic goals because of the time and effort spent on activities designed to reach those goals, and Chickering and Gamson (1987) emphasized that the amount of time students spend engaged in academic work is highly related to academic success. Because students have a fixed amount of time available in any given day, and because time on task is an important factor in academic success, this research paper suggests that students who spend more time on SNSs will have less time to study and therefore will have lower grades. Research on Internet use has revealed that some online activities have a positive effect and some a negative effect on psychological outcomes; a similar pattern has also been detected related to technology use and academic outcomes (Bliuc et al., 2010; Cotten, 2008; Ellison et al., 2011; Gordon et al., 2007; Junco & Cotten, 2010; Junco et al., 2011; Morgan &Cotten, 2003; Pempek et al., 2009; Rizzuto et al., 2009). Junco’s et al., (2011) findings confirmed that some Facebook activities were positively related and some negatively related to student engagement. Therefore, this study will also examine the extent to which social networking activities relate to time spent studying and student grades. Other similar studies on teenagers’ use of the internet showed teenagers have been inclined to concentrate on Internet addiction (Na, 2004; Kim, 2004; Kim, 2002; Lim et al., 2004; Son, 2003). These studies have suggested alternatives by investigating conditions of Internet addiction. However, their efforts had some limitations in that they considered individual social-psycho attributes as a cause and an effect simultaneously. Also, their focus on the negative aspect of Internet use hampered to develop further discussion. The implication drawn from these studies is that we can launch an effective policy for Internet addiction by analyzing the school environment that is an important factor for students using the Internet.

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

* 1. **Research design**

The researcher used descriptive research survey design in building up this project work the choice of this research design was considered appropriate because of its advantages of identifying attributes of a large population from a group of individuals. The design was suitable for the study as the study sought to a critical analysis of impact of social media on students’ academic performance among senior secondary school student.

* 1. **Sources of data collection**

Data were collected from two main sources namely:

(i)Primary source and

(ii)Secondary source

**Primary source:**

These are materials of statistical investigation which were collected by the research for a particular purpose. They can be obtained through a survey, observation questionnaire or as experiment; the researcher has adopted the questionnaire method for this study.

**Secondary source:**

These are data from textbook Journal handset etc. they arise as byproducts of the same other purposes. Example administration, various other unpublished works and write ups were also used.

* 1. **Population of the study**

Population of a study is a group of persons or aggregate items, things the researcher is interested in getting information a critical analysis of the impact of social media on students’ academic performance among senior secondary school students. 200 students of University of Lagos were selected randomly by the researcher as the population of the study.

* 1. **Sample and sampling procedure**

Sample is the set people or items which constitute part of a given population sampling. Due to large size of the target population, the researcher used the Taro Yamani formula to arrive at the sample population of the study.

n= N

 1+N (e) 2

n= 200

1+200(0.05)2

= 200

1+200(0.0025)

= 200 200

1+0.5 = 1.5 = 133.

**3.5 Instrument for data collection**

The major research instrument used is the questionnaires. This was appropriately moderated. The respondents were administered with the questionnaires to complete, with or without disclosing their identities. The questionnaire was designed to obtain sufficient and relevant information from the respondents. The primary data contained information extracted from the questionnaires in which the respondents were required to give specific answer to a question by ticking in front of an appropriate answer. The questionnaires contained structured questions which were divided into sections A and B.

* 1. **Validation of the research instrument**

The questionnaire used as the research instrument was subjected to face its validation. This research instrument (questionnaire) adopted was adequately checked and validated by the supervisor his contributions and corrections were included into the final draft of the research instrument used.

* 1. **Method of data analysis**

The data collected was not an end in itself but it served as a means to an end. The end being the use of the required data to understand the various situations it is with a view to making valuable recommendations and contributions. To this end, the data collected has to be analysis for any meaningful interpretation to come out with some results. It is for this reason that the following methods were adopted in the research project for the analysis of the data collected. For a comprehensive analysis of data collected, emphasis was laid on the use of absolute numbers frequencies of responses and percentages. Answers to the research questions were provided through the comparison of the percentage of response to each statement in the questionnaire related to any specified question being considered.

Frequency in this study refers to the arrangement of responses in order of magnitude or occurrence while percentage refers to the arrangements of the responses in order of their proportion. The simple percentage method is believed to be straight forward easy to interpret and understand method.

The researcher therefore chooses the simple percentage as the method to use.

The formula for percentage is shown as.

% = f/N x 100/1

Where f = frequency of respondents response

N = Total Number of response of the sample

100 = Consistency in the percentage of respondents for each item

Contained in questions

**CHAPTER FOUR**

**PRESENTATION ANALYSIS INTERPRETATION OF DATA**

**4.1 Introduction**

Efforts will be made at this stage to present, analyze and interpret the data collected during the field survey. This presentation will be based on the responses from the completed questionnaires. The result of this exercise will be summarized in tabular forms for easy references and analysis. It will also show answers to questions relating to the research questions for this research study. The researcher employed simple percentage in the analysis.

**DATA ANALYSIS**

The data collected from the respondents were analyzed in tabular form with simple percentage for easy understanding.

A total of 133(one hundred and thirty three) questionnaires were distributed and 133 questionnaires were returned.

Question 1

Gender distribution of the respondents.

TABLE I

|  |
| --- |
| **Gender distribution of the respondents** |
| Response | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | Male | 77 | 57.9 | 57.9 | 57.9 |
| Female | 56 | 42.1 | 42.1 | 100.0 |
| Total | 133 | 100.0 | 100.0 |  |

From the above table it shows that 57.9% of the respondents were male while 42.1% of the respondents were female.

Question 2

The positions held by respondents

TABLE II

|  |
| --- |
| **The positions held by respondents** |
| Response | Frequency | Percent | Valid Percent | Cumulative Percent |
| **Valid** | Third year  | 37 | 27 .8 | 27.8 | 27.8 |
| Fourth year  | 50 | 37.6 | 37.6 | 65.4 |
| Second year  | 23 | 17.3 | 17.3 | 82.7 |
| First year  | 23 | 17.3 | 17.3 | 100.0 |
| Total | 133 | 100.0 | 100.0 |  |

The above tables shown that 37 respondents which represents27.8% of the respondents are Third year 50 respondents which represents 37.6 % are Fourth year 23 respondents which represents 17.3% of the respondents are second year, while 23 respondents which represent 17.3% of the respondents are First year.

**TEST OF HYPOTHESES**

**Ho:** There is no relationship between social media and academic performance

**Hi:** There is a relationship between social media and academic

**Table III**

|  |
| --- |
| **There is a relationship between social media and academic** |
| Response  | Observed N | Expected N | Residual |
| Agreed | 40 | 33.3 | 6.8 |
| strongly agreed | 50 | 33.3 | 16.8 |
| Disagreed | 26 | 33.3 | -7.3 |
| strongly disagreed | 17 | 33.3 | -16.3 |
| Total | 133 |  |  |

|  |
| --- |
| **Test Statistics** |
|  | **There is no relationship between social media and academic** |
| Chi-Square | 19.331a |
| Df | 3 |
| Asymp. Sig. | .000 |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 33.3. |

**Decision rule:**

The researcher therefore rejects the null hypotheses which states that, there is no relationship between social media and academic as the calculated value of 19.331 is greater than the critical value of 7.82 Therefore the alternate hypotheses is accepted thatthere is a relationship between social media and academic.

**TEST OF HYPOTHESIS TWO**

**Ho:** Social media has negative effect on student’s habit

**Hi:** Social media has positive effect on student’s habit

 Table V

|  |
| --- |
| **Social media has negative effect on student’s habit** |
| Response  | Observed N | Expected N | Residual |
| Yes | 73 | 44.3 | 28.7 |
| No | 33 | 44.3 | -11.3 |
| Undecided | 27 | 44.3 | -17.3 |
| Total | 133 |  |  |

|  |
| --- |
| **Test Statistics** |
|  | **Social media has negative effect on student’s habit** |
| Chi-Square | 28.211a |
| Df | 2 |
| Asymp. Sig. |  .000 |
| a. 0 cells (0.0%) have expected frequencies less than 5. The minimum expected cell frequency is 44.3. |

**Decision rule:**

The researcher therefore rejects the alternate hypotheses which states that, Social media has a negative effect on student’s habit as the calculated value of 19.331 is greater than the critical value of 7.82 Therefore the null hypotheses is accepted thatSocial media has negative effect on student’s habit.

**CHAPTER FIVE**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

**5.1 Introduction**

It is important to ascertain that the objective of this study was to ascertain a critical analysis of impact of social media on students’ academic performance among senior secondary students.

In the preceding chapter, the relevant data collected for this study were presented, critically analyzed and appropriate interpretation given. In this chapter, certain recommendations are made, which in the opinion of the researcher will be of benefit in addressing the challenges of social media and students’ academic performance.

* 1. **Summary**

This study aimed at having a critical analysis of impact of social media on students’ academic performance among senior secondary students. Four objectiveswere raised. These objectives include:  To examine the impact of social media on academic performance among secondary school students in Lagos State, to find out the amount of time students invest into social networking, to ascertain how the use of social media is affecting the study habits of students, to identify the benefits obtained from using the social media.

**5.3 Conclusion**

Based on the above findings pertaining to the objectives of the study the following conclusions are drawn.

From the collected and analysed, it can be concluded that the exposure to social media by University of Lagos students is high and this has negative effect on their performance.

**5.4 Recommendation**

Students should reduce their exposure to social media and pay more attention to their studies.

ii. Students, especially those willing to record huge academic success should guide themselves against the use of social media.

iii. The government, schools and other well to do individuals should encourage hard work by rewarding successful students through scholarship schemes and other incentives.

 iv. The government should consider the possibility of evolving a policy on teenagers’ exposure to social media.

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**QUESTIONNAIRE**

**INSTRUCTION**

Please tick or fill in where necessary as the case may be.

Section A

1. Gender of respondent

A male { }

B female { }

1. Age distribution of respondents
2. 15-20 { }
3. 21-30 { }
4. 31-40 { }
5. 41-50 { }
6. 51 and above { }
7. Marital status of respondents?
8. married [ ]
9. single [ ]
10. divorce [ ]
11. Educational qualification off respondents
12. SSCE/OND { }
13. HND/BSC { }
14. PGD/MSC { }
15. PHD { }
16. Others……………………………….
17. How long have you been in Lagos State?
18. 0-2 years { }
19. 3-5 years { }
20. 6-11 years { }
21. 11 years and above……….
22. Position held by the respondent in University of Lagos
23. First year { }
24. Second year { }
25. Third year { }
26. Fourth year { }
27. How long have you been in Unilag?
28. 0-2 years { }
29. 3-5 years { }
30. 6-11 years { }
31. 11 years and above……….

SECTION B

1. Social media influence academic performance of student
2. Agrees { }
3. Strongly agreed { }
4. Disagreed { }
5. Strongly disagreed { }
6. Do student spend time on social media.

(a) Agrees { }

(b) Strongly agreed { }

(c) Disagreed { }

(d) Strongly disagreed { }

1. Student does not make use of social media?
2. Agreed { }
3. Strongly agreed { }
4. Disagreed { }
5. Strongly disagreed { }
6. Social media is not useful to university students.
7. Agreed { }
8. Strongly agreed { }
9. Disagreed { }
10. Strongly disagreed { }
11. Students do not engage on any activity on social media
12. Agreed { }
13. Strongly agreed { }
14. Disagreed { }
15. Strongly disagreed { }
16. There is an impact of social media on students’ academic performance
17. Agreed { }
18. Strongly agreed { }
19. Disagreed { }
20. Strongly disagreed { }
21. Student do use facebook than any other social media
22. Agreed { }
23. Strongly agreed { }
24. Disagreed { }
25. Strongly disagreed { }
26. There is no educational reform in Lagos state
27. Agreed { }
28. Strongly agreed { }
29. Disagreed { }
30. Strongly disagreed { }
31. Not all students engage in social media
32. Agreed { }
33. Strongly agreed { }
34. Disagreed { }
35. Strongly disagreed { }