INFLUENCE OF SOCIAL MEDIA ON THE ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS OF RIMI COLLEGE, KADUNA

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ABSTRACT

Social media is the fastest growing and dominant trend in the use of technology in modern times. Social networking generally refers to the interaction of people using various social media platforms with the absence of geographical location andtime barriers. However, there are contrasting opinions on the impact of social media on students' academic development, aimed at strengthening growing knowledge about the influence of social media usage on students with a view to enhancing their learning and academic development. This study provided further clarification on the potential benefits of social media on education by establishing the students' knowledge of social media sites and determining how social media use can affect the academic performance of the students of Rimi College in Kaduna State. The study adopted the survey research design using both the quantitative and qualitative methods. The instruments used in gathering data for the study are questionnaire and Focus Group Discussion (FGD).The simple descriptive method showing the frequency and percentage of data collected was used to analyse the quantitative data while simple narrative was employed for qualitative information gathered through the FGD. The researcher used a formula propounded by Morgan to determine the sample size of the estimated population of 360. That is, simple random sampling method was used to get the sample size, whichwas186 students. From the data and information analysed, it was found that most of the students (98.0%) were subscribers of Facebook, WhatsApp, Twitter 2go, YouTube, etc., and had access to the internet. The study also found that social media has significantly helped the students to access and share academic materials and also enable them to interact. Based on the findings, the study recommended that academic institutions should embrace the use of social media in enhancing learning and communication. That is, students-to-students and teachers-to-students in order to make academic teaching and learning more convenient, effective and efficient. This research gathered that the overall attitude of respondents and participants was positive to an extent towards Social Media and its use within academic environment.

DECLARATION

I, WILLIAMS Yakubu with Registration Number MA/P17ARTS/8018 hereby declare that this dissertation entitled:"Influence of Social Media on the Academic Performance of Senior Secondary School Students of Rimi College, Kaduna" is a product of my research work and has not been submitted in any previous application for another degree. All quotations are indicated and the sources of information are suitably acknowledged by means of references. This research was written by me according to the guidelines of the School of Postgraduate Studies, Ahmadu Bello University, Zaria, Nigeria.

_____ _____

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CERTIFICATION

This dissertation entitled “Influence of Social Media on the Academic Performance of Senior Secondary School Students of Rimi College, Kaduna” meets the regulations governing the award of the degree of Master of Arts (M.A) in Development Communication from the Department of Theatre and Performing Arts, Faculty of Arts of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I dedicate this research affectionately first to God who worked for me and with me to this point and to the warm and enduring memories of Professor Jenkeri Zakari Okwori, Professor Ayedime Samuel Kafewo and Dr. Martins Ayegba.

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CHAPTER ONE

INTRODUCTION

1.2 Background to the Study

In this age of media technologies, change has occurred and is still occurring not only in the technology itself, but also in how individuals interact, define, and organizetheir world. Social media service is an online service platform or site that focuses on facilitating the building of social networks or social relations among people who share interests, activities, backgrounds, or real-life connections. A social network service consists of a representation of each user's (often a profile), social links and a variety of additional services. Most social network services are web-based and provide means for users to interact over the Internet irrespective of their locations. Social network provides the platform for online community services that enable members and visitors to leave comments, exchange photographs and sendmessages on the website. It also allows users to share ideas, activities, events, advertisementsand interests within their individual networks (Wallace, 2006).

Through the social networks, members can be accessed by other members or visitors to the websites. This enables the social networking websites to give members and visitors to such websites the room to leave messages or comments on the profile web page that is visible to all or some visitors to the profile web page and may also include a form of electronic mail for members of the networking site (Boyd and Nicole 2007).Social media has universally made communication easier and cheaper,due to its sophisticated nature. It is very fast and easy to revive old relationships as friends meet and interact with eachother irrespective of locations. According to Kabakci, H. Ferhan, O. and Ahmet, N. C (2008), researchhas shown that people who are connected to network of

their families and friends are happier and healthier and live longer than those who live in isolation. People with different problems need others to relate with, which is why social situations can have such a prolific and profound effect on people's thoughts, actions, feelings and psychology.

The social media sitestoday are dominating online activities and their presence has made acquisition of knowledge easier.For example, with the mobile phone facilities you can at your fingertips access information any time and at any location. Social networks have become so prevalent that the world has virtually 'shrunk' to what is termed a global village. It is so because; time and space are no longer a barrier. People from all walks of life now use the social media networks to satisfy their communication needs irrespective of their age and location. Teenagers are among the most prolific users of social media (SM). Emerging studies show that youths spend a considerable portion of their daily life interacting through social media(John Palfrey and Gasser, U, 2011). Subsequently, questions and controversies emerge about the effects social media (SM) has on adolescent development**.** With social networking becoming popular, children can now create their own dozens of profiles, make friends, start relationships, participate in chat rooms, hold private conversations, share photos and videos, and share blogs by using their sophisticated mobile phones (Rohrer, 2010).

Palfrey (2011:31) also posits that,children who were born into and raised in the digital world-are coming of age, and soon the world will be reshaped in their image. The economy, politics, culture, and even the shape of family life will be forever transformed.Many children make use of social media to post all sorts of information publicly than their parents realize. On social media sites, children share personal details about themselves, which leave them vulnerable to predators, sexual solicitors, pedophiles, drug addicts, murderers, kidnappers, fraudsters, bullies and so on. Some of

these young users now share pornographic photos through Google Picasa and Picasa Web Albums. The Picasa Web Albums were developed with the idea of storing photos centrally on the cloud as a secure and safe back up and also to enable sharing of the photos with friends (Soola, 2007).The problem with the use of the social media is chiefly hinged on the fact that the internal structure of the platform has the tendency for it to be easily used and abused by subscribers among who could be young children and youths. While the social media sites have been viewed as the newest frontier in academic interaction and interconnection through unfettered and unfiltered participation, multimedia file sharing and explicit exposure of youths to contents that pose serious threats to under-aged (especially the pre-teen) which could affect their academic and intellectual development (Rohrer, 2010).

Over the past 10 years, the media environment that children grow up in has changed dramatically, and the time they spend consuming media contents has exploded. Childhood and adolescence have been inundated withand possibly transformed byreality TV, smartphones, iPads, Facebook, Twitter, YouTube, World of Warcraft, Angry Birds, and texting, among others.Zukerman (2013:20-90), "I'm concerned that kids spend too much time online. Multitasking actually makes kids slower at doing their work and is not particularly productive as a studied skill".According to Kimberly (2006),young people between 8 and 18years old spendaveragely 4 hours and 40 minutes a day on screen media. In 2009, it was 7 hours and 11 minutes a day (Common Sense Media Research Study, 2012).

Besides parents, teachers are the adults who spend a good amount of time with the students. The teachers are always with them and can easily observe thestudents'school work and social skills. They have been working hand-in-hand with the students for

decades. Therefore, there is a need to understand the impact of social media on children's academic performance that makes this topic worthy of study.

1.3 Brief History of Rimi College Kaduna

The college is located in the Kaduna metropolis, off TafawaBalewaWay. It was founded on 31st January, 1949 as St. John's College, Kaduna with the Catholic Mission as proprietor. It started under the leadership of Rev'd Father John O'Hara with three (3) other staff and with an enrolment of sixty three (63) students. The students' population has since then continue to increase over the years reaching its peak in 1988 with 5,830 students. The College has produced influential personalities within and outside the confines of Nigeria in circles such as military, politics, business, public service and the private sector.

In April, 1972, the then North Central State government took over St. John's College (along with other voluntary agencies, institutions) and changedits name firstto Government Secondary School, Kaduna (Rimi College Information Handbook 2007). However, this name was short-lived as it was renamed Rimi College,Kaduna to suit its location inUgwarRimi. Since then, Kaduna State Government has been the proprietor of the College.Rimi College, since its inception in 1949, was a boarding school until 1988 when it was whollydeboarded along with other schools by the State Government. It is now operating as a day school.On 23rd February, 1998, the College was split into two schools - Rimi College (Senior) and Rimi College (Junior) each with its own independent administration. The large students' population led to the division of the school into two for administrative convenience and to enhance discipline, efficiency and performance.

On 9th September, 1998, the College (Senior and Junior) became one of the model schools under the Kaduna State Model Schools Management Board with a view to improving the performances of the schools under the Board.Rimi College reverted back to the Ministry of Education from the Model Schools Management Board in September 2000, pending the establishment of Independent Management Boards for ten (10) selected schools in the State among which Rimi College is one.

On 7th May, 2001, a law establishing Schools Management Boards for ten (10) selected schools came into effect. This law saw Rimi College (Senior and Junior) having its own School Management Board. The Board, with a Chairman and 13 members, would manage and run the affairs of both Rimi College (Senior) and Rimi College (Junior) (Rimi College Information Handbook 2007).

Rimi College, however, as a parastatal of the Ministry of Education was set up to achieve its aims and objectives as follows:

i) Preparing students for higher education and for useful membership of the society;
ii) Imparting of contemporary knowledge;
iii) Inculcating the idea of peaceful coexistence into youths by living together for six years with students from states other than theirs;
iv) Making the students independent and willing to live away from their home states;
v) Encouraging leadership qualities, high moral standards and high sense of discipline in all the students and
vi) Developing individual talents in academics, sports and cultural activities, ` among others (Rimi College Information Handbook, 2007).

1.4 Statement of the Research Problem

Social media is said to be exposing people to modern technologies, educational materials, fosteringgreater value for collaborative skills and modern ways of

communication, because it enables learners the creation of profiles, contributing to social learning via blogs, social networking sites, YouTube, Twitters (Don Tapscott 1997:212).Research has shown that children between the ages of 13 and 17 do spend quality time each day interacting online, more than they do offline (Boyd and Jenkins, 2010). Scholars see the advent of social media as a vital building block for speedy academic development of the youth, while others see it as a an obstacle for academic excellence, especially to the growing youth (Rohrer,2000). It is this dilemma that formed part of the problem that was investigated in this study.

Despite the fact that social media gives opportunities in the area of academic learning and intellectual development,italso presents potential problems in the learning process of the youth, especially secondary school students. Irrespective of where it is used or who is using it, the potential benefits of social media in academic development are still hypothetical. Hence, there is need for further research on social media for better use, understanding and proper implementation in the learning institutions in Nigeria. It is on this premise, therefore, that this studysought to bringabout greater understanding ofthe influence andpotential benefits of social media use in senior secondary schools with a special focus on students of RimiCollege, Kadunaas a case study.

1.5 Aim of the Study

The aim of this research is to contributeand to enhance students' knowledge on proper utilization ofsocial media platform with aview topromoting effective learning among the senior secondary school students of Rimi College, Kaduna.

1.6 Objectives of the Study

The specific objectives, therefore, are:

1. toinvestigate thelevel of students' awareness and knowledge of social media;
2. todetermine,through descriptive statistical tools,how social mediacan affect students' academicperformance and
3. to determine by collecting and calculating subject grade scores of each studentfor statistical analysis to check ifwhether reliance onsocial media can improve students' academic development.

1.7 Research Questions

The study attempted to answer the following questions:

1. whatis the students'level of awareness of social media?
2. towhat extent can social mediause affect students' academic performance?
3. canreliance on social mediaimprove students' academic performance?

1.8 Significance of the Study

It is important to study the new media use because it shows how communication patterns are changing, reshaping and evolving as young people incorporate new media seamlessly into their lives. Today, across the world, there is a growing increase in the way the youths use the internet and how it influences their lives due to it daily technological innovationsand advancement.This research will not only help researchers studying social media influences on children but will also pave the way for future studies.However, research on social media among children is very vital, as it reveals both the positive and the negative aspects of it.

The use of new media by young children is on the increase, and the justification of this study lies in the fact that it tries to make a significant input into the growing literature and knowledge on the subject matter of this study. This study will equally be useful for educational purposes, and as a basis for further studies to be undertaken.

1.9 Scope of the Study

The scope of this study is limited to the influence that social media has on secondary school students with regard to their academic development, considering theirexperiences with Tweeter, 2go, Facebook, YouTube and WhatsApp and the effects on users as a platform for reshaping and enhancing change in their studies.However, this study isfocused on senior secondary school students (i.e.SS1-SS3 of Rimi College, Kaduna), who can operate computer and smart phones.Furthermore, this research exploredthe available literatures on the subject. Therefore, the findings from this research may be limited to a specific period in the development and adoption of social media forms. In addition, the study is limited in its scope because onlyRimi College students are targeted.

1.10 Definition of Key Terms

New Media: This refers to a term for all forms of electronic communication system that range from GSM, Internet, etc. It enables free access to content at all times, anywhere provided there is access on any digital device, as well as interactive user feedback, and creative participation.

Education: In this context,education refers to post-primary education, which leads to tertiary or higher education. Secondary education includes Junior (JSS 1-3 and Senior (SS 1-3) and it is obtained after primary or elementary school.

Social Media: This refers to a group of Internet-based applications that build on the technological foundations of web 2.0, which makes communication much more interactive. Users create, share and exchange information and ideas in virtual communities.

Influence: This refers to pressure or a situation where a person is persuadedor manipulatedby a thing or another person.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2:0 Introduction

This chapter reviews relevant literatures on the Internet which this forerunner of the term social media, the development of social media, social media sites, social media tools, advantage and disadvantages of social media and the theoretical framework which this study is based on.

2.1 The Internet

The Internet is a global system of interconnected governmental, academic, corporate, public and private computer networks. The internet is also the communications backbone underlying the World Wide Web (www).The World Wide Web (www), which was developed in 1990 as a platform to enhance the popularity of the Internet was identified by scholars like (Best, 2006). He described the web as a system of interlinked hypertext that allows users access to web sites and pages that may contain text, music, images, blogs, video and other multimedia modes (Best, 2006:12). The purpose of the World Wide Web is to use hyperlink "to link and access information of various kinds as a web of nodes in which the users can browse at will (Liman, 2014:27). Thus, individuals, social and educational groups, the academia and business organizations could create a web site which users can access via navigational tools or browsers like Google+, Internet explorer, Mozilla, Outlook Express, Safari, Firefox and other search engines etc.

The social media as a component of the internet particularly has become a part of people's daily activities. It has touched virtually all aspects of learning and communication. It has broadened the scope of learning and research at all levels and

forms of education.In this age of the Internet, there has been an evolution intechnology itself and also in how individuals interact and organize their world.

The internet facilitates this process with less difficulty and across distant areas. The internet is described as a global network of interconnected computers that communicate freely and share and exchange information (Baran, 2002) .The network is made up of large numbers of computer networks throughout the whole world. The computers in the network communicate and share data with one another and also exist within a diverse set of independent networks, hyperlinked to provide its users with the appearance of a single, unified network (Hanson, 2005):

The Internet has broken down territorial barriers, and traversed boundaries and has enabled users to communicate instantaneously with one another across locations, sharing information within real time experience. In itsuniqueness, the Internet was designed to be decentralized, meaning that control is distributed to all users who have relatively equal opportunity to create and contribute content(Bruns, 2008). The advantages of the Internet, make it an avenue for any idea to be shared; it is information by anyone, for anyone, creating a platform for the free flow of information transmission and retrieval for anyone who has access to it no matter the location.

Dominick (2009) cited in Liman (2014 pg23) also asserts:

> The development of the Internet meant that computers could send digital information to all parts of the globe. He further continues that; "the Internet triggered a revolution in the way information is stored and transmitted. As a result, the traditional mass communication media found themselves in uncharted waters and had to figure out how to cope with this drastic development.

However, due to daily discoveries and developments, it seems difficult to coin a particular definition of the new media. For instance, today's definition may seem invalid to newly launched sophisticated device(s) tomorrow. It is so because every newly launched software/hardware is an introduction and upgrading of new

features/facilities of the former. For instance, “Windows7” which has a plethora of modern features used by iPad and smartphones became outdated when Windows8prowhich has more advanced features (it uses data) was launched on 25th February 2012 by Microsoft Corporation. The constant evolution of this new media makes it challenging to describe.According to Kathleen (2010:5):

> Social scientists have identified four specific categories of new media that share common qualities and likenesses: interpersonal communication media, interactive play media, information search media, and collective participatory media.

Kathleen further explained that interpersonal communication media encompasses the telephone (cell phones included, iPad, iPod, etc.) and email (McQuail, 2005). However, these types of communication technologies are thoughts of as private and temporary ones. The relationships reinforced and established by the use of such interpersonal communication are more important than the information communicated. Interactive play media include computer and video games. Information search media encompass a broad spectrum such as the Internet and all the search engines and search tools. Cell phones are becoming capable of similar functions and can be listed under this category. Lastly, the collective participatory media refer to how one can use the Internet for purposes such as swapping information, ideas and thoughts, and creating computer-mediated relationships (McQuail, 2005). The ability to swap this information could be used on the academic development of children and youths, which leverages on their performance and intelligence.

Don Tapscott (1997 pg211) discusses the generation that is growing up with the Internet, what he calls N-Gen (Net Generation), consisting of those aged 2 to 27. This generation watches less TV, and is able to communicate through e-mail, develop web pages and start businesses.

He emphasizes that these young users take advantage of the Internet to play, explore their world, try out different identities, express themselves through personal web pages, develop relationships with friends and family and become socialized. These activities are centred in interactive use of the medium and communication with others, as opposed to the more passive use of traditional mass media, and are (still) centered in a text-based medium, which promotes written literacy. Tapscottfurther suggests that; early online communication will foster greater value for collaborative skills, based on 'peer-oriented relationships rather than hierarchies within families and companies' (1997, pg 212).

2.2 The Advent of Social Media

Social media on the web started in the form of generalized online communities such as Geocities.com (1994), Theglobe.com came in 1994 and Tripod.com also came in 1995 (Boyd andNicole, 2007). These communities focused on connecting people together to interact with each other through chat-rooms and paved way for users to share personal information and ideas through personal web pages by providing easy-to-use publishing tools and free or less costly webpage. However, communities such as Classmates.com used simple approach by having people linked to each other through email addresses. By the year1996, user profiles became a central feature of social networking sites, paving more ways for users to compile lists of friends and equally search for other users with similar interests (Boyd and Jenkins 2006; Rohrer, 2010; Collier andMagid, 2010).

As time went on, newer social networking methods were developed and many sites started coming up with more advanced features for users to find, manage and maintain relationships with friends. However, the new and improved generation of social networking sites began to flourish with the emergence of Friendster in 2002 which

eventually became part of the internet mainstream (Boydand Jenkins, 2006). MySpace, LinkedIn and Bedo were launched in 2003. In the year 2005, MySpace was reportedly getting the highest monthly visitors of their page view than Google. Suddenly, Facebook was founded and launched by Mark Zuckerberg in 2004. Since then, it has remained the largest social networking site in the world over with over 1 billion users now (Rohrer,2010). The mission of Facebook was to "create a Facebook for Harvard University to find cute girls and guys" (Rohrer, 2010: 5*).* Presently, it is estimated that there are over 200 active sites using a wide variety of social networking models. These include, but not limited to, the following: LinkedIn, Twitter, DeviantArt, Nexopia, Bebo, Hi5, Hyeves, StudiVZ, IwiW, Tuenti, Nasza-Klasa, Decayenne, Tagged, XING, Badoo, SKyrock, Orkut, Friendster, Mixi, Wretch, Renren, Cyworld, among others. (Boyd and Jenkins 2010, Wikipedia 2010).

2.3 Social Media Effects on Young People

The social media and its trends have a lot of effects on the lives of young people (positively and negatively).The social media has been discovered to have subtle influence on the lives of its audience to the point where people tend to adjust their habit to the offerings of the media, just as the media adjust their schedules to fit the popular habits of its audience (Ifedayo, 2003). In addition, some studies documented that watching violent films and television programming can lead to increased hostility and aggression in the lives of young people. Gerbner (2002) put forward that an association between playing violent computer games can increase aggression on children. From the early days of television, there has been public outcry about its harmful effects on children (Signorielli, 2005). Today, its effect is even more exposed and common to young people with the internet. One of the problems of the advent of the internet is its inability to impose gate-keeping to enable parents control bad media contents fed into

the net. The internet has also revolved into an unparallel outlet for pornography, which exposes children to harmful effects (Heiderand Harp, 2002).

The Internet has rapidly become an increasingly central element in the lives of children and adolescents. It hasaffected how youth conduct their social lives, pursue theireducation and entertain themselves. The benefits of Internettechnology have been widely touted, but there has alsobeen concern about potential harms associated with Internetuse. On the one hand, one might expect that as youthuse the Internet environment more frequently and intensively,exposure to perils in that environment would inexorablyrise.

Kimberly, Mitchell and Janis Wolak(2006: 116) argue that:

> The increasing media attention to Internet dangerscertainly conveys the impression of a growing menace. On the other hand, the dangers of new technologies are sometimes exaggerated. It may be that as youth grow more familiar and educated about the Internet and its problems, they become less vulnerable.

Kimberly in their article further pointed out that the recent decade has also been one that has seen rather dramatic declines in a variety of youth risk activities and experiences.Perhaps, Internet dangers have been moderatedas well. That some of this moderation may be the effect of greater education andawareness.

For instance, professional wrestling is one of the oldest - and most controversial - genres of television programming in its early days in the 1950s, the big controversy was whether or not the matches were fixed. Today's more sophisticated kids realize that the matches are not just predetermined – they are scripted. There is always a good guy, known in wrestling jargon as the "baby face" and a bad guy, the "heel" – and these two opposing forces and good and evil are supplemented by what one critic calls a Greek chorus of morally ambiguous characters". The fake nature of today's wrestling, however, is part of the problem. "it's not real, they don't get hurt", kids say, "and we're

not going to get hurt, either". Unfortunately, neither statement is always true. In spite of their superb conditioning and careful choreography, the pros get hurt all the time, and occasionally they get killed. Wrestler Owen Hart, for example, died in a 50-feet fall while entering the ring in a failed stunt in 1999.

Children mimic the moves they watch on TV, and sometimes the results can be equally deadly. In Texas, a seven-year boy killed his three-year-old brother with a move called the clothesline. Asked by detectives to demonstrate what he had done, the boy backed up about 10 feet and ran toward a doll about the same size as the three-year old. He thrust one arm out at shoulder level and struck the doll at its neck, knocking it backward. (Alex Kuczynski, 1999).In 2000 Court TV produced a film, "Wresting with Death", that documented dozens of such incidents and included footage of older kids putting on backyard wresting exhibition in which they jumped off roofs onto their opponents in the ring and hit each other with steel chairs.Some critics insist that the World Wrestling Federation, whose programs run on USA Network, and World Championship Wrestling, which is shown on Turner Network Television, encourage this behavior, and therefore bear responsibility for the casualties, because of the way their programming glamorizes violence. Others point out that a wealth of other antisocial behaviours are glamorized on the programming as well. Wrestling is extremely popular with males ages 12 to 34, a highly coveted demographic for advertisers, it is, in fact, one of the fastest-growing types of programming on television and cables.

2.4 New Media

The media has and is still witnessing important changes, which result in the emergence of what today is called the *new media* due to daily development and growth of

Information and Communication Technologies (Baran, 2002). Adedina*et al* (2008) as described in Gana (2003) states that the new media is the:

> ....combination of many technologies, a disparate set of communication technologies that shares certain features apart from being new, made possible by digitalization, and being widely available for personal use as communication devices.

The new media with the internet at the top has simplified communication patterns. "The internet therefore, is described as a global network of interconnected computers that enables the user to communicate freely, share and exchange information. Each network is linked to tens, hundreds or even thousands of computers that share information and resources. The Internet has made it possible for people all over the world to communicate with one another effectively and inexpensively. The social media network is made up of large numbers of computer networks throughout the world, and is capable of communicating and sharing data with one another simultaneously and also exist within a diverse set of independent networks.

People all over the world use the Internet for communicating, news listening, research, information gathering, shopping, paying bills, banking, listening to music, watching movies, playing games and even making telephone calls. Also, educational institutions use the Internet for research to deliver online courses and course materials to students.

The Internet is unique, and has eliminated the issue of territorial barriers and traverse boundaries to enable users communicate freely with one another across different locations, exchanging and sharing information within real time experience. The Internet was designed to be decentralized, meaning that control is distributed to all users who have relatively equal opportunity to contribute content. The advantages of the Internet makes it an avenue for any idea to be shared; it is information by anyone, for anyone and to anyone. It creates platform for the free flow of information transmission and retrieval for anyone who has access to it.

Amodu (2008) posits that the New Communication and Information Communication Technologies can be grouped as new media, and the most prominent of the manifestation of ICT's is the internet. Social network site is an online service site that facilitates the building of social networks or social relations among people who share interests, activities, backgrounds, or real-life connections. A social network site, for example, the Facebook andTweeter platforms allowmillions of users to create application (apps) that link the social network's application interface. Social networks allow users to share ideas, activities, events, advertisements and interests within their individual networks.Via the Internet, Social Network Sites meet the need for an efficient means of communication as well as the gathering and sharing of information. Social Network Sites have emerged to quench the thirst for a new medium that connects people quickly.

2.5 Facebook

It will be imperative to look at Facebook historically for proper understanding. Facebook was invented by Harvard computer science student Mark Zuckerberg , along with his classmates Eduardo Saverin, Dustin Moskovitz, and Chris Hughes. The origins to the name hints as to the history of Facebook. However, the website was originally and briefly called Facemash. Mark was a second year student when this great idea came and he immediately wrote the software for the Facemash website. His sense of humor and ambition quickly led him to the creation of the site as a type of "hot or not" game for his colleagues and friends alike at Harvard, where users of the website could compare two students pictures side-by-side and let viewers decide who was "hot" and who was "not". Within a short time, Mark acquired good skills and he used it to hack into Harvard's security network where he copied the student ID images used by the

dormitories and used them to populate his Facemash website. (Facebook,Wikipedia, the Free Encyclopedia).

Facemash was opened on October 28, 2003 and was shut down few days by Harvard executives. Mark Zuckerberg faced charges of breach of security, violating copyrights, and violating individual privacy for stealing the student photos he used to populate the site. He also faced expulsion from Harvard University for his actions. However, all charges were eventually dropped.

Zuckerberg launched the site in February 2004. The name was derived from its original name "TheFacebook.com" (John M. 2007). The idea was welcomed by students, hence up to 1200 users signed up. Within one month half the undergraduate population joined the social networking community. It was not long that the network gained acceptance by students from other colleges, and by September 2005, Facebook claimed that eighty-five percent of all students at the 882 colleges had Facebook profiles, sixty percent of whomlogged in daily (Arrington 2005). Facebook is opened to anyone with an email address who is willing to log into its features and view the world, irrespective of location. As of December, 2013 Facebook has 1000,000,000 estimated unique monthly visitors/users. Today, the network has about 1,393 billion active users (Google update of 1/28/2015).

Facebook's most technologically interesting feature is its "Platform," which developers can use to create "Applications" that plug seamlessly into the Facebook site. The Platform provides developers an interface to issue instructions to Facebook and gather information from it, along with a custom markup language so that the application's notifications and interface are shown to users with the Facebook look and feel.

According to (TomVander2011):

> There is one thing you know for sure. These kids are different. They study, work, write, and interact with each other in ways that are very different from the ways that you did growing up. They read blogs rather than newspapers. They probably don't even know what a library card looks like, much less have one; and if they do, they've probably never used it.

Based on Tom Vander's observation, it is pertinent to say that students use social mediasites as a place for acquisition of knowledge,socializing, facilitating their academic work and building relationships.

In the same vein of the above survey, Thayer and Ray (2006:432) also observed that:

> Young adults may also feel more comfortable communicating and building relationships online than middle and late adults because they are growing up in a technological era. Perhaps, children and adolescents are able to embrace and utilize these technologies with less effort than adults, including their parents.

In the twenty-first century, we have witnessed the simultaneous rapid growth of Internet and digital technologies. Processes of interpersonal relationships, social communication, economic expansion, political protocols and governmental mediation are undergoing a significant transition. The emergence of these new technologies has created information and knowledge societies (Leah A. L. & Sonia Livingstone, 2009). These technologies are the indicators of a drastic change from industrialized to post-industrialized and now information society. The New media, with 'the Internet' at the top of the list as a kind of archetype, have become everyday technologies, thoroughly embedded and routinized in the societies where they are most widely used. The New technologies are one of the most visible indicators of new times, and accordingly are frequently taken to signal the coming of an information society (Leah A. L. & Sonia Livingstone, 2009). This coming of information society is seen as an increasing digitalized world with the young users fully participating in the social activities through various networks.

Anat Ben-David *et al*, (2011)assert that:

> The young are often seen as forerunners of these changes because of the pervasive and persistent presence of digital and online technologies in their lives. In popular discourse and practice around these young people and their digitally-mediated lives, there has been the imagination of a digital native – somebody who is born `with' technologies.

Mark Prensky(2010) propounded the term 'Digital Natives', which he defined as a way of identifying a new demography for markets to focus on. According to Prensky, and then many others, the population born after the 1980s at face value - have contributed to the growing discourse on Digital Natives. These young users of social networks are born into the era of technology and form online communities which enable them to relate with people they know and sometimes, with people they do not know, irrespective of their locations.

Alpizar (2010:2) observes that:

> It is important to examine children and new media use for many reasons. Exploring new media impact upon parental-adolescent and peer-peer relationships is imperative. Adolescents quickly acquire skills and soak them up like sponges. How adolescents handle all this new media knowledge and how it influences their relationships and connectedness to the real and offline worlds are crucial and serve as good indicators for impending trends and patterns in new media use. What makes this age group worthy of study is the fact that today's adolescents were born into and have grown up in the age of the Internet and are surrounded by the latest technologies. High-achieving adolescents are important to study because it is a specific group of adolescents that not only have extensive knowledge of new media, but have practically unlimited access to it. Today's adolescents have new media readily available at their fingertips. Being fluent and comfortable with the use of those technologies is not a choice, but rather a requirement to survive in this technologically advanced world.

Therefore, the advent of networks sites like Facebook, YouTube and 2go among others has taken the world into a new communication system, whereby a large number of specialized sites and services have emerged, and sites designers on daily basis are busy still designing. This shows that there will be increase on daily basis in the number of sites visitors.

Alpizar (2010)furtherobserved that young children from ages 10-17 seem to be the majority users of the new technologies and their applications. Social networking activities combine mobile instant messaging and file sharing. However, the online

world due to its wide coverage and exposure has changed how children learn, socialize and indeed how they study and are entertained. This is because many children use their phones not for making calls or sending text messages alone, but also for activities like e-mailing, web browsing, oral-sex, hunts and general social media activities.This explains why many children were bullied to death while some others were raped and killed (Rohrer, 2010).

The net today is the real world for the overwhelming majority of children. Good as it may be, especially with respect to social media networking, most of these applications were not originally intended for kids but strictly meant for the adults. In the words of Rohrer (2010, pg5), "…these sites (like Facebook) were created by and intended for the adults. The content was adult". But at present, the social networks are full of children's profiles and images of children posted by their parents. What parents do when they post such pictures online is creating a visual image for someone who may want to pursue them later in life (Rohrer, 2010). Within two years of the launching of Facebook, the media began identifying it as a hunting ground for pedophiles. Indeed, one of the biggest risks of these technologies is not the way they allow children to escape adult (parents) control but rather the permanent traces left behind of their transgressive conduct. (Boydand Jenkins, 2006; Rohrer, 2010).

Therefore, any improvement in computer technology packaging attracts the attention of the children, thereby making them more immersed in media than ever before. It is clear that as computer technologies become common, easier, cheaper, more accessible, and simpler to use, and as kids' software becomes more common, children's awareness and use of these new technologies also becomes widespread, that is, boundary or location is no more a barrier as mentioned above. It is so because, the new technologies have

helped users to manage time and avail quick services to its users irrespective of location where accessibility is possible. Herbert (2001:1) pointed out that:

> In the pre-digital age, getting a photo back to the newsroom would mean fast cars, film being hurled onto passing trains, boats and planes and time-consuming processes in the darkroom. All it takes now is a digital camera, a mobile phone and a laptop computer

This means that children would be exposed to a massive amount of media and technologies and may spend more time on media and digital activities-from playing computer games, to surfing the internet, particularly in online chat-rooms and sending e-mail. Children carry out some online activities more than the ones they do off-line (physically) with their family members and friends due to its nature of confidentiality.

2.6 Social Media Use for Students'Academic Learning

Today the fast growth in social media usage as a platform for social interaction could be said to have some effects on students' intellectual development. Even though research on social media and learning achievementis gradually gaining ground compare to studies of safety, sociology, peace and conflict resolution and psychological well-being. To date, two studies exemplify the debate surrounding Social media, youth, and educational achievement. A conference paper by Karpinski (2009) received much media attention with findings that college Facebook users have lower GPAs than students who are not users of the site. Karpinski offers severalhypotheses for these findings. For example, Facebook users spend too much time online and less time studying. However, the study did not rigorously examine counter hypotheses and remains a rather exploratory basic attempt to understand the effect of Social media on learning.

Pasek, Hargittai, and More (2009) note several clear limitations of the Karpinski study. First, the sample of students is clearly limited. Second, the study utilizes few control

variables in the analysis. Finally, Pasek et al. (2009), took the issue with the liberal conclusions of Karpinski, namely, that the original study offers strong evidence for a negative relationship between Facebook use and grades. Pasek et al. (2009), offer three additional analyses that use a larger sample of undergraduate students, a nationally representative sample of 14–22 year olds.

The authors utilize more control variables including race, socioeconomic status, andprevious academic achievement variables. From this analysis, the researchers find that Facebook usage has no significant relationship to academic performance in any of their data. The researchers in this debate suggest that the Facebook/academic performance relationship is an interesting avenue for future studies. However, aside from the fact that many youth use Facebook, there appear to be no substantive theoretical reasons why Facebook use might influence academic performance.

As noted earlier, students use the Internet for diverse communication and social goals. If perhaps a large percentage of youth interactions on Facebook were school-or academic-related, one might find a relationship to measure such as academic performance. However, measurement of these communication patterns is lacking in the current literature and it is a critical area for additional studies. The work of new media literacy researchers provides one avenue to better specify behaviors that might lead to learning. Most studies of social media and youth education define learning from a literacy perspective (Greenhow andRobelia, 2009; Ito *et al.*, 2009; Jenkins, 2006).

The literacy perspective focuses on learning practices, such as creating media, rather than traditional measures of learning such as grades or standardized assessments. Hull and Schultz (2001) noted that one major contribution of literacy scholars is tounderstand the concept of practices. Children's activities in schooli.e., listening to a

teacher's lecture, practising problems onworksheets, taking tests to assess their learningcan be seen as specialized literacy practices. Formal schooling is designed to teach students to perform well in those behaviors.

However, literacy practices outside of school may serve very disparate functions than expected in the classroom. In the context of new technologies, youth today communicate and learn very different practices outside school. Engaging in social networking interactions is a different literacy practice than successfully completing a multiple-choice test. This direction is particularly fruitful to consider how youth's everyday practices with technology constitute learning in and of itself, and how these activities are in stark contrast to practices within school.

Jenkins (2006) observes that youth today must be literate in several practices within social media environments. For example, he defines performance as the ability to adopt different identities for the purpose of discovery. Perhaps Social media, which are ideal identity building tools, can be used to aid students in exploring different characters, voices, and perspectives during the learning process. Jenkins characterizes appropriation as a skill to remix content from disparate sources to communicate ideas.Social media are environments that integrate numerous media tools,and could theoretically be applied to help students collect, synthesize, and remix content. He defines networking as the capacity to search for, integrate, and disseminate information.

Similarly, social media (SM)offers a natural environment to examine youth information practices. The early studies of youth literacy with social media suggest that adolescents do in fact practice these skills. Ethnographic studies find that teens use social technologies to delve deeper into interest-driven communities and activities (Ito et al.,

2009). Perhaps SMprovides a platform for youth to participate in communities that help them learn, and practice skills, within particular knowledge areas.

Greenhow and Robelia (2009) examine the Social Media useby youth and found numerous social behaviors that provide a theoretical link to learning outcomes. For example, students in their study use MySpace profiles to display creativework and receive feedback from their network.Youth report experiencing social support for school-related tasks, daily stresses, and problems. Social Networking Sites help blend school and outside life for the teenagers in this study. These ethnographic studies offer rich accounts of newand vital literacy practices among youth.

Similarly, research on college-age youth found that they produce a tremendous volume of writing via tools like social networking sites, blogs, emails /and other social media environments (Fishman, Lunsford,McGregor,andOtuteye, 2005; Stanford Study of Writing). For researchers of social media effects, these exploratoryaccounts of media practices provide a vital link to learning outcomes. Perhaps social networking sites that: (a) are used for particular educational means, (b) have strong academic cultures that are built within the online community, and (c) encourage particular information and social learning behaviors will lead to better learning outcomes.

These are open hypotheses for social media scholars. This area is ripe for interdisciplinary studies that combine insights from literacy, media effects, and information perspectives. Ultimately, researchers interested in traditional academic outcomes such as high-school completion, academic engagement, grades, and test scores must specify what practices would theoretically improve these outcomes. The research on social media, social networking sites and psychological well-being offers an additional link to students learning through the mechanism of academic engagement.

The concept of engagement can be defined in behavioral, emotional, and cognitive terms (Fredericks, Blumenfeld,andParis, 2004). Behavioral engagement refers to participation in academic, social, or extracurricular activities.

Emotional engagementdescribes the positive and negative feelings students may have towards teachers, peers, and the broader school community. Cognitive engagement depicts the idea that a student is willing to expend the energy to comprehend difficult concepts and learn new skills. As noted in this review, much of the research on social media suggest that as students more frequently interact with their network, they develop higher quality relationships with others.

Education researchers who examine the social context of learning in areas such as out-of-school time, extracurricular activity, and classroom climate also find a link between high-quality relationships, students' academic engagement, and achievement (EcclesandTempleton, 2002; Feldman andMatjasko, 2005; Martin and Dowson, 2009). A major hypothesis among education researchers is that youth participation in extracurricular and school activities increases their social connectedness with teachers and peers (Ecclesand Templeton, 2002; Feldman andMatjasko, 2005). This connectedness is related to increased engagement with school and academics.

Engagement has also been related to a lesser likelihood to drop out of school (Fredericks *et al*., 2004). These hypotheses are still major questions for education research. Social media offer a new context within which to observe how relationships influence school engagement,grades, and student achievement. Researchers of social mediaalso have the ability to directly observe how online relationship networks may facilitate this social learning process.

2.7 Benefits of Social Media

The use of Social MediaServices (SMS), such as Facebook and Twitter has become a popular and integral part of everyday communication. Young people are particularly enthusiastic users, the vast majority is engaging on a daily basis with SMS via a computer or mobile phone.

According to Ellison, Steinfield, and Lampe (2007), social media networking offers some benefits to its users in almost all areas of human endeavour. Social media services are increasingly popular amongst young people regardless of geographical location, background and age. They include services such as Facebook, MySpace, Twitter, Youtube, 2go, Whatsapp among others, which have many millions of members each. Furthermore, many services created for media sharing (e.g. Flick for photo sharing, Last.FM for music listening habits and YouTube for video sharing) have incorporated profile and networking features and may be thought of as part of this wider conceptualization of social networking themselves (Boyd and Ellison, 2007). Indeed, social media in a Web environment has transformed processes of communication and social interaction particularly with the increasing integration of social media functionality to these services.

According to Jim (2012), youth participation in social networks can foster learning and expose them to educational innovations to complement what is taught in traditional classrooms. He further pointed out some potential benefits social media offers to young people, these include, but not limited to the following:

1) It improves the lives of kids and families by providing the trustworthy information, education, and independent voice they need to thrive in a world of media and technology;
2) Enable students to participate in after-school programs to implement digital Literacy;

3) Access to educational resources through the Internet and

4) Increase users' ability to share their issues and actions socially.

The rapid uptake of both social media and social networking sites practices by young people signifies an important shift in young people's use of the net primarily for information and entertainment to one of communication. Young people are consuming, producing, sharing and remixing media. This has led to the claim that today,youngpeople are producers; they actively produce and consume media (BrunsAxel, 2008). This participatory media environment enables young people to engage in creative content production, empowering them with new means of creating and sustaining connections with others. It has also opened up new debates on how to conceptualize and promote what has come to be termed cyber citizenship.Brunscoined the term"Produsage", whichhe described as"the collaborative and continuous building and extending of existing content in pursuit of further improvement". He opined that we really need a new word to describe the shift of users from audiences to content creators?"

Even though, it can be deduced, based on Blumenfeld (2010) observation, that media programmes exposed children to negative influences andbehaviours, it was not the designers' intention primarily to do so. However, it is important to acknowledge that the media also contribute to the positive development of children, especially to their educational, social, psychological and spiritual well-being. Existing literature revealed that there are many media programmes that are packaged which use virtual reality to educate, inform and entertain children in amazing ways. (Sobowale,1999). Such programmes are in form of cartoons (e.g. Walt Disney's Ice Age, the jungle Boy, Lilo and the Stich, Bugs Life among others), musicals (like Sing Along Songs, ABCD

Series), films (such as like ‘The Scout Master’ , `Jungle Boy’, ‘ The Karate Kids’) and games (like ‘ The Adventure’).

According to Cairnross (2000), as cited in Gana (2011), the Internet has become a global tool of information dissemination and communication. It has had profound impact on academic, social and business communication. The internet and itscomponents (Social media networking) have destroyed time, space and geography; in that people are able to share information with one another across distant borders getting responses instantly within real time experience. Thus with the Internet everyone is a potential recipient and transmitter of information as long as you have access and are connected to it. Lai Oso (2007, pg133) cited in Gana, further corroborates:

> One of the features of the Internet that readily speaks of its potentials to communication is its openness. Anybody with a computer connected to the information superhighway is a potential creator and disseminator of information, and can obtain information from other sources without any barrier. It allows equal opportunity for all participants to sphere information...without any barrier currently suffered by the old media.

Agreeingand arguing in line with the opinion of Oso (2007) from the above, it then implies that the internet has led to a communication process characterised by openness and free access as well as equal opportunity for individuals to access and share information. Although scholars have argued that in as much as the internet facilitates openness, access, and encourages communication as well as promoting peoples development, it has also opened the door to some ill practices in the society as Blumenfeld (2010) notes:

> Some of the concerns with respect to social media networks are; children’s exposure to sexual solicitors, pedophiles, problematic contents, imposters, fraudsters, murderers and bullies, among others.

Blumenfeld further explained that a lot of children have been killed by the people they met on social media, while some were bullied- leading to emotional trauma that

subsequently led to the victims committing suicide.Perhaps in the field of education,social media networkplaysthe most active role by supporting relationships between teachers and students and among students themselves. These provide opportunities for learning, educating, content sharing and professional developmentin different areas of human endeavours.

Considering various debates surrounding the influence of social mediaparticipation amongst students, it is clear that social media plays a vital role in education, shaping the behaviour and opinions of young people around the world if properly used and not marred or abused as the case may be.Although the Internet provides a wealth of informationand opportunities to youth, as with any other aspect of theirlives, there are potential risks and dangers. According to Kimberly et. al. (2006), National studieshave shown that youth can meet dangerous people online,be exposed to a large variety of sexual and violent material,and fall victim to harassment and bullying. The First and Second Youth Internet Safety Surveys (YISS-1and YISS-2) examined the prevalence of unwanted sexual solicitations, harassment, and unwanted exposure to pornographyin two independent samples of Internet users (ages 10–17 years); conducted in Year 2000 and Year 2005 respectively.

2.8 The Constructivist Learning Theory

This studydraws its theoretical backings from Constructivist Learning Theory. This is because the theory of Constructivist attempts to explain how learners learn by constructing understanding forthemselves (Jonassen 1994, cited in Liman 2014). However, it is very necessary that we begin this section by understanding Constructivism theory. Constructivist learning theory seems to be a combination of behavioural change, cognitive and critical learning theories. Bruner in hiswork states that learning is an active process in which learners construct new ideas or concepts

based on their current and past knowledge. He added that learnersselect and transform information, construct hypotheses, and make decisions relying on a cognitive structure to do so (Bruner, 1973). Bruner also pointed out that a theory of instruction should address four major aspects: (1) predisposition towards learning; (2) the ways in which a body of knowledge can be structured so that it can be most readily grasped by the learner; (3) the most effective sequences in which to present material; and (4) the nature and pacing of rewards and punishments. Good methods for structuring knowledge should result in simplifying, generating new propositions, and increasing the manipulation of information. While on the hand, Thanasoulas extends the definition of the concept when he assert that, "constructivist theory takes an interdisciplinary perspective, in as much as it draws upon a variety of psychological, sociological, philosophical, and critical education theories" (Thanasoulas, 1994).

However, the major supporters who are said to have developed a clear idea of what constructivism is are Jean Piaget *The Language and Thought of the Child (1926)*,Piaget's theory of constructivist learning has had wide-ranging impact on learning theories and teaching methods in education, and is an underlying theme of education reform movements. Research support for constructivist teaching techniques has been mixed with some studies in support and others contradicting constructivist results. John Dewey in *Experience and Education* (1938), Montessori in *Education for a New World* (1946) and Lev Vygotsky*Thought and Language* (1962).Expanding upon Vygotsky's theory Jerome Bruner and other educational psychologists developed the important concept of instructional scaffolding, whereby the social or informational environment offers supports (or scaffolds) for learning that are gradually withdrawn as they become internalized. The Swiss psychologist, Jean Piaget, is of course one of the earliest theorists of constructivism. In his theory of Cognitive Development (1955), he

demonstrated how children pass through four stages in their development - Sensory-motor, pre-operational, concrete-operational and the formal-operational. These processes occur not through direct instruction, but rather through the child's own mental activity and internal motivation to understand.

This theory promotes and helps in understanding the mental capacity of children at levels of growth and how to engage them in learning activities. For example, young children starts learning even from age 0 and above and they explore the world around them and express their views through physical expressions.

Jong Kim (2005) in her article titled "The Effects of a Constructivist Teaching Approach on Student Academic Achievement, Self-Concept, and Learning Strategies" cites several studies supporting the success of the constructivist approach. Most of the researchers cited by Kim (2005) shows that students who learned through the constructivist problem based and inquiry learning method have better retention of knowledge than those who learned through traditional methods. The principle of constructivism can easily be applied to the ways in which young people interact and learn from the New Media and the Internet. In her work she pointed out three fundamental differences between constructivist teaching and other teachings.

First, that learning is an active constructiveprocess rather than the process of knowledge acquisition. Second,teaching is supporting the learner's constructive processing of understanding rather than delivering the information to the learner. Third, teaching is a learning-teaching concept ratherthan a teaching-learning concept. It means putting the learner first and teaching is second so that the learner is the center of learning. On the other hand, constructivists such as Jonassen(1990) and others argue these assumptions by enlisting the following theoretical assumptions (Kim, 1993):

First, knowledge is constructed out of sensual and perceptive experiences of the learner in which learning is internalized through the learner's constructive process in nature. Second, knowledge is the personal understanding of the outside world through personal experience rather than the experiences of others. Third, this internally represented knowledge becomes the basis of other structures of knowledge and a new cognitive structure of the person. Fourth, learning is an active process of developing meaning based on individual personal experiences. In other words, learning is a developing process by the learner's understanding of the real world. Fifth, it comes from the premise that personal understandings result in various perspectives. The perspectives constructed within the individual cognitive conceptual structure attempt to share all possible various perspectives. Sixth, learning creates knowledge in the context of a situational reality. Knowledge is the understanding of meaning through situational contexts, not objective reality.

However, the constructivist approach to learning was criticized by scholars such as Mayer (2004), who argued that not all teaching methods based on constructivism are efficient or effective for all learners and that constructivism is often used wrongly. Mayer states that, “I refer to this interpretation as the constructivist teaching fallacy because it equates active learning with active teaching”. Instead, he proposes that learners should be cognitively active during learning and that instructors should use guided practice.

In the same vein, Krischner (2006:21)cited in Liman (2014) agrees with Mayer when he describes constructivist-teaching methods as “unguided methods of instruction”. Krischnerfurther argued that constructivism is “an example of fashionable but thoroughly problematic doctrine that can have little benefit for practical pedagogy” (Krischner, 2006, pg56). That the role of the teacher in this theory is that of the

facilitator whose role is to assist the students in understanding. Teachers following constructivism must challenge the students by making them effective critical thinkers.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methods and instruments used in data gathering during the study. These include research design, study variables, population of the study, area of study, sampling techniques, sample size, method of data collection, Instrument of data collection and method of data presentation and analysis,respectively.

This research was quantitatively and qualitatively carried out on students of Rimi College, Kaduna. The focus of this survey is to assess the influence of social media on the academic performance of the students. The population of students is limited to senior secondary school students (SS1-SS3) in the school.

3.2 Research Design

Descriptive research was employed during this study. According to Jackson (2012), descriptive research methods are pretty much as they sound – they*describe* situations and do not make accurate predictions, and they do not determine cause and effect. He further classified descriptive research method into three main types of descriptive methods: *observational* methods, *case-study* methods and *survey* methods.

In the same vein, Wimmer and Dominick (2000) as cited in Liman (2014) see descriptive research as attempts to depicture or document an event, conditions or attitudes so as to describe what exists at the moment. Descriptive research is primarily concerned with the collection and analysis of data for the purpose of describing, evaluating or comparing current or prevailing practices, events and occurrences Babbie (2001) notes that, scientific descriptions are typically more accurate and precise than causal ones. It is against this premise that the researcher used this research design

todescribe the ongoing situations and events concerning social media among senior secondary school students.

3.3 Study Variables

This study is centred on two variables; namelydependent and independent variables. Normally, the dependent variables rely on the independent variables to occur. In this study, the dependent variables are the academic performance and students. Performance however, refers to act or participation. On the other hand, students here refer to those that are between 12-18 years, while the independent variable is the influence of social media networking. This refers to the power to have an effect on the way someone or something develops, behaves or thinks without the direct use of force or commands.

3.4 Population of the Study

Since a study population is that aggregation of the elements from which the sample is to be drawn (Babbie, 2001), ittherefore becomes imperative for the researcher to define the study population. The population of this study consists of all the students in the senior secondary classes of Rimi College, Kaduna, which stood at 360 students by 2017. The students in the senior secondary classes were chosen for this study because they constitute a specific group of adolescents that not only have broader knowledge and exposure academically, but also have practically unlimited access to mobile/smartphones and internet, unlike those in the junior secondary classes who are much younger.

However, the choice of this population is hinged on the fact that the researcher carried out a study on “Influence of Social Media” using the Rimi College SeniorSecondary School students as a case study. The study revealed that 64% of the students are registered on one social media network or the other. The choice of this population is

also based on the fact that Rimi College Kaduna comprises students from different states with different backgrounds. This implies that the population of the study is heterogeneous in nature.

3.5 Sampling Technique

According to Osuala (2007) "a good sample must be as nearly representative of the entire population as possible. Care must be taken to see that the sample drawn from the list is not bias." The sample for this study was drawn using probability sampling which rest on the use of a random selection procedure. Also, in the words of Babbie (2001: 238), "careful probability sampling provides a group of respondents whose characteristics may be taken to reflect those of the larger population." Simple random sampling was employed picking individual students from the total population. This was based on the fact that, the sampling frame was established.Osuala (2007: 121) notes that "once a sampling frame has been properly established, simple random sampling can be used". Random sampling extends the idea that each element in the population has an equal chance of selection, independent of any other event in the selection process. For this reason, the researcher picked his samples by randomly selecting all the students from SS1 to SS3 and from classes A and B of each level.

3.6 Sampling Frame and Sample Size

Sampling frame is the list or quasi list of elements from which a probability sample is selected (Babbie, 2001; Wimmer and Dominick, 2000). The sample for this study was obtained from a random sample of the students from theGuidance and Counseling Unit of the school.In reducing the population to a sample size that was used to investigate the phenomenon, this formula as propounded by Krejcie and Morgan (2001) was used to determine the sample size of the known estimated population of 360 SS1 to SS3 students from Rimi Secondary School, Rimi, Kaduna.

$S = x^2NP(1-P) \div d^2(N-1) + x^2P(1-P)$.

S = required sample size.

x^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size.

P = the population proportion (assumed to be 0.50 since this would provide the maximum sample size).

d = the degree of accuracy expressed as a proportion (.05).

Thus $s = x^2NP(1-P) \div d^2(N-1) + x^2P(1-P)$.

$= 3.841 \times 360 \times .50(1-0.50) / 0.05 \times 0.05(360-1) + 3.841 \times .50(1-0.50)$

$= 691.38(0.5) \div 0.0025(359) + 1.9205 \times 0.5$

$= 345.6 \div 0.8975 + 0.96025$

$= 345.6 \div 1.85775$

$= 186.032$

$= 186$

The calculated sample size for the study is therefore 186 students. The study made use of 186 students selected from students in senior classes (SSI-SS3).Wimmer and Dominick (2000) observe that the size of a sample is important because, the more representative it is of the total population and therefore, the more reliable a researcher's generalizations could be.

3.7 Method of Data Collection

For this study, the survey method was employed. By this method a large amount of data was collected with relative ease from a variety of students or the target population, through the use of questionnaire, thereby subjecting the data to statistical analysis (Osuala,Babbie, 2001; Wimmer and Dominick, 2000). The survey method

wasconsidered ideal for this study because survey is chiefly used for descriptive purposes and at the same time where individual people constitute the unit of analysis. Babbie (2001) observe that, survey is the best method available to a social researcher who is interested in collecting original data for describing a population too large to observe directly. Surveys are also excellent vehicles for measuring attitudes and orientations in a large population. This method always allows researchers to examine different variables- demographics, lifestyles, information, attitudes, motives and intentions, with respect to the research topic (Wimmer and Dominick, 2000).

3.8 The Questionnaire Method

The questionnaire, according toMartherset.al (2009) is a very convenient method of collecting vital data from a large number of individuals. The questionnaire was carefully constructed which provided data in the same form from all respondents. Mainly, questionnaires are essential to and most directly associate with survey research (Babbie, 2001), which formed the researcher's method of data collection. However, a written questionnaire was employed based on the fore knowledge of the target population who were mostly literates.

The questionnaire contained both open and close-ended questions. Questions were designed to elicit information from the sample drawn. The questionnaire was divided into two sections: Section A contained the demographic data while section B elicited responses based on the questions related to the topic.

3.9 The Focus Group Discussion Method

This is another method or type of interview that allows participants to explain their experiences and share their views with a group of peers as well as the researcher (Stringer 2007). This group comprised9 studentsand 2 teachers which formed a cluster of the respondents who participated in the FGD. The participants for the FGD were

invited via the Counseling Unit of the school. These were senior students and teachers who were informed before the slated date andwho showed interest in participating in a focus group.

The purpose of the focus group is to delve more deeply into the topic of Social Media in education and to obtain an understanding of the participants' perspective that may not be possible through the use of questionnaire. After the questionnaire method has been administered and data is collated and analysed, focus group discussions was then carried out with the students.

An agenda was set and the discussion of the group was based on the items of the agenda. Also, some ground rules were laid down to accommodate the views of all participants. These ground rules includes allowing every participant to:

a) Contribute to the discussion without the interruption of others.
b) Ask or respond to questions during the FGD
c) Respect time and cooperate to ensure that timeline of two hours for the discussion is observed.

3.10 Method of Data Presentation and Analysis

Data was presented using simple tables andgraphs, which enabled the researcher to make meaning out of the data collated. In analyzing the data, simple percentage and frequency was used. In addition, both descriptive and inferential statistical tools were used to provide answers to the research questions.

3.11 Validity and Reliability of the instruments used in collecting data

In the process of this study, a pilot study was conducted to ensure the validity and reliability of the instrument to be used for data collection which is the questionnaire. In the words of BordensandAbbott (2002:145), "Pilot study can help you to clarify

instructions, determine appropriate levels of independent variables, and determine the reliability and validity of your observational methods. Also, it helps you in conducting your study so that you minimize mistakes. The pilot study in this research was carried out to test the validity and reliability of the study. Questions were asked by the researcher during the pilot study and the same questions repeated in the questionnaire to the target audience to determine reliability and the correlation between the ones first asked and the ones in the questionnaire administered. This was achieved using test-retest reliability, which entails administering the same test twice, between the spaces of two or three months.

In measuring the validity of the instrument, face validity was employed. Judging by the appearance of the questionnaire, it was clear that the researcher used the research questions to frame the items in the questionnaire. 135 copies of the questionnaires were used and the response rate was 150 (75%).

CHAPTER FOUR

Data Analysis, Presentation and Discussion of Findings

4.1 Introduction

This chapter presents and analyzes the data obtained from the survey of the study location and population. The study made use of 186 copies of the questionnaire which is the sample size and administered through simple random probability sampling method in order to study SS1-SS3 students of Rimi College, Kaduna. The students had equal chance of providing answers that enable the researcher to find out the research objectives of this study. After collation and coding, 36 copies of the questionnaire were weeded out due to the fact that the respondents did not completely fill them. Thus, the figure of returned copies of thequestionnaire used for this analysis was 150 out of 186 copies of the questionnaire administered. Thus, from the copiesof questionnaire,there was 75%response rate achievement, which is statistically a significant percentage for the copies of questionnaire administered. Hence, the data and information gathered from the returned copies of questionnaire were used for the presentation of the analysis and its interpretation in line with the objectives of the study.

Based on the objectives set for this study, the quantitative datagathered through questionnaire were first analyzed usingsimpledescription statistics showing frequencydistribution and percentages while the qualitative data from theFGD were drawn to strengthen the findings of the quantitative data. However, the quantitative data presentation is in three sections; that is, Section A, which deals with the socio-demographic variables.WhileSection B handles the study objectives.

TABLE 1: Classification based on age of respondents

Variable	Frequency	Percent (%)
No response	7	4.7
12-15yrs	36	24.0
16-20 yrs	83	55.3
21-25 yrs	24	16.0
26-30 yrs	0	0.0
30 yrs-above	0.0	0.00
Total	**150**	**100.0**

Source: Field Survey, 2017

The age distribution of respondents is presented in the above table. In the table, majority of the respondents (55.0%) fell between the age ranges of 16-20 years old. Findings from the study also show the range of 12-15years old constituting 24.0%, showing the age distributionof Senior Secondary School students of Rimi College, Kaduna who are the major focus of this research.

In this study, age is a factor that affects the respondents' perception of the influence of the social media. This confirms the study of Kathleen which indicates that students within these age ranges are the highest users of Social Media (Kathleen 2010). However, from the table,24.0%, 16.0%, 55.3% of the respondents were between the ges15-30years. The implication of this age range is that they are always prone to invade the social media for different academic activities that sometimes may affect their academic performance positivelyor negatively. This also supports the assertion of Don Tapscott (1997:211) who pointed out the significance of age, that the generation that is growing up with the Internet, what he calls N-Gen (Net Generation), consisting of those aged 2 to 27, watches less TV, and is able to communicate through e-mail, develop web pages and start businessesin line with their academic pursuits.

Table 2: Classification based on sex of respondents

Variable	Frequency	Percent (%)
No response	0	0.00
Male	150	100.0
Female	0	0.00
Total	150	100.0

Source: Field Survey, 2017

The table above shows that no females in the college as students, since it was boys only institution. The male gender constitutes 100.0% of the respondents. The result supports the mandate of the establishment of the secondary school as an all-boys education facility.

Table 3: Classification based on religion of respondents

Variable	Frequency	Percent (%)
Valid No response	4	2.7
Islam	84	56.0
Christianity	62	41.3
Total	**150**	**100.0**

Source: Field Survey, 2017

From the above table, the data revealed that Islam had the highest value placed at 56.0%, while Christianity is at 41.3%and the lower value which is 2.7% was for respondents who declined the question. The high number of male respondents practising Islam was probably due to the fact that the area in which the school is situated in Kaduna State has more of Islamic adherents than Christians.

Table 4: Classification based on respondents' classes

Variables	Frequency	Percent (%)
No response	8	5.3
SS 1 class	28	16.7
SS 2 class	58	38.7
SS 3 class	56	37.3
Total	**150**	**100.0**

Source: Field Survey 2017

From the above table, SS2 had the highest value of 38.7%, followed by SS3 with 37.3% while the least value was placed at 16.7% which is the SS1 class. The table shows respondents from different classes in the school. It also revealed that as the respondents' graduated from JSS3 to SS1, there was an increase in number in order to meet the standard or the required number of students to qualify the school as a centre for West African Examination Council/NECO. This implies that respondents from the sampled population are statistically significant and could be used for further analysis. Furthermore, the respondents' classes were investigated in the study.

RESEARCH OBJECTIVE ONE: To investigate the level of students' awareness and Knowledgeof social media.

This section sought to identify the level of the students' awareness of social media through studying the platforms they use, what they do and the time they spend, the level of the respondents' knowledge of social media and understanding its potential benefits both positively and negatively. These are shown in the tables below, because knowledge of social media is fundamental to understanding its benefits and risk therein.

Table 5: Knowledge of any Social Media Site

Variable	Frequency	Percent (%)
Twitter	31	20.7
WhatsApp	21	14.0
Youtube	15	10.0
Facebook	62	41.3
2go	21	14.0
Total	**150**	**100**

Source: Field Survey 2017

The tabulation above revealed that the respondents have more knowledge on Facebook network (41.0%), followed by Twitter (20.0%), while Youtube recorded (10.0%) WhatsApp also accounted for (14.0%), and 2go also has (14.0%). This shows that the respondents' knowledge of social media and its benefits/risk which is fundamental tothe learning process is mostly via facebook. That is, a significant number of the respondents - 41.0% have knowledge of facebook. Therefore, it can be deduced that most of the respondents' believe that facebook gives them the opportunity to learn and upgrade themselves academically. This supports also some responses from the Focus

Group Discussion participants who acknowledged the importance of the new media technologies. According to one of the FGD participants:

> We are privileged now to have kinds of social media unlike in the days of our parents. What we are enjoying was not in existence during the period of our parents. With the Google, Facebook, Wikipedia different types of information are brought to our finger tips; if you have access to internet with your Smartphone you can ask questions and get information on any subject of your choice within few minutes. The social media assist students a lot when it comes to academic work (An SS1 student).

This shows that the respondents are aware of the benefits of social media and some of its negative aspects in the learning process. Based on the comment above, the respondents have some knowledge of social media and its components, which confirms withthe findings in Table 5.

On the other hand, according to an SS1 science student, when asked of the positive/negative influence of the social media (during the FGD), he responded by saying:

> Most of the times I get carried away by WhatsApp and Twitter instead of reading my books or searching the net to upgrade my studies. But I don't visit YouTube, I don't want to watch what is against my faith, so I stay away to avoid what will make me behave abnormal because of my family background (FGD Response).

Apart from knowing that the social media presents good atmosphere for learning, the respondents are also aware that social media also pose some threat based on the understanding of some of the respondents.

Therefore, awareness and knowledge of social media in terms of learning to an extent may influence performance and academic productivity.

Table 6: The Social Media subscribed to by students

Twitter

Variable	Frequency	Percent
No response	2	1.3
Yes	64	42.7
No	84	56.0
Total	**150**	**100.0**

Source: Field Survey, 2017

From this table, respondents who registered with Twitter have a value placed at 42.7% while respondents who did not have account (register) with Twitter platform represented 56.0% and 1.3% declined the question. The awareness and knowledge of a particular platform and its components and what it offers will determine its subscription.

Although 42.7% of the respondents' know what services are available on Twitter; so they subscribe to it.While 56.0% did not identify with the benefits of Twitter.

WhatsApp

Variable	Frequency	Percent
Yes	93	62.0
No	87	38.0
Total	**150**	**100.0**

Source: Field Survey, 2017

This table reveals that respondents registered with WhatsApp had the highest value placed at 62.0%; however, respondents not registered with WhatsApp had a value of 38%.

YouTube

Variable	Frequency	Percent
No response	2	1.3
Yes	54	36.0
No	94	62.7
	150	**100**

Source: Field Survey, 2017

From the above table, 36% of the respondents are registered with YouTube while62.7% of the respondents are not registered with YouTube.

Facebook

Variable	Frequency	Percent
Yes	96	64.0
No	54	36.0
Total	**150**	**100.0**

Source: Field Survey 2017

The table shows that 64.0% of respondents are registered with Facebook whereas 36.0% are not registered with Facebook.

2go

Variable	Frequency	Percent
No response	2	1.3
Yes	67	44.7
No	81	54.0
Total	**150**	**100.0**

Source: Field Survey, 2017

From the above table, the highest value 54.0% accounted for those not registered with 2go while 45.0% accounted for those with 2go accounts. Thus, from the responses of

the respondents it could be deduced that a significant number of the students are registered on one or more social media sites. This implies that, there is the tendency that they also made use of the platforms for the sharing of school information that could be helpful to their studies besides using it for social interactions.

Table7: RespondentsSocial Media Accounts with Twitter

Variable	Frequency	Percent
No response	76	50.7
Have 1account	42	28.0
Have 2accounts	24	16.0
Have 3accounts	3	2.0
Have 4 accounts	4	2.7
Total	**150**	**100.0**

Source: Field Survey, 2017

For Twitter, the highest value of 28.0% accounted for respondents with one account;16.0% accounted for holders of two accounts while 2.0% said they have three accounts and 3.0% for respondents with four accounts. This implies that some of the respondents who operate more than one account do so for several reasons. In the process of trying to hide their identities, the 2 or 3 accounts with different names and photographs in some cases, make it difficult for anyone to trace them whenever crime is committed.

WhatsApp

Variable	Frequency	Percent
No response	81	54.0
Have 1 account	49	32.7
Have 2 accounts	13	8.7
Have 3 accounts	4	2.7
Have 4 accounts	3	2.0
Total	**150**	**100.1**

Source: Field Survey, 2017

The table shows that, the highest value was placed at 54.0% which accounted for no response;followed by 33.0% whichaccounted for respondents that have one account, 9.0% for respondents with two accounts; 3.0% for respondents with three accounts and, 2.0% for a respondents with four accounts on WhatsApp.

YouTube

Variable	Frequency	Percent
No response	99	66.0
Have 1 account	40	27.0
Have 2 accounts	6	2.7
Have 3 accounts	2	1.3
Have 4 accounts	3	2.0
Total	**150**	**100.0**

Source: Field Survey, 2017

The above table shows that, the highest valueof 27.0% said they have just one internet account; while the lowest value (1.3%) accounted for a respondent with three accounts.

Facebook

Variable	Frequency	Percent
No response	60	40.0
Have 1 account	45	30.0
Have 2 accounts	27	18.0
Have 3 accounts	10	6.7
Have 4 accounts	8	5.3
Total	**150**	**100.0**

Source: Field Survey, 2017

From the above table, the highest value of 30.0% accounted for those with one account; and 18.0%are those with two accounts;6.7.0%are those with three accounts and5.0% respectivelyare for users with four accounts.

2go

Variable	Frequency	Percent
No response	93	62.0
Have 1 account	36	24.0
Have 2 accounts	12	8.0
Have 3 accounts	7	4.7
Have 4 accounts	2	1.3
Total	**150**	**100.0**

Source: Field Survey, 2017

This table shows that the highest value of24.0% for the respondents with one account; 8.0% affirmed having two internet accountson (2go);4.7% are having more than three accounts while the least value 1.3% accounted for a respondent with four accounts.

Table 8: Hours spent on Social Media daily twitting

Twitter

Variable	Frequency	Percent
No response	110	73.3
1hr	10	6.7
2hrs	16	10.7
3hrs	6	4.0
4hours	2	1.3
5hrs	2	1.3
7hrs	2	1.3
15hrs	2	1.3
Total	**150**	**99.9**

Source: Field Survey, 2017

The percentage of hoursrespondents spend on social media are presented on the above table. The highest value of respondents shows those who spend 2hrs accounting for 10.7% while the least value at 1.3% each accounted for respondents who spend 4hours, 5hours, 7hours, and 15hoursrespectively. This implies that the respondents spend quality time on social media depending on the goal the user wants to achieve.

WhatsApp

Variable	Frequency	Percent
No response	80	53.3
1hr	19	12.7
2hrs	12	8.0
3hrs	15	10.0
4hours	10	6.7
5hrs	3	2.0
6hrs	3	2.0
10hrs	2	1.3
11hrs	2	1.3
12hrs	2	1.3
24hrs	2	1.3
Total	**150**	**99.9**

Source: Field Survey, 2017

For WhatsApp, the highest value placed at 12.7%, 10.0%, 8.0% and 6.7% indicated respectively that they stayed up to 1 hour, 3 hours, 2 hours and 4 hours on the platform. The lowest value placed at 1.3% each accounted for 10hours, 11hours, 12hours and 24 hours respectively.

YouTube

Variable	Frequency	Percent
No response	122	81.3
1hr	13	8.7
2hrs	6	4.0
3hrs	3	2.0
4hours	4	2.7
7hrs	2	1.3
Total	**150**	**100.0**

Source: Field Survey, 2017

This table shows that 8.7% of the respondents spend an hour on this platform; 4.0%, 2.7% and 2.0% spend 2 hours, 4 hours and 3 hours respectively using the medium while the least value which is just 1.3% accounted for a respondent that spends 7hours on YouTube.

Facebook

Variable	Frequency	Percent
No response	67	44.7
1hr	12	8.0
2hrs	28	18.7
3hrs	13	8.7
4hours	13	8.7
5hrs	6	4.0
6hrs	2	1.3
7hrs	2	1.3
8hrs	3	2.0
12hrs	2	1.3
24hrs	2	1.3
Total	**150**	**100.0**

Source: Field Survey, 2017

The above table shows that the value of 1.3% each, accounting for respondents who spend 6hours, 7hours, 12hours and 24hours respectively on Facebook social media.

2go

Variable	Frequency	Percent
No response	96	64.0
1hr	20	13.3
2hrs	13	8.7
3hrs	7	4.7
4hours	10	6.7
6hrs	2	1.3
8hrs	2	1.3
Total	**150**	**100.0**

Source: Field Survey, 2017

This table reveals that respondents representing 13.3%, 8.7%, 6.7and 4.7% made use of this social media platform for an hour, 2 hours, 4 hours and 3 hours respectively. Also in this table, the lowest value placed at 1.3% each accounted for respondents who spend 6hours and 8hours respectively on social media.

Table 9: Respondents' frequency of using social media sites

Table 11

Variable	Frequency	Percent
No response	4	2.7
Once Daily	24	16.0
Multiple times daily	96	64.0
Few times weekly	18	12.0
Few times monthly	6	4.0
Rarely	2	1.3
Total	**150**	**100**

Source: Field Survey, 2017

From the above table, it is revealed that 64.0% of the respondents use social media sites multiple times daily; 16.0% make use of it just once daily. Also, the value of 12.0% is placed on those that log in few times weekly, just 4.0% accounted for respondents who use it few times monthly. While 1.3% responded that they rarely log in and 2.7%

showed no response to the question. This shows that most students use the social media site many times a day for different activities. This implies that the respondents visit social media daily more than they open their books to study, which could be dangerous if the respondents happen not to be benefiting academically.

Table 10: Respondents' tools for accessing the social media

Variable	Frequency	Percent
No response	13	8.7
Desktop	9	5.0
Smartphone	87	58.0
Notebook	5	3.3
Laptop	33	22.0
IPad	3	2.0
Total	**150**	**100.0**

Source: Field Survey, 2017

From the table above, it shows that most of the students are disposed to using smartphones with the basic function of easy and fast internet accessibility, receiving and sending text messages, photo shots and filters for editing. These sophisticated phones are data enabled and so have features for fast internet browsing and Googling. This shows that the respondents apart from using the school computer laboratory also possess phones which they use for different reasons.

Table 11: Respondents' average amount of money spent using the social media weekly on *Twitter*

Variable	Frequency	Percent
No response	81	54.0
Less than N50	9	6.0
N51-N100	6	4.0
N101-N150	3	2.0
N151-N200	3	2.0
N251-N300	7	4.7
N351-N400	5	3.3
N401-N450	3	2.0
N451-N500	2	1.3
N501 above	31	20.7
Total	**150**	**100.0**

Source: Field Survey 2017

From the table above,itshows that the highest percentage (54.0%) accounted for respondents who did not respond to the question, and 20.7% of the respondents spend more than N501 averagely a week on social media, while a significant number of the respondents that is 6.0%, 4.7% and 4.0% spend less than N50, between N51-N100 and between 251-N300 a week for social media activitiesrespectively.

WhatsApp

Variable	Frequency	Percent
No response	84	56.0
Less than N50	3	2.0
N51-N100	10	6.7
N101-N150	2	1.3
N151-N200	21	14.0
N201-N250	3	2.0
N251-N300	7	4.7
N301-N350	2	1.3
N351-N400	3	2.0
N401-N450	2	1.3
N451-N500	3	2.0
N501 above	10	6.7
Total	**150**	**100.0**

Source: Field Survey, 2017

The table above indicatesthat 14.0% of the respondents spend between N151-200. The least value is placed at 1.3% each for N101-301-305; and N401-450 respectively.

YouTube

Variable	Frequency	Percent
No response	94	62.7
N51-N100	7	4.7
N101-N150	2	1.3
N151-N200	3	2.0
N251-N300	3	2.0
N301-N350	2	1.3
N351-N400	2	1.3
N451-N500	3	2.0
N501 above	34	22.7
Total	**150**	**100.0**

Source: Field Survey 2017

This table above shows that respondents who spendN501 and above stand at 23.0% and 4.7% respondents accounted for those who spend N51-100 on social media activities weeklyespecially on YouTube.

Facebook

Variable	Frequency	Percent
No response	67	44.7
Less than N50	3	2.0
N51-N100	6	4.0
N101-N150	8	5.3
N151-N200	19	12.7
N251-N300	16	10.7
N351-N400	6	4.0
N401-N450	8	5.3
N451-N500	5	3.3
N501 above	12	8.0
Total	**150**	**100.0**

Source: Field Survey, 2017

From the table above, the highest value of 12.7% and 10.7% accounted for those who spent between N151-200 and N251-300in buying data units for their Facebook activities. Also in this table, 8.0% of respondents indicated spending above N500 while 5.3% of the respondents spend between N101-150 and N401-450 respectively.

2go

Variable	Frequency	Percent
No response	87	58.0
Less than N50	15	10.0
N51-N100	27	18.0
N101-N150	3	2.0
N151-N200	8	5.3
N251-N300	5	3.3
N301-N350	2	1.3
N401-N450	2	1.3
N451-N500	2	1.3
Total	**150**	**99.9**

Source: Field Survey, 2017

The above table shows that those who spend betweenN51-100 accounted for 18.0%. In this table also, 5.3% and 3.3% spend between N151-200 and N251-300 respectively while the least value 1.3% each, represented N301-350, N401-450 and N451-500 respectively.

Table 12: What do you use Social Media for?

Chatting

Variable	Frequency	Percent
No response	7	4.7
Yes	82	54.7
No	61	40.7
Total	**150**	**100.1**

This table shows that the highest value 54.7% accounted for respondents that use social media for chatting while 40.7% of the respondents indicated that they do not use the medium for chatting.

Online calls

Variable	Frequency	Percent
No response	4	2.7
Yes	22	14.7
No	124	82.7
Total	**150**	**100.1**

This table above shows that 82.7% of the respondents do not use social media to make phone calls (via Facebook andSkype etc)and other activities, while 14.7% of the respondents said they use the social media for calls, while 2.7% declined the question.

Sharing of audio and visual files

Variable	Frequency	Percent
No response	4	2.7
Yes	32	21.3
No	114	76.0
Total	**150**	**100.0**

From the table above, 21.3% accounted for respondents who use social media for sharing of audio and visual file while 76.0% of respondents answered that they do not use social media for sharing audio and visual files.

Sharing pictures

Variable	Frequency	Percent
No response	5	3.3
Yes	48	32.0
No	97	64.7
Total	**150**	**100.0**

The above table indicates that 32.0% responded that they made use of the social media for sharing digital pictures while 64.7% of respondents do not use social media for sharing pictures.

Searching for materials for class assignments

	Frequency	*Percent*
No response	5	3.3
Yes	73	48.7
No	72	48.0
Total	**150**	**100.0**

The table above shows that 48.7% of the respondents use social media to search for materials for class assignments while on the other hand, 48.0% responded in the negative; while 3.0% accounted for no response.

Studying Mathematics

Variable	Frequency	Percent
No response	0	0.0
Yes	95	63.3
No	55	36.7
Total	**150**	**100.0**

The tabulation above revealed that 63.3% respondents used the social media to study mathematics, while 37.0% respondents said no to the question. It could be inferred that there is the tendency of the use of the social media platform impacting on students' learning of mathematics through the sharing of formulas and download of sampled exercises.

Studying English Language

Variable	Frequency	Percent
No response	0	0.0
Yes	114	76.0
No	36	24.0
Total	**150**	**100.0**

This table shows that 76.0% of the respondents indicated that they use social media to study English Language only, while 24.0% indicated that they don't use social media to study English Language and 0.0% declined the question.

Table 13.What subjectsdo you (respondents)study online

Variables	Frequency	Percent
No response	18	12.0
English Language and Literature	6	4.0
Accounting	4	3.0
Health Sciences and Literature	2	1.3
Physics and Computer Science	2	1.3
Chemistry and Agricultural Science	2	1.3
Mathematics and I.R.S	2	1.3
English Language, Biology and Chemistry	2	1.3
Physic, Geography and Biology	3	2.0
Chemistry, C.R.S and Economics	2	1.3
Economics, Government and Commerce	2	1.3
Chemistry, Biology and Mathematics	2	1.3
Mathematics, Biology and Literature in English	2	1.3
Chemistry, English, Physics and Commerce	3	2.0
Chemistry, English and Geography	2	1.3
Chemistry, Commerce, English and Mathematics	2	1.3
English, Commerce and Geography	2	1.3
English and C.R.K	2	1.3
Chemistry, Geography and Computer	2	1.3
English, Biology and Arabic	2	1.3
Chemistry, Biology, Agricultural Science and Physics	2	1.3
Mathematics and English	2	1.3
Health and Physical Education	2	1.3
Primary Science	2	1.3
English, Economics, Accounting and Government	2	1.3
Economics, Geography, English and Commerce	2	1.3
English, Chemistry, Physics and Commerce	2	1.3
Agricultural Science and Biology	2	1.3
Computer	3	2.0
Chemistry and Geography	2	1.3
Physics and Geography	2	1.3
Agricultural Science and Biology	2	1.3
Physics and Chemistry	2	1.3
Chemistry and Biology	3	2.0
Commerce	3	2.0
Agricultural Science	2	1.3
Biology	2	1.3
Geography	2	1.3
Agricultural Science and Religion	2	1.3
Government and Civic Education	2	1.3
Geography, Commerce and Computer Science	2	1.3
Economics and Computer	2	1.3
Government and Physics	2	1.3
English Language	19	13.0
English and Physics	3	2.0
Literature and Physics	2	1.3
Government and Computer science	2	1.3
Civic Education, Physics and English Language	3	2.0
Civic Education	2	1.3

Biology, History, Geography, Novels and Newspaper	2	1.3
Government	2	1.3
Government, Geography and Economics	2	1.3
Fine art, Graphics, English and Geography	2	1.3
Economics and Geography	2	1.3
Biology and English	3	2.0
Economics	2	1.3
English and Government	2	1.3
English, Chemistry, Physics and Biology	3	2.0
Chemistry and Physics	2	1.3
Biology and History	3	2.0
Civic Education and History	2	1.3
English and Sciences	2	1.3
Total	**150**	**100.0**

Source: Field Survey 2017

Theabovetable shows the responses gathered from the respondents when asked of how many subjects they study using social media. The research found that some of the respondents use social media to study multiple subjects while others study just fewsubjectsonline. The table also presents a value of 13.0% (the highest) accounting for respondents who study English Language online, while12.0% stands for those who declined the question. Also 1.3% and 2.0% stands for those who study both arts and science subjects respectively (as presented in table 13 above).

Table 14: Respondents' receiving and submitting school work using the Online platforms

Variable	Frequency	Percent
No response	5	3.3
Yes	16	10.7
No	126	84.0
Total	**150**	**100.0**

Source: Field Survey, 2017

The above table shows that the highest value (84.0%) of respondents responded negatively to receiving and submitting assignments online, while 10.7% responded in the affirmative and 3.3% accounted for no response. This shows that some of the teachers who take the senior classes don't fully use social media to engage their students. This supports the statement of a teacher who was part of the FGD. According to him;

> Basically, I know a few teachers who have no business exploring social media for any academic improvement. It will amaze you to even hear that some of us have e-mail accounts that are dormant, though they are registered in some of the platforms which are inactive in terms of learning generally. They will tell you that to an extent social media is risky and pose kinds of dangerous materials.Hence, they don't engage students anyhow on platforms for any learning process whatsoeverBut it is obvious that social media on the other handgives room for modern way of interaction between teachers and students and has even changed the traditional communication model of one-to-many to the model of many-to-many. As I said before communication is made easierwith social media because it allows students to respond to the messages sent by their teachers immediately (*Seth Philip during the FGD*).

This implies that across the classes,it is not all the teachersthat makeuse of the social media inthe teaching and learning process for academic development.

Table 15: Respondents' Interactions with Teachers on Social Media Platform

Variable	Frequency	Percent
No response	9	6.0
Yes	76	50.7
No	65	43.3
Total	**150**	**100.0**

Source: Field Survey, 2017

This table indicates that 51.7% is the highest value of respondents who interact with their teachers online, while 43.3% respondents indicated that they do not do so.

Table 16. Respondents' view on the importance of social media in terms of interaction between classmate-classmate and teacher-student in the learning process.

Variable	Frequency	Percent
No response	4	2.7
Strongly agree	63	42.0
Agree	69	46.0
Disagree	10	6.7
Strongly disagree	4	2.7
Total	**150**	**100.1**

Source: Field Survey, 2017

The above tablerevealed that the 46.0%of the respondents agreed with the statement, and 42.0% of respondents strongly agreed with the statement, while the least value 2.7% strongly disagreed with the statement.

Table 17: Respondents' view on the distraction of attention in classcaused by Social Media

	Frequency	Percent
No response	9	6.0
Yes	84	56.0
No	57	38.0
Total	**150**	**100.0**

Source: Field Survey, 2017

This table shows that 56.0% respondents indicated that social media distracts their attention in class; 38.0% indicated that social media does not distract their school work in class and the least value which is 6.0% accounted for no response.

Table 18: Respondents' view on being influenced by Social Media academically and socially.

Variable	Frequency	Percent
Positively	88	58.7
Negatively	15	10.0
50% Positive and 50% Negative	45	30.0
Partially	2	1.3
Others (please specify)	0	0
Total	**150**	**100.0**

Source: Field Survey,2017

The above table shows that 58.7% of the respondents indicated positively and 10.0% said negatively while30.0% said positively and negatively, 1.3% accounted for all ofthe above, 0.0% declined the question. This shows that most of the students have been influenced positively by social media in their academic and social development.

Table 19: Respondents' views on the influence of social media technologies on their studies

i) ***It exposes the students to educational materials even beyond what is taught in the classroom***

Variable	Frequency	Percent
Yes	104	69.3
No	46	30.7
Total	**150**	**100.0**

Source: Field Survey, 2017

From the table above, there is indication that 69.3%of the respondents affirmed or said YES and a value of 30.7% said No. This indicates that majority of the studentsagreed thatusing social media technologies for their academic work is of benefit to them, because it gives them access to updated educational materials.

ii) ***It helps students to have broader knowledge of education***

Variable	Frequency	Percent
Yes	72	48.0
No	63	42.0
No response	15	10.0
Total	**150**	**100.0**

Source: Field Survey, 2017

The distribution in the above table showed that a value of 48.0% indicates YES,while 42.0% indicates No.

iii) ***It gives opportunity to students that cannot ask questions in class to do so through the social media platforms online***

Variable	Frequency	Percent
Yes	107	71.3
No	43	28.7
Total	**150**	**100.0**

Source: Field Survey, 2017

The above table shows that 71.3% said yes, that the social media helps them to ask questions freely, while 28.7% accounted for no. However, by implication, majority of the students agreed that social media technologies provide them the opportunity to communicate with fellow students better.

iv) ***It helps students to acquirenew methods of learning***

Variable	Frequency	Percent
Yes	74	49.3
No	76	50.7
Total	**150**	**100.0**

Source: Field Survey, 2017

From the distribution in the above table; 49.3% said that they learn new ways of acquiring knowledge; while 50.7% indicated that they do not. By implication,majorityof the respondents do not agree that social media offers new methods of learning.

v) ***It helps students to associate with fellow students easily***

Variable	Frequency	Percent
Yes	102	68.0
No	48	32.0
Total	**150**	**100.0**

Source: Field Survey, 2017

Thistable'sdistribution shows that 68.0% of the respondents said YES, while a value of 32.0% of the respondents disagreed (said NO). It is obvious that majority of the respondents affirmed that one of the benefits social media offers to students is that it enables online association amongst them within the academic environment. Also, some of the focus group participants have different views. An SS2 student said;

> I think with the help of phone some of us have been assisted in one way or the other. Outside the classroom sometimes at home I relate very well withmyclassmates and friends. You can ask your classmate to explain a formula or any other subject you don't understand by means of phone (FGD Response).

Another FGDparticipant from SS1 class said, "I am a beneficiary of the internet, I mean if for instance, I missed a class, I always text my friend to send me topics or subjects of the day's homework, and I always get a feedback immediately with the aid of internet".

vi) Otherbenefits(pleasespecify)

Variable	Frequency	Percent
It keeps students connected with each other	24	16.0
We get to know what is going on in the world	13	8.7
It helps to widen our knowledge	33	22.0
I log in to catch fun	9	6.0
Students are exposed to immorality	16	10.7
It is used in locating lost friends	22	14.7
It helps us to make new friends around the world	18	12.0
All of the above	15	10.0
Total	**150**	**100.1**

Source: Field Survey, 2017

This table shows that majority of the students believe that social media platforms enhance their scope of learning, while some responded that it keeps them connected with friends, and to some, it helps to locate lost friends, yetsome are of the opinion that it teaches immorality, while others said that social media shows them happenings in other parts of the world.

From the above analyses, the respondents have different opinions regarding the benefits they derive from social media. There is indication that majority of the respondents

affirmed that social media grant them access to educational materials even beyond what is taught in the classroom. Given the age range of the respondents, the researcher discovered that some of them are already exposed to materials beyond their levels. Majority of the respondents indicated that using social media technologies for their academic work is of benefit to them because it gives them access to updated educational materials. However, some of the respondents said that social media presented a platform for them to ask questions online freely. This implies that, majority of the students agreed that social media technologies provided them the opportunity to express themselves. In the same vein, these data in essence support the findings from the Focus Group Discussion. One of the FGD participants has this to say;

> …I want to agree with my classmate's opinion above. I find it hard to ask questionsthat has to do with human body organs. But with the help of the social media I can do so without feeling shame (KayodeAyetero's SS1).

From table (vi) above, a significant proportion of the respondents who said that social media help students to have broader knowledge in their educational development. Another group of students indicated that online learning helps students to know new methods of learning. In the same vein, during the Focus Group Discussion, respondents affirmed that one of the benefits social media offers to students is that it enables online association amongst them within the academic environment.

Table 20: Respondents' view on challenges faced usingsocial media as a secondary school student

Variable	Frequency	Percent
It encourages laziness, some students don't read well for examination/assignment, they do alot of cut and paste	66	44.0
Young children are always addictedto sites due to some social media contents	33	22.0
Some students cannot afford sophisticated phones	9	06.0
Aside academic work, students learn bad habits due to exposure to social media contents	27	18.0
It causes distraction in the classroom where students use smart phone	15	10.0
Total	**150**	**100.0**

Source: Field Survey, 2017

The data of the above question indicatesthat majority of the respondents (44.0%) affirmed that social media posedthe challenge of lazinessand habit of "cut and paste" by students, followed by those respondents (22.0%) who said it poses the problem of addiction to sites, while a value of 6.0% of the respondents are of the opinion that some students cannot afford sophisticated phones for internet browsing. 18.0% of the respondents agreed that bad habits are learnt due to excessive exposure to social media contents, and 10.0% of the respondents agreed that social media distract them from their studies.This finding mirrors similar study by E. Zukerman (2013) who observed:

> …I'm concerned that kids spend too much time online engaging in too many activities which makes them slower at doing their school work and it is not particularly productive as a studied skill.

Table 21. Respondents'Suggestionson other possible ways in which the Social Media can enhance Students' Academic work in School

Variable	Frequency	Percent
No response	51	34.0
Uploading of online materials that are relevant to our subjects	7	4.7
Encourage research online	6	4.0
Encourage adoption of social media tools as means of studying	9	6.0
Receiving and sending assignments/topics to discuss through the social media i.e. creating links to follow, accounts etc	42	28.0
Make free the use of social media	2	1.3
Use social media positively	3	2.0
Government should provide more standard computers and online facilities	10	6.7
Good use of social media/using it wisely, judiciously and carefully	16	10.7
Encourage the use of computer knowledge	4	2.7
Total	**150**	**100.1**

Source: Field Survey, 2017

In the above table, 28.0% represented respondents who suggested that there should be platform for receiving and sending assignments/topics to be discussed through the social media; while 10.7% suggested that there should be good and judicious use of social media; and the least value placed at 1.0% accounted for positive use of social media e.t.c.

RESEARCH OBJECTIVE TWO: To determine through descriptive statistical tools, how social media can affect students' academic performance.

This section is based on the objective of how the academic performance of the respondents can be affected by social media.

This section employed descriptive statistics techniques in analyzing students' performance. In other words, content analysis was used to describe how the social media contributed to students' performance in the subject areas taken by the students, where the grades of each subject was assessed on a percentage basis and average basis (as tabulated above). Graphical tool was also utilized to see the level of distribution or skewness of students' performance from SS1 to SS3. Finally, the use of histogram was employed to ascertain the level of skewness in students' performance.

Estimation Technique

Histogram and Normality Test

We plotted histogram and made descriptive statistics analysis of the residuals, including the Jarque-Bera statistics for testing normality. This enabled the researcher to know if the values were normally distributed. According to Spiegel *et al* (1999), the histogram should be bell-shaped and the Jarque-Bera statistics should not be significant. The descriptive statistics will show the frequency distribution of the series in a histogram. The histogram divides the series range (the distance between the maximum and minimum values) into a number of equal length intervals and displays a count of the number of observations that fall into each interval. All of the statistics are calculated using observations in the current sample.

To analyse how social media use can contribute positively or negatively to students' academic performance, this section enabled us to determine how subject grade scores were collected and evaluated for statistical analysis. The analysis commenced by

examining the normality of the grade scores performance in SS1, SS2 and SS3 classes. The normality tests include plotting the histogram of the series, JarqueBera Statistics, Skewnessetc (See Histograms below).

Normality Test of SS1 Subject Grade Performance

a. Jarque-Bera Test of Normality: The JB test of normality is a large sample test. It is a test statistics for testing whether the series is normally distributed. The test statistic measures the difference of the skewness and kurtosis of the series with those from the normal distribution.

This is the formula of the JB test of normality $JB = \mathrm{n}[\mathrm{S}^2 + \frac{(\mathrm{K}-3)^2}{24}]$

Where n is sample size, S is the skewness coefficient, and K is the kurtosis coefficient. For a normally distributed variable, S=0 and K=3. Therefore, the JB of normality is a test of the joint hypothesis that S and K are 0 and 3 respectively. In this case the value of the JB statistics is expected to be 0.

b. The Skewness is a measure of irregularity of the distribution of the series around its mean. The subjects F/NUT, English, mathematics, IRK/CRS, Geography, Biology, Chemistry, Physics, Health Education &Agric Science (HEAS) and Civil Education (CEDU) are positively skewed. This is because the distribution has a long right tail.

Skewness is computed as: $S = \frac{1}{\mathrm{N}-1}\sum_{i=1}^{N} \frac{(\mathrm{yi}-\bar{\mathrm{y}})^3}{\hat{\sigma}}$

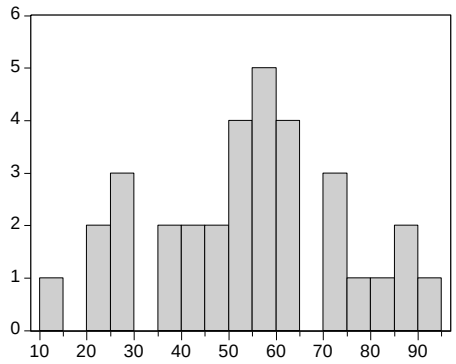
Where $\sigma$is based on the biased estimator for the variance. The skewness of a symmetric distribution, such as the normal distribution is zero.

c. The Kurtosis measures the peakedness or flatness of the distribution of the series.

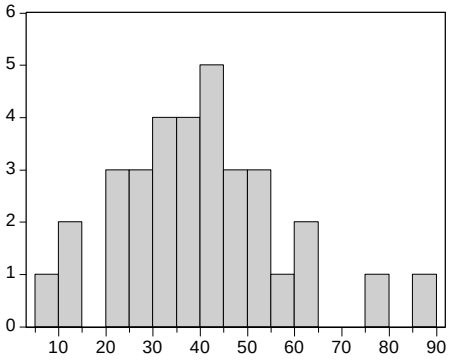
Where σ is based on the biased estimator for the variance. The kurtosis of the normal distribution is 3 (i.e.K=3). But observing the series it shows that the kurtosis of F/NUT, English, Biology, Chemistry, Physics, Health Education &Agric Science (HEAS), Civil Education (CEDU) is equal to 3, it implies that the grade scores performance in the result series are normal. Where the kurtosis of the distribution is peaked (leptokurtic) and is relative to the normal. It is also observed that the kurtosis of Geography, IRK/CRS and Mathematics grade scores performance in the series is less than 3, the distribution is flat (platykurtic) relative to the normal, that is not normal. Kurtosis formula is thus:

$$S = \frac{1}{\mathrm{N}-1}\sum_{i=1}^{N}\frac{(\mathrm{yi}-\bar{\mathrm{y}})^4}{\hat{\sigma}}$$

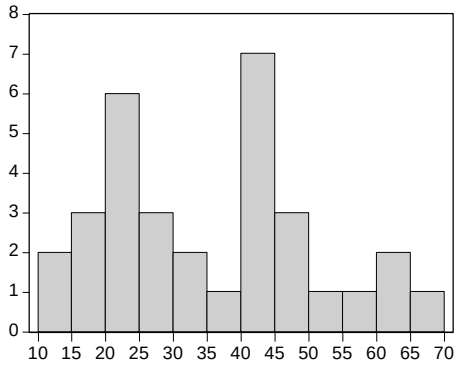
Figure 1: Histogram Showing Result of SS1 Students' Performance below



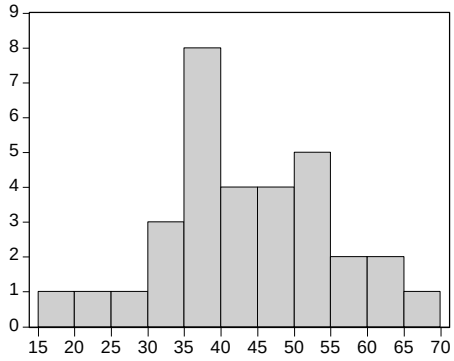
Series: FNUT	
Sample 1 34	
Observations 33	
Mean	53.90909
Median	56.00000
Maximum	91.00000
Minimum	10.00000
Std. Dev.	20.36750
Skewness	-0.096049
Kurtosis	2.514943
Jarque-Bera	0.374250
Probability	0.829340



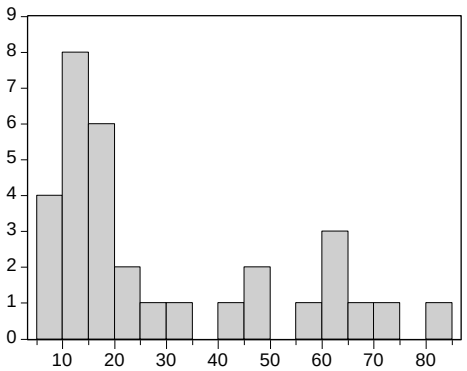
Series: ENGLISH	
Sample 1 33	
Observations 33	
Mean	39.81818
Median	39.00000
Maximum	85.00000
Minimum	6.000000
Std. Dev.	17.09615
Skewness	0.492564
Kurtosis	3.469352
Jarque-Bera	1.637305
Probability	0.441026



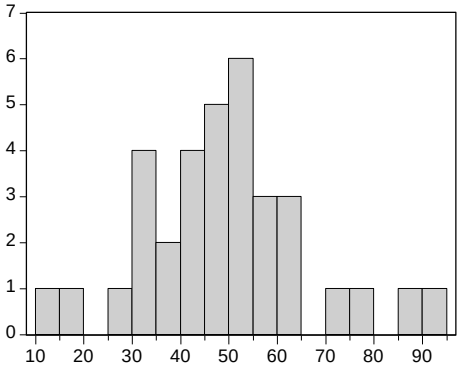
Series: MATHEMATICS	
Sample 1 33	
Observations 32	
Mean	35.34375
Median	36.00000
Maximum	66.00000
Minimum	10.00000
Std. Dev.	15.31310
Skewness	0.320983
Kurtosis	2.122272
Jarque-Bera	1.576704
Probability	0.454593



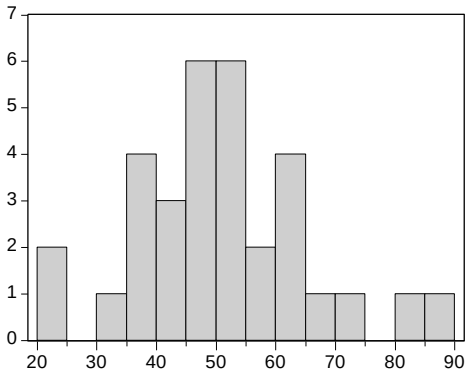
Series: IRKCRS	
Sample 1 34	
Observations 32	
Mean	43.06250
Median	43.00000
Maximum	66.00000
Minimum	18.00000
Std. Dev.	11.62016
Skewness	0.002071
Kurtosis	2.470041
Jarque-Bera	0.374498
Probability	0.829237



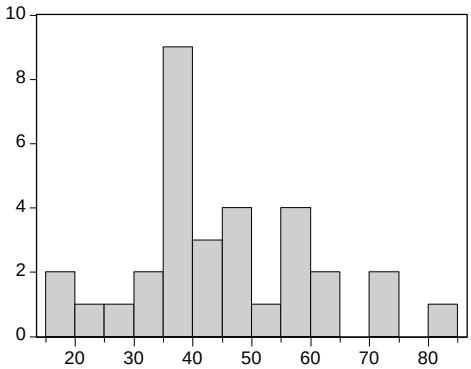
Series: GEOGRAPHY	
Sample 1 33	
Observations 32	
Mean	28.87500
Median	17.50000
Maximum	80.00000
Minimum	5.000000
Std. Dev.	22.75075
Skewness	0.879101
Kurtosis	2.314672
Jarque-Bera	4.747927
Probability	0.093111



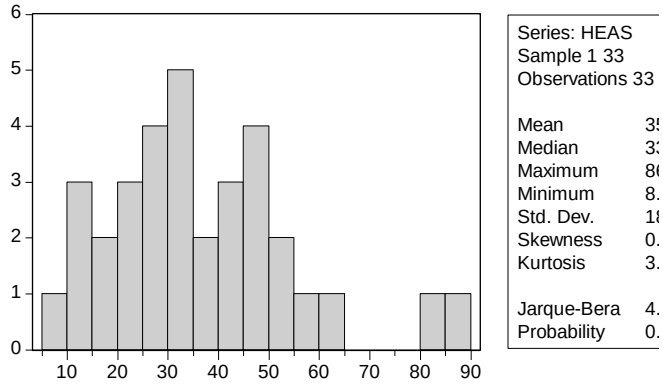
Series: BIOLOGY	
Sample 1 34	
Observations 34	
Mean	48.82353
Median	48.00000
Maximum	92.00000
Minimum	12.00000
Std. Dev.	17.29857
Skewness	0.468521
Kurtosis	3.546422
Jarque-Bera	1.666885
Probability	0.434551

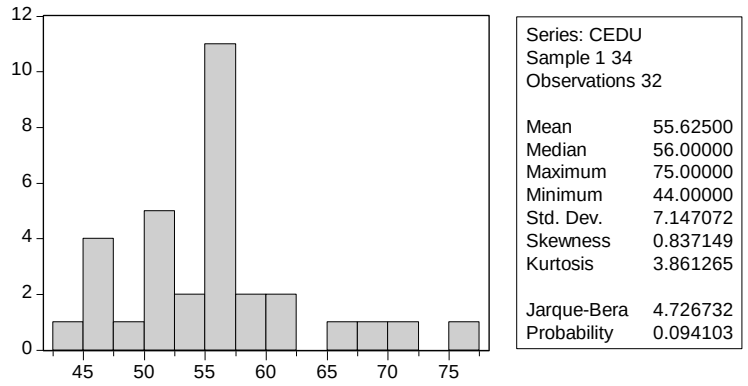


Series: CHEMISTRY	
Sample 1 33	
Observations 32	
Mean	50.37500
Median	49.50000
Maximum	89.00000
Minimum	21.00000
Std. Dev.	14.69639
Skewness	0.425440
Kurtosis	3.577433
Jarque-Bera	1.409901
Probability	0.494133



Series: PHYSICS	
Sample 1 33	
Observations 32	
Mean	44.81250
Median	43.00000
Maximum	81.00000
Minimum	18.00000
Std. Dev.	15.19006
Skewness	0.409100
Kurtosis	2.821591
Jarque-Bera	0.935040
Probability	0.626554





Normality Test of SS2 Subject Grade Performance

a. Jarque-Bera Test of Normality: This kind of normality test is designed to test large sample data. It is a test statistic for testing whether the series is normally distributed. This test measures the difference between skewness and kurtosis of the series with those from the normal distribution. This is the formula of the JB statistic test: $JB = \mathrm{n}[\mathrm{S}^2 + \frac{(\mathrm{K}-3)^2}{24}]$

Where n is sample size, S is the skewness coefficient, and K is the kurtosis coefficient. For a normally distributed variable, S=0 and K=3. Therefore, the JB of normality is a test of the joint hypothesis that S and K are 0 and 3 respectively. In this case the value of the JB statistic is expected to be 0.

b. The Skewness is a measure of asymmetry of the distribution of the series around its mean. The subjects English, Mathematics, IRK/CRS, Biology, Chemistry, Physics, and Health Education &Agric Science (HEAS) are positively skewed. This is because the distribution has a long right tail. Skewness is computed as: $S = \frac{1}{\mathrm{N}-1}\sum_{i=1}^{N}\frac{(\mathrm{yi}-\bar{\mathrm{y}})^3}{\hat{\sigma}}$

Where σ is based on the biased estimator for the variance. The skewness of a symmetric distribution, such as the normal distribution is zero. But F/NUT, Geography and CEDU are negative and the students' performance is not normal in the subjects taken.

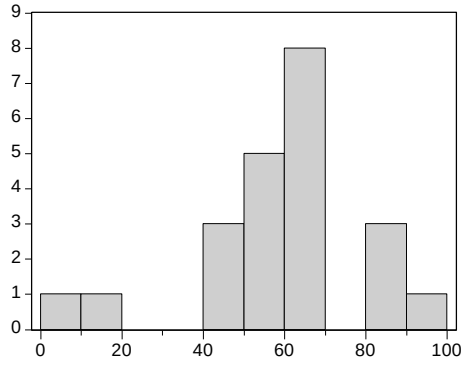
c. The Kurtosis measures the peakedness or flatness of the distribution of the series.

Where σ is based on the biased estimator for the variance. The kurtosis of the normal distribution is 3 (i.e.K=3). But observing the series it shows that the kurtosis of F/NUT, Mathematics, IRK/CRS, Geography, Biology, Physics, Civil Education (CEDU) is equal to 3, it

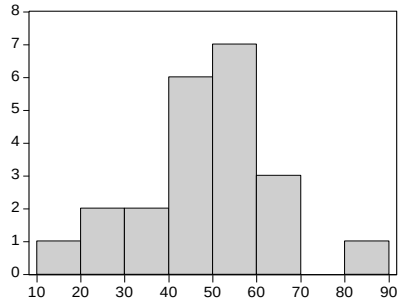
implies that the grade scores performance in the result series are positive and normal. Where the kurtosis of the distribution is peaked (leptokurtic) and is relative to the normal. It is also observed that the kurtosis of Chemistry and HEAS grade scores performance in the series is less than 3, the distribution is flat (platykurtic) relative to the normal, that is not normal.

Kurtosis formula is thus: $$S = \frac{1}{\mathrm{N}-1}\sum_{i=1}^{N}\frac{(\mathrm{yi}-\overline{\mathrm{y}})^4}{\hat{\sigma}}$$

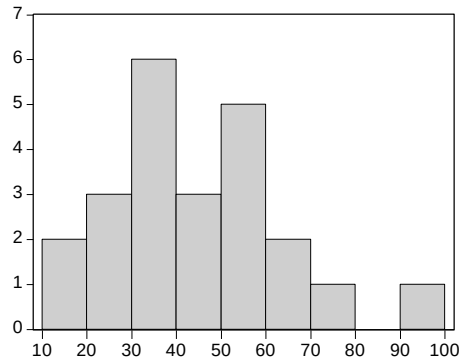
Figure 2: Histogram Showing Result of SS2 Students' Performance



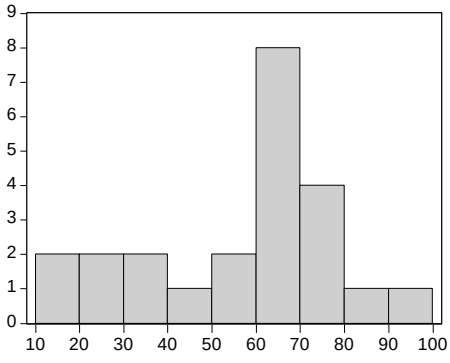
Series: FNUT	
Sample 1 24	
Observations 22	
Mean	57.68182
Median	62.50000
Maximum	91.00000
Minimum	0.000000
Std. Dev.	21.17138
Skewness	-1.092100
Kurtosis	4.428807
Jarque-Bera	6.244532
Probability	0.044057



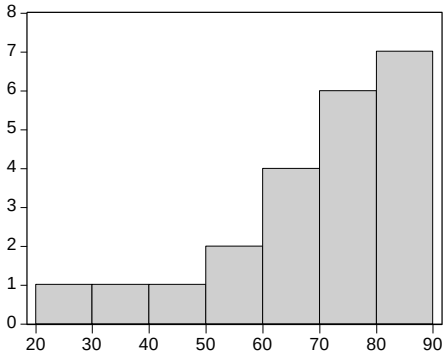
Series: ENGLISH	
Sample 1 23	
Observations 22	
Mean	48.63636
Median	50.50000
Maximum	88.00000
Minimum	17.00000
Std. Dev.	15.50283
Skewness	0.109843
Kurtosis	3.750142
Jarque-Bera	0.560061
Probability	0.755761



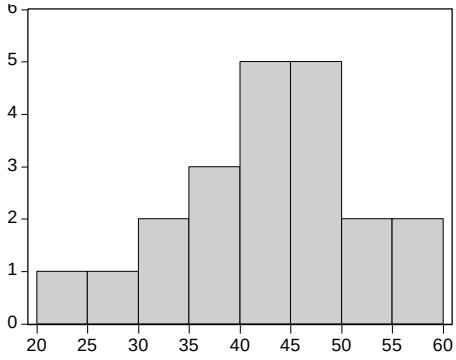
Series: MATHEMATICS	
Sample 1 24	
Observations 23	
Mean	43.65217
Median	40.00000
Maximum	96.00000
Minimum	12.00000
Std. Dev.	18.88388
Skewness	0.762206
Kurtosis	3.855187
Jarque-Bera	2.927875
Probability	0.231324



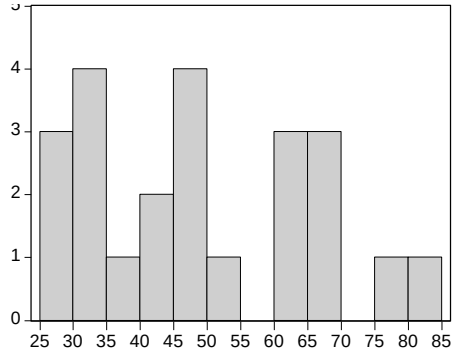
Series: IRKCRS	
Sample 1 24	
Observations 23	
Mean	57.08696
Median	65.00000
Maximum	97.00000
Minimum	14.00000
Std. Dev.	21.82974
Skewness	-0.561201
Kurtosis	2.546782
Jarque-Bera	1.404144
Probability	0.495558



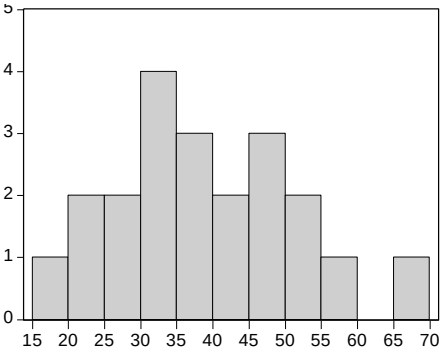
Series: GEOGRAPHY	
Sample 1 24	
Observations 22	
Mean	69.13636
Median	74.50000
Maximum	88.00000
Minimum	23.00000
Std. Dev.	17.29381
Skewness	-1.161728
Kurtosis	3.631256
Jarque-Bera	5.313857
Probability	0.070163



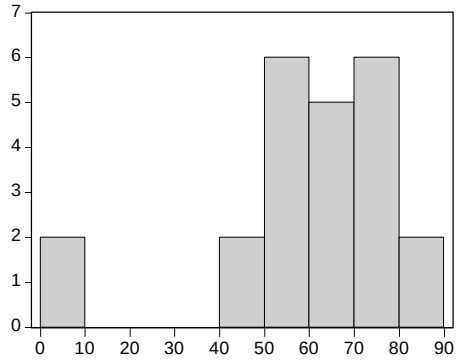
Series: BIOLOGY	
Sample 1 21	
Observations 21	
Mean	42.42857
Median	43.00000
Maximum	57.00000
Minimum	23.00000
Std. Dev.	8.732534
Skewness	-0.448055
Kurtosis	2.841722
Jarque-Bera	0.724558
Probability	0.696088



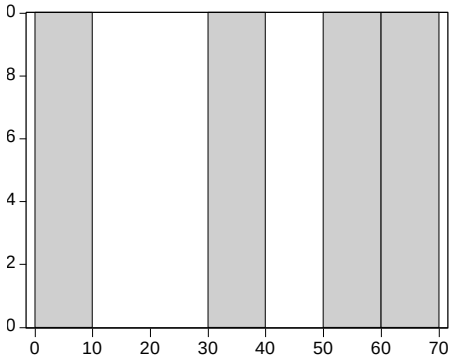
Series: CHEMISTRY	
Sample 1 24	
Observations 23	
Mean	48.43478
Median	47.00000
Maximum	81.00000
Minimum	26.00000
Std. Dev.	16.51948
Skewness	0.339672
Kurtosis	1.898387
Jarque-Bera	1.605267
Probability	0.448147



Series: PHYSICS	
Sample 1 23	
Observations 21	
Mean	38.28571
Median	38.00000
Maximum	67.00000
Minimum	17.00000
Std. Dev.	12.77553
Skewness	0.377502
Kurtosis	2.611621
Jarque-Bera	0.630760
Probability	0.729512



Series: CEDU	
Sample 1 24	
Observations 23	
Mean	58.69565
Median	63.00000
Maximum	85.00000
Minimum	0.000000
Std. Dev.	21.03122
Skewness	-1.804502
Kurtosis	6.004334
Jarque-Bera	21.13214
Probability	0.000026



Series: HEAS	
Sample 22 25	
Observations 4	
Mean	40.00000
Median	47.00000
Maximum	66.00000
Minimum	0.000000
Std. Dev.	29.52965
Skewness	-0.607712
Kurtosis	1.824931
Jarque-Bera	0.476341
Probability	0.788068

Normality Test of SS3 Class Subject Grade Performance

a. Jarque-Bera Test of Normality: The JB test of normality is a large sample test. It is a test statistic for testing whether the series is normally distributed. The test statistic measures the difference of the skewness and kurtosis of the series with those from the normal distribution. This is the formula of the JB statistic test: $JB = \mathrm{n}[\mathrm{S}^2 + \frac{(\mathrm{K}-3)^2}{24}]$

Where n is sample size, S is the skewness coefficient, and K is the kurtosis coefficient. For a normally distributed variable, S=0 and K=3. Therefore, the JB of normality is a test of the joint hypothesis that S and K are 0 and 3 respectively. In this case the value of the JB statistic is expected to be 0.

b. The Skewness is a measure of irregularity of the distribution of the series around its mean. The subjects Computer, Food Nutrition (FNUT), Mathematics, IRK/CRS, Geography, Biology, Chemistry, Physics and Animal Husbandry are positively skewed. This is because the distribution has a long right tail. Skewness is computed as: $S = \frac{1}{\mathrm{N}-1}\sum_{i=1}^{N}\frac{(\mathrm{yi}-\bar{\mathrm{y}})^3}{\hat{\sigma}}$

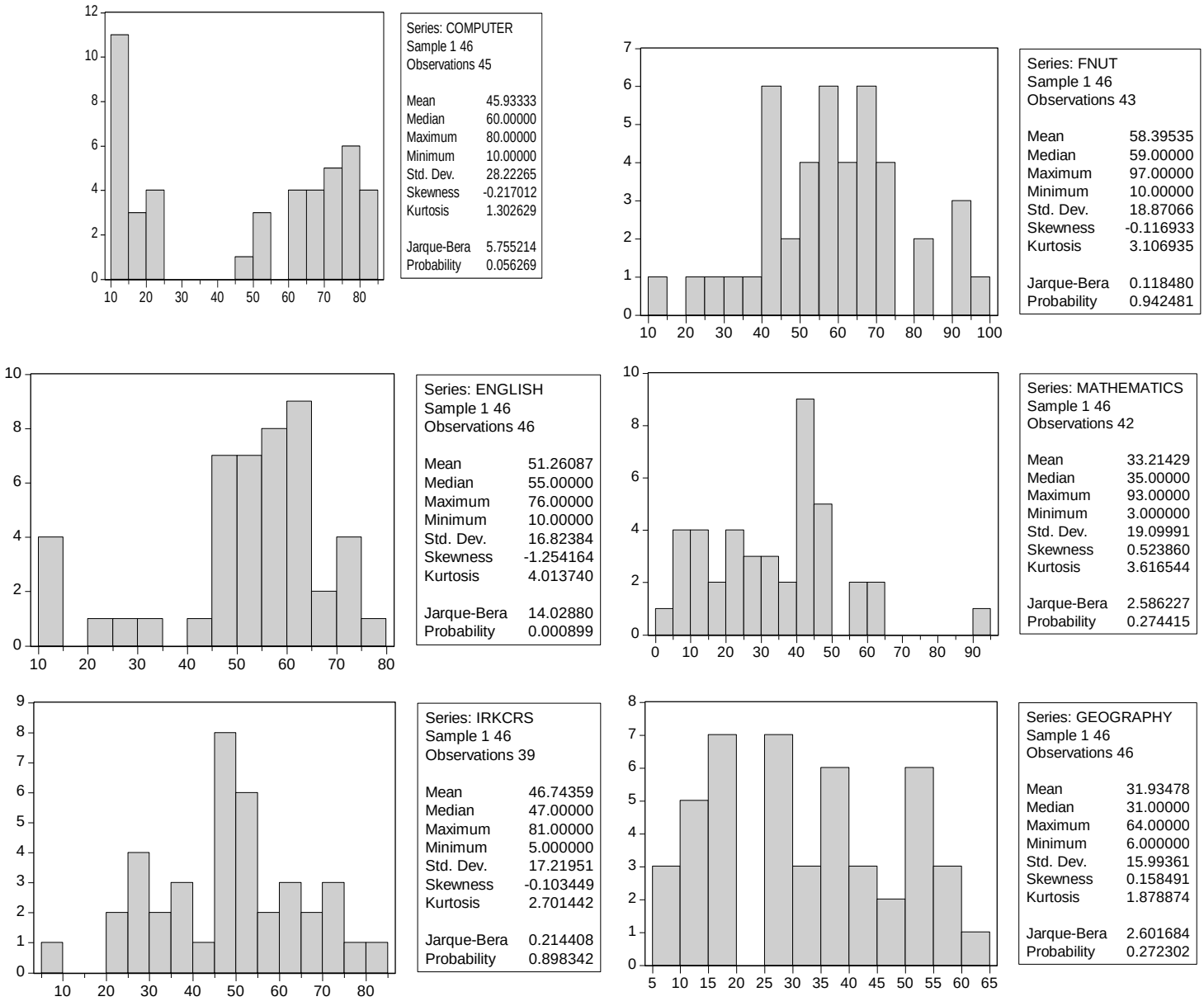
Where $\sigma$is based on the biased estimator for the variance. The students' performance in SS3 is positive and normal in the subjects taken.

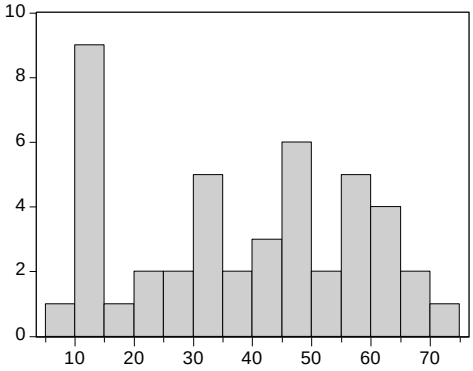
c. The Kurtosis measures the peakness or flatness of the distribution of the series.

Where σ is based on the biased estimator for the variance. The kurtosis of the normal distribution is 3 (i.e.K=3). But observing the series it shows that the kurtosis of FNUT, English,

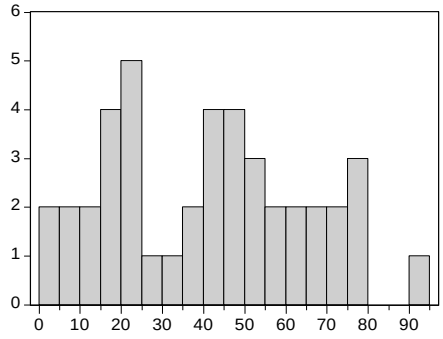
Mathematics and IRK/CRS is equal to 3, it implies that the grade scores performance of SS3 in the result series are positive and normal. Where the kurtosis of the distribution is peaked (leptokurtic) and is relative to the normal. It is also observed that the kurtosis of Computer, Geography, Biology, Chemistry, Physics, and Animal Husbandry grade scores performance of SS3 in the series is less than 3, the distribution is flat (platykurtic) relative to the normal, that is not normal. Kurtosis formula is thus: $S = \frac{1}{\mathrm{N}-1}\sum_{i=1}^{N}\frac{(\mathrm{yi}-\bar{\mathrm{y}})^4}{\hat{\sigma}}$

Figure 3: Histogram Showing Result of SS3 Students' Performance

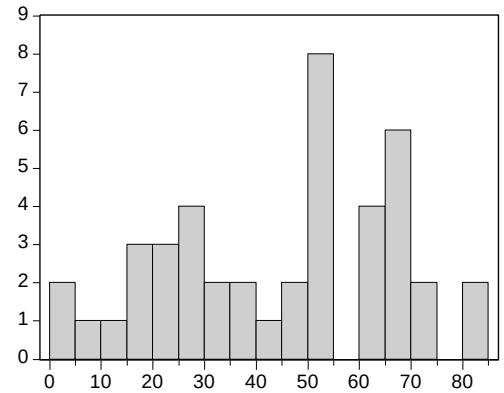




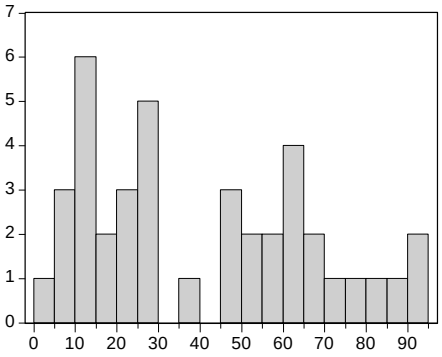
Series: BIOLOGY	
Sample 1 46	
Observations 45	
Mean	37.73333
Median	40.00000
Maximum	71.00000
Minimum	7.000000
Std. Dev.	19.51154
Skewness	-0.047201
Kurtosis	1.690697
Jarque-Bera	3.230975
Probability	0.198794



Series: CHEMISTRY	
Sample 1 46	
Observations 42	
Mean	40.59524
Median	42.50000
Maximum	90.00000
Minimum	4.000000
Std. Dev.	23.38966
Skewness	0.163929
Kurtosis	1.994585
Jarque-Bera	1.957112
Probability	0.375853



Series: PHYSICS	
Sample 1 46	
Observations 43	
Mean	44.02326
Median	50.00000
Maximum	82.00000
Minimum	2.000000
Std. Dev.	21.60742
Skewness	-0.226891
Kurtosis	2.009826
Jarque-Bera	2.125567
Probability	0.345493



Series: AHUSBANDRY	
Sample 1 46	
Observations 40	
Mean	40.00000
Median	33.50000
Maximum	92.00000
Minimum	3.000000
Std. Dev.	26.96056
Skewness	0.324637
Kurtosis	1.839567
Jarque-Bera	2.946937
Probability	0.229129

In view of the above finding, it could be inferred that statistical tools were used to check the performance of the respondents as subject by subject were assessed using the histogram. For proper analysis on how social media use can contribute positively or negatively to students' academic performance. This section also enables the research to determine how subject grade scores were collected and evaluated for statistical analysis. The analysis commenced by examining the normality of the grade scores performance in SS1, SS2 and SS3 classes as earlier said above. The normality tests include plotting the histogram of the series, JarqueBera Statistics, Skewnessetc (See Histograms above).

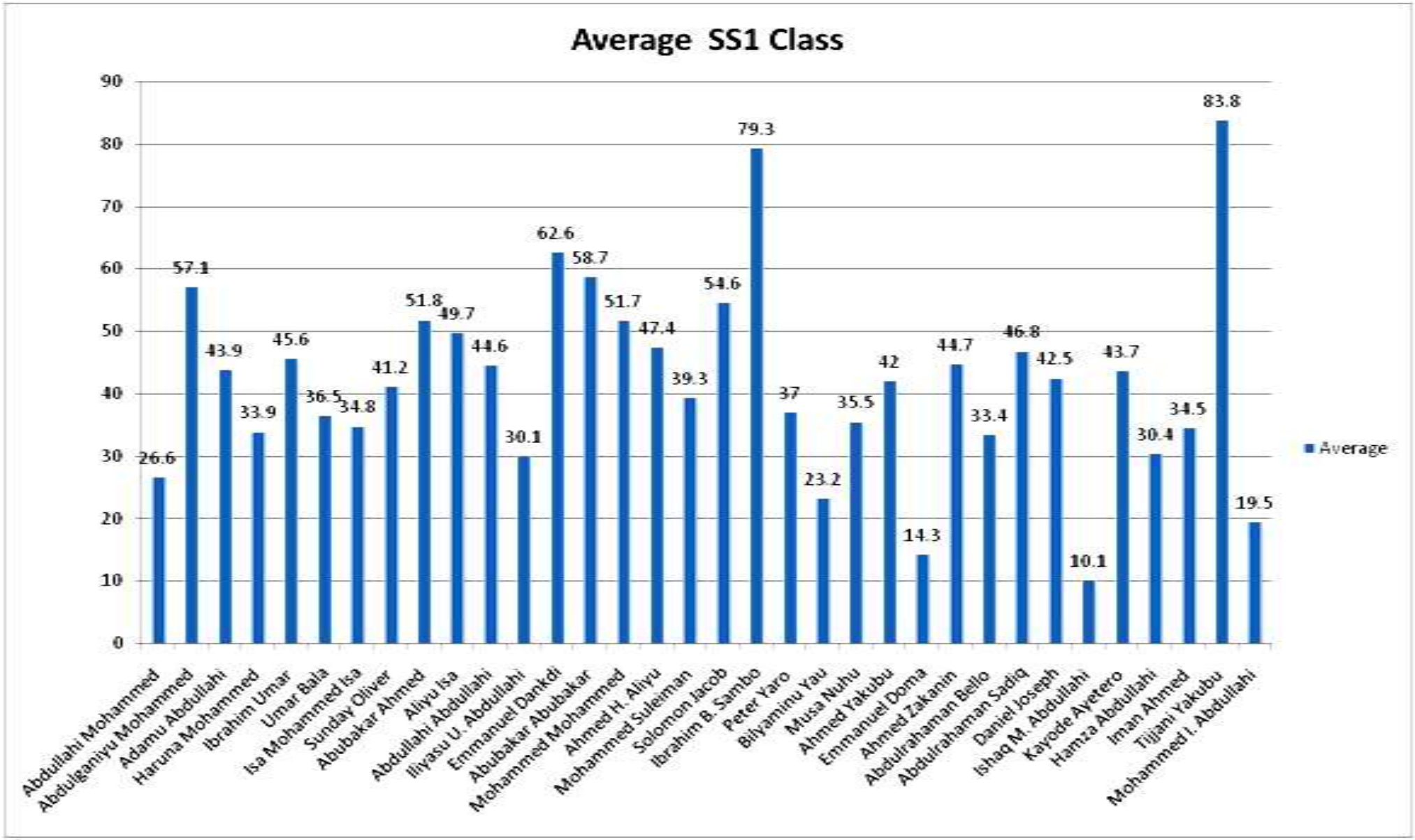
RESEARCH OBJECTIVE THREE: To determine by collecting and calculating subject grade scores of each student for statistical analysis to see whether reliance on social media can improve students' academic development. This section centers on the objective of collecting scores of subjects offered by the respondents for analysis. However, raw scores of the results were collected which were later calculated showing individual students performances.

During the research, the study assessed the students' performance and found out that the students of SS1 in the secondary school under study performed averagely in their academic activities. This isevident as 26 of the students in SS1 scored within the average marks of 40 and above. Therefore, it is fair to say that based on the outcome of the calculated scores the respondent's performance is somewhat fair and this implies that there is tendency that the use of social media by the SS1 class was fully effective. This supports the response of one of the FGD discussant who said that:

> I joined an online group to boost my education. What this group does daily is to post questions on different subjects, either on science or arts, and within few hours everybody (members) who knows the answer responds immediately, and in a situation where the answer is wrong, another member replies to correct the mistake before members start downloading. With this method, I have gained a lot from social media platform. As a member of the group, I ask questions and also contribute to any topic during discussion. (*Samuel Sylvesterduring the FGD discussion*).

From the chart below, majority of the respondents' performance from the calculated and analysed results show fairness to an extent; this signifies that reliance on social media can improve the students' academic performance. This support the assertion of Boateng and Amankwaa (2016) who said that "the advent of social media has impacted significantly on how students learn and the way instructors teach".

An assessment for SS1 individual student's performance in Rimi College, Kaduna State



The chart above shows the average performance of SS1 students of Rimi College, Kaduna, which served as the population for this study.

The chart indicates grades of performance in the form of percentage and showed that TijjaniYakubu has the highest performance on the average with 83.8%, followed by Ibrahim B. Sambo who made 79.3%. Emmanuel Dankdi's performance is averaged at 62.6% while AbubakarAbubakar's average is 58.7%. The average performance of Abdulganiyu Mohammed is 57.1%, Solomon Jacob's performance is 54.6% and Abubakar Ahmed's performance is averaged at 51.8%.

The average performance of Mohammed Mohammed is 51.7 while the average performance of Aliyu Isa is 49.7%. AbdulrahamanSadiq's average performance is 46.8%, also Ibrahim Umar's 45.6% and AbdullahiAbdullahi's performance is 446%.

The performance of AdamuAbdullahi is averaged at 43.9% while of KayodeAyetero's performance is 43.7%. The average performance of Daniel Joseph is 42.5% while that of Sunday Oliver is 41.2%. The same thing applies to Mohammed Suleiman with 39.3 and Peter Yaro whose performance is averaged at 37%; also Umar Bala's average performance is 36.5% and Musa Nuhu average performance is 35.5%.

The average performance of Isa Mohammed is 34.8%, also Imam Ahmed average performance is 34.5% while that of Haruna Mohammed is 33.9%. Ahmed Zakanin average performance is 33.4%. HamzaAbdullahi is 30.4%, Illyasu U. Abdullahi is 30.1%.

The performance of Abdullahi Mohammed is 26.6%; while that of BilyaminuYau is 23.2% and the performance of Mohammed Abdullahi is 19.5%. Finally, the average performance of Emmanuel Dome is 14.3%. The average performance of Ishaq M. Abdullahi which is the lowest is 10.1%. In conclusion, the above performance assessment shows that only 8 out of 34 students of the SS1 class scored above average.

According to Edwin (McQuail 2005), individuals who set specific and difficult goals performed better than those who set general and easy goals. However, thetype of quality goals you set affects how well they will work. Therefore, one of the reasons of their poor performance could be traced to lack of goal setting which is a determinant of good performance.

It can be submitted that as a result of this finding, what the respondents use, hours spent on social, awareness and knowledge of the social media is not only what determines and enhances their performance but the intention and the goals they set to achieve. The social media platform as a learning tool also presents plethora of dangers to the respondents and that is the reason why the issue of goal-setting is very significant. For instance, a child who wants to study physics plans on how to study, i.e what topics to study when and how to go about it.

One of the teachers in the FGD when asked about students' involvement and reliance on social media revealed that:

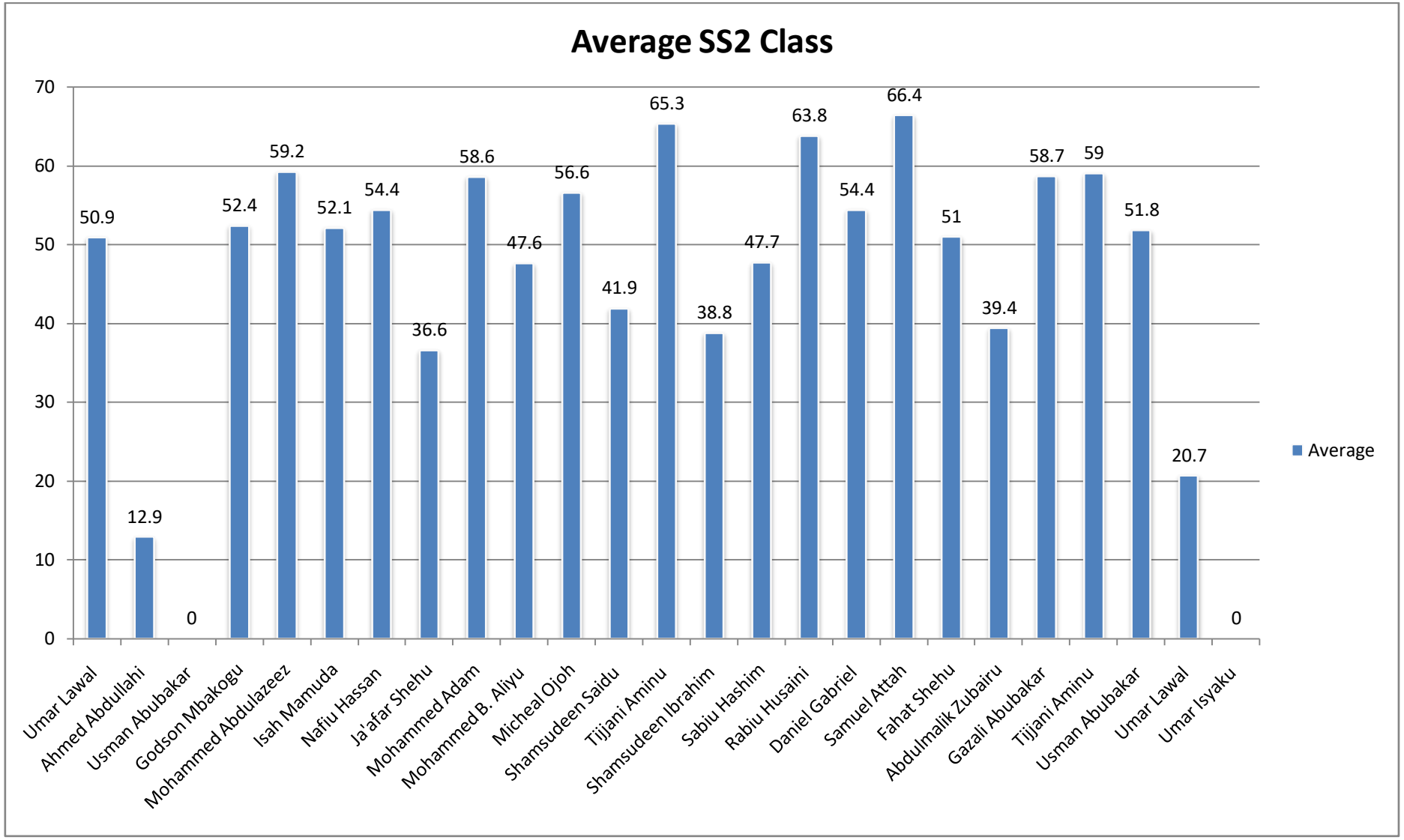
> Social media has both positive and negative benefits both to the teacher and to the student. It all depends on purpose of usage. Basically, I have people who have no business learning good things online. But young children at very tender age watch pornographic films, they engage in oral-sex (e-sex), and that is why they are easily bullied by older people. To an extent social media could be dangerous since most of the times you cannot restrict/censor certain contents the students access on it due to lack of media policy implementation by the school authority.On the other hand, social media creates the new possibilities of interaction between the teachers and students and has even changed the traditional communication model of one-to-many to the model many-to-many. Communication in social media allows students to respond to the messages sent by their teachers…….(*Seth Philip during the FGD*).

One major challenge the school has with students, is lack of censorship in the contents the respondents access while studying. However, institutional polices are set rules which spell out the ground norm of the institution. At the point of entering, the senior classes, students are supposed to be given such norms/rules in order to frame their

conducts and behaviour in terms of learning especially when learning through social media platforms which also highlight the benefits and risk that could be accrued to them when they are getting set to graduate into tertiary institutions.

Furthermore, institutional policy covers not only learning but also character, performance and productivity which is the key factor in the learning process.This implies that reliance on social media for academic pursuits also can expose them to varieties of dangerous contents which might mar or even destroy their lives since they stand the risk of invading any site of their choice irrespective of what it presents. So, one can now say that reliance on social media for good academic performance depends solely on the intentions and targeted goals to achieve. On the other hand, we have pointed out in this research that awareness and knowledge plays a vital role in the performance of the respondents. The chart below also presents the individual respondents' performance in a different class (SS2) based on objective three.

An assessment for SS2individual student's performance in Rimi College, Kaduna State



An assessment for SS2 individual Student's performance in Rimi College, Kaduna State

The chart above showed the average performances of the SS2 students of Rimi College Kaduna. The chart indicates that Samuel Attah's average performance is 66.4% while that of TijjaniAminu is 65.3%. The chart also showed that the average performance of RabiuHusaini is 63.8%, Mohammed Abdulazeez had 59.2% and that of TijjaniAminu is 59%. The average performance of GazaliAbubakar is 58.7% also that of Michael Ojoh is 56.6%. Daniel Gabriel is 54.4. The performance of Nafiu Hassan is averaged at 54.4% and that of Godson Mbakogu is 52.4%, IsahMamuda made 52.1%, while Umar Lawal's average performance is 50.9%, SabiuHashim is 47.7% and that of Mohammed B. Aliyu is 47.6%, ShamsudeenSaidu is 41.9%, AbdulmalikZubairu is 39.4%. The Average performance of Shamsudeen Ibrahim is 38.8%, Ja'afarShehu is averaged at 36.6% and that of Umar Lawal is 20.7% while the average performance of Ahmed Abdullahi reads 12.9%.

However, based on the result of the graphical tool used to see the level of distribution or skewness of students' performance of the SS2 class, the result is a fair performance as 14 out of 23 students of the SS2 class scored above average (50%), while only 9 scored below average.

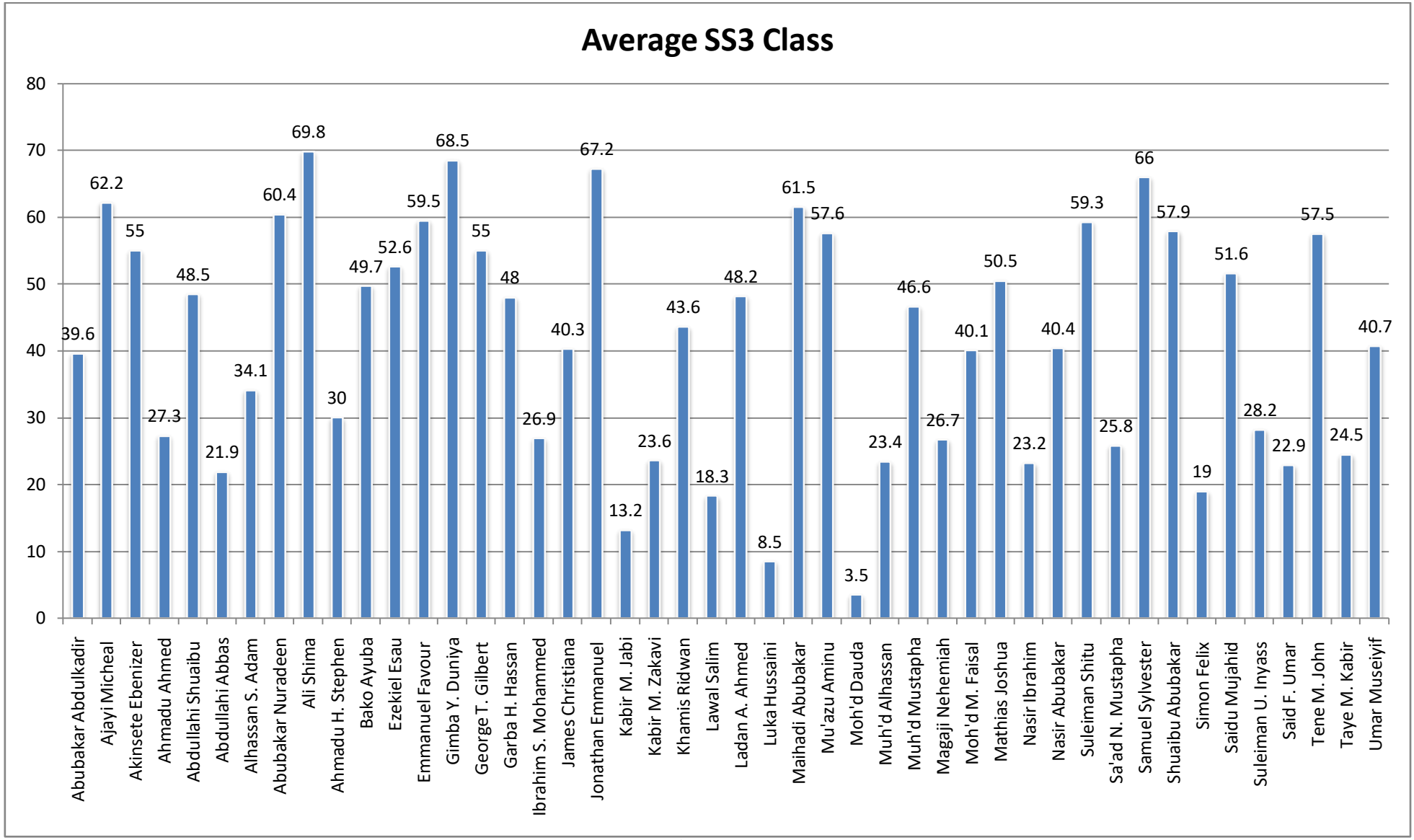
From the researcher's observation this performance seems to be better than the one for SS1. This finding however, relates with the saying of one of the FGD participantswho state that:

> ....Am glad the internet has come and it has lots of advantages that allow me to invadeOral PC dictionary; I click and I learn words pronunciations. I also make use of Kids Encarta to learn many things especially science subjects.e.t.c, and that has positively exposed me to knowledge. With the MS-word I have learnt how to type a letter and print.Apps like Google also help me to learn beyond my level in the school. Notwithstanding, the social media has its ills and harm in our lives, but one just have to be careful and be purposeful in order not to get bullied by dangerous guys. Cheating and bullying are very rampant in our environments now. One of the ills of social media is distraction which sometimes leads to poor performance in school.Though, social media has

> barriers too. I can say that too much reliance on it can jeopardise one's academic pursuit. e.g sometimes you want to Google to find out something relating to your study and there will be no light or data. *(Mohammed Adam SS2 during the FGD in Rimi College).*

In view of the above, the study revealed that most of the respondents under study especiallyin SS2 affirmed that social media reliance has influence on their academic performance as was figure out from the comment above.Based on this fact, the study revealed that majority of the students performed above average (*see SS2 chart above*). However, the result also shows that the students of SS2 performed better than those in SS1. This finding therefore, support the detailed explanation of a teacher during the FGD who revealed the values he attached to social media platform, he reacted thus:

> What I do to my students on some topics, I don't give them notes in the classroom. All what I do is to come to class with my laptop and a prepared topic in a particular subject in a bullet form. Even though I don't have projector I display the bulleted pages for them to copy. And give them some websites where they can log in and get full notes on what I am giving them. To be honest, some of them impress me whenever I read their class works. You could see from their assignments those who really browsed and those who do not. My students form their notes for themselves. Most of them own one type of phone or the other. As I always advise them, that in these days and age, irrespective of your class or age you must tap into the ICT (Information and Communication Technology) else you will be left behind academically. Information now is at every one's fingertips unlike in the olden days. Thousands of books are online. The new media as a tool for learning offers our world a great space to share ideas, knowledge, and information (*Mr. Jerome John during the FGD*).


Average SS3 Class
80
70
60
50
40
30
20
10
0
39.6
62.2
55
27.3
48.5
21.9
34.1
60.4
69.8
30
49.7
52.6
59.5
68.5
55
48
26.9
40.3
67.2
13.2
23.6
43.6
18.3
48.2
8.5
61.5
57.6
3.5
23.4
46.6
26.7
40.1
50.5
23.2
40.4
59.3
25.8
66
57.9
19
51.6
28.2
22.9
57.5
24.5
40.7
Abubakar Abdulkadir
Ajayi Micheal
Akinsete Ebenizer
Ahmadu Ahmed
Abdullahi Shuaibu
Abdullahi Abbas
Alhassan S. Adam
Abubakar Nuradeen
Ali Shima
Ahmadu H. Stephen
Bako Ayuba
Ezekiel Esau
Emmanuel Favour
Gimba Y. Duniya
George T. Gilbert
Garba H. Hassan
Ibrahim S. Mohammed
James Christiana
Jonathan Emmanuel
Kabir M. Jabi
Kabir M. Zakavi
Khamis Ridwan
Lawal Salim
Ladan A. Ahmed
Luka Hussaini
Maihadi Abubakar
Mu'azu Aminu
Moh'd Dauda
Muh'd Alhassan
Muh'd Mustapha
Magaji Nehemiah
Moh'd M. Faisal
Mathias Joshua
Nasir Ibrahim
Nasir Abubakar
Suleiman Shitu
Sa'ad N. Mustapha
Samuel Sylvester
Shuaibu Abubakar
Simon Felix
Saidu Mujahid
Suleiman U. Inyass
Said F. Umar
Tene M. John
Taye M. Kabir
Umar Museiyif

The foregoing chart showed the average performance of the SS3 students at Rimi College, Kaduna, which served as the population for this study.

The chart indicates grades of performance in the form of percentage, which showed that Ali Shima has the highest performance with 69.8% followed by Gimba Y. Duniya who made 68.5%. Jonathan Emmanuel's performance is averaged at 67.2%, while Samuel Sylvester 66%. Ajayi Michael is 62.2%, MaihadiAbubakar's performance is 61.5% and AbubakarNuradeen's performance is averaged at 60.4%. The average performance of Emmanuel Favour is 59.5% while the average performance of ShuaibuAbubakar is 59.3%. Mu'azuAmina's 57.6%, also Tena M. John 57.5%, AkinsetseEbenizer's is 55%. The performance of George T Gilbert is 55%, while Ezekiel Easu's is 52.5%.

The average performance of SaiduMujahid's is 51.6%, Matthias Joshua is 50.2%. From the chart above, it can be assumed that the performance of most of the student is around average as it reflected in 50% of the student's performance as presented in the chart above. This result explains the fact that most of the student in the secondary school under study performed above average as is seen in the charts of SS1 and SS II respectively.

In summary, this study has generated data for detailed discussion to show how awareness and knowledge of social media can affect academic performance by using descriptive statistical tools to also determine, through the collection and calculating subject grade scores of individual respondents for analysis, to see whether reliance on social media can improve students' academic performance. What this implies is the need for discussion and analysis of social media use among senior students of Rimi College. Also the findings will help subsequent discussions on the importance, benefits

and dangers of social media platform in checking and improving performance of studentsin secondary schools.

4.2 Qualitative Analysis of Social Media Use among Rimi College Students

Apart from the quantitative data obtained in this research, the qualitative information obtained helped to shed more light on social media technologies usage amongst the students and their studies. In simple terms, it allows for an understanding of how these new technologies can be used to contribute to educational development. However, based on the population of each class, during the Focus Group Discussion held within the school premises, the students explained during the Focus Group Discussion that they are aware of the contents of some of the social media networking sites and the benefits and the dangers they offer to students, i.e both negative and positive benefits. This finding was further supported by the research carried out by The United States Federal Trade Communication (2010) which observed that children from the age of 13-17 are heavy users of digital technologies and new media applications, as well as social networking which enable them to perform tasks like instant messaging and file sharing. Insafe coordinator (2010: 1) also observed that:

> As children are getting access to computer and mobile phones at a younger and younger age, parents are faced with several challenges. On one hand, they like the conveniences a mobile phone provides. On the other hand, kids are concerned about the negative issues it exposes them to.

The internet and its components have changed how children learn, socialize and are entertained. It is now clear that students' use of computer technologies or mobile phones is pervasive. As seen in the response to question 14: which showed that 55% of the respondents use their phones for chatting, 15% do

> online calls, 76% use it for sharing of audio/video files, 32% use it for sharing pictures, 49% search for materials for class assignments, 5.0% use it to bully, 63% use it to study mathematics while 76% use it to study English Language e.t.c. However, in the same vein, Lenhart also observed that, children use their phones, not for chatting or making calls or sending text messages alone but increasingly for activities on applications such as bullying, e-mailing, browsing and social networking (Lenhart, Madden, Macgill, & Smith, 2007).

Rimi College has a computer laboratory within the school premises where all students carry out their computer practicals. The laboratory is designed for educational purposes, the students share and ask academic questions among themselves (classmates) and the teachers. Some responses from the questionnaire and Focus Group Discussion participants acknowledged the importance of the new media technologies. Some of the respondents are of the opinion that it has made studies easier and also exposed them to so many educational materials that enhanced their learning. According to one of the FGD participants:

> We are privileged now to have kinds of social media unlike in the days of our parents. What we are enjoying was not in existence during the period of our parents. With the Google, Wikipedia different types of information are brought to our finger tips; if you have access to internet with your Smartphone you can ask questions and get information on any subject of your choice within few minutes. The social media assist students a lot when it comes to academic work (Joe Moses SS1).

The discussion forum of the Focus Group revealed some positivity in terms of responses. During the discussion, a large number of respondents maintained that social media contribute to their educational pursuits and also expose them to many good materials for their studies. This finding supports research question 1 (of the FGD). From the questionnaire administered, respondents in the same vein also indicated this with a value of 59.0% showing positively, and 10.0% said negatively (Question 19).

While 30.0% said positively and negatively, 1.0% accounted for all of the above, 0.0% declined the question. This shows that most of the students have been influenced positively by social media for their academic and social development as earlier mentioned above. One of the discussants, Samuel Attah, an SS2 science student and a member of the group maintained during the discussion that:

> The social media help me a lot in my academic pursuits. For instance, Mal. Bala our Chemistry teacher, posts on daily basis new materials on facebook. He posts chemistry materials only, and as far as you can get access to the site you must see a new thing i.e either new topic or just something new. Mal. told us in class to keep on checking the site. Sometimes he sends a particular topic and asks us to go through it and do our assignment for the week. I download new topics every day from Mal…(Samuel Attah).

This finding supports research question 16 in the questionnaire. Majority of the respondents in the questionnaire said that they only receive assignments online but donot submit their class work online. That is, a value of 84.0% represents those that said no, while 11.0% of the respondents said yes and 5.0% represents "No response". This implies that there is a challenge in communication between the teachers and the students.

During this study, the researcher found out that there is great participation in social media use by the respondents. All the respondents said that they have 2-3 online accounts, mostly Facebook. According to the participants of Focus Group Discussion, the school's computer laboratory is inactive, hence they usually use their phones to Google any material they want. Some of the respondents agreed that social media have influenced negatively on their academic performance but do not have an influence on their attitude. According to Emmanuel Doma an SS1 science student (see Appendix II) when asked of the positively/negative influence of the social media, said;

> …most of the times I get carried away by WhatsApp and Twitter instead of reading my books or searching the net to upgrade my study. But I don't visit YouTube, I don't want to watch what is against my faith, so I "maintained" I

> avoid what will make me behave abnormal because of my family background (Emmanuel DomaSS1).

However, other respondents expressed their positive opinion about their participation on social media platform. For instance, AbdulmalikZubairu an SS2 science student and a member of the FGD reacts to the discussion by saying;

> I joined an online group to boost my education. What this group does daily is to post questions on different subjects, either science or arts, and within few hours everybody (members) who knows the answer responds immediately, and in a situation where the answer is wrong, another member replies to correct the mistake before members start downloading. With this method, I have gained a lot from social media platform. I do send my contributions too, sometimes relevant questions or answers to a particular topic of the day. Members of this group are all over Nigeria (Samuel Sylvester SS3).

Also, Ali Shima from SS3 class reacts to the discussion by saying;

> As for me, I found social media platform very interesting because many times even in text books I find it difficult to get some topics, but with the advent of Google and the rest, learning becomes easier and faster online, I don't have to start searching for a particular book at home, it consumes my time but with the Google search engine one can log in a request and get answers immediately within few minutes. In fact, most of the times our parents cannot afford to buy us all the text books we need in school, so those we cannot buy, we can as well get materials on the same subjects through different search engines. From online I learn principles of science; I study history, great men in the world, places e.t.c.

Trying to evaluate the mode of learning and teaching through social media, i.e if whether it is employed in our formal classrooms teaching, Mr. Jerome John, a member of the FGD and a teacher of computer science, gave a detailed explanation of evaluation based on concrete values he attached to social media platform, he reacted thus;

> What I do to my students on some topics, I don't give them notes in the classroom. All what I do is to come to class with my laptop and a prepared topic in a particular subject in a bullet form. Even though I don't have projector I display the bulleted pages for them to copy. And give them some websites where they can log in and get full notes on what I am giving them. To be honest, some of them impress me whenever I read their class works. You could see from their assignments those who really browsed and those who do not. My students form their notes for themselves. Most of them own one type of phone

> or the other. As I always advise them, that in these days and age, irrespective of your class or age you must tap into the ICT (Information and Communication Technology) else you will be left behind academically. Information now is at every one's fingertips unlike in the olden days. Thousands of books are online. The new media as a tool for learning offers our world a great space to share ideas, knowledge, and information, although it has also bad side as well (Jerome John).

When asked about the benefits of the social media, another teacher of English

Language, Seth Philip reacted to the discussion by saying;

> The social media has both positive and negative benefits both to the teacher and to the student. It all depends on purpose of usage. Basically, I have people who have no business learning good things online. But young children at very tender age watch pornographic films, they engage in oral-sex (e-sex), and that is why they are easily bullied by older people. To an extent social media could be dangeroussince most of the times you cannot restrict/censor certain contents the students access on it due to lack of media policy implementation by the school authority.On the other hand, social media creates the new possibilities of interaction between the teachers and students and has even changed the traditional communication model of one-to-many to the model many-to-many. Communication in social media allows students to respond to the messages sent by their teachers. For instance, If I am not in school, I often send topics for assignments to my students and sometimes I get feedbacks immediately from some of them (Seth Philip).

The FGD also revealed how students improve their vocabulary through web dictionary of both English language and sciences in general, which helps them to develop their intellect. As part of the discussion, a question was asked about the risks and challenges posed by the social media to secondary school students. Samuel Attah, from SS2 class, a member of the FGD responded thus;

> Most of us are young and we are always very excited with the contents of the social media irrespective of its risk to us. Many school children have been bullied and even killed through contact with strange individuals they never met physically before. As for me my parents don't allow me to visit sites that will affect my decent upbringing, sometimes I have to hide myself if I am not learning anything academic e.g. chatting, tweeting, watching movies through Youtubee.t.c. Also, some of the challenges posed by the internet are distraction and addiction. We are becoming so lazy, we prefer to read online nowadays than the conventionally reading, since there is no restriction/censorship to what we do, we access inappropriate materials post by other users which affects our learning process in the negative (Samuel AttahSS2).

Majority of the respondents (44.0%) agreedthat social media posed a lot of challenges such as laziness, addiction, distraction e.t.c. While some see social media as portraying negative influences on the youths, others view it as affecting the popular culture positively due to excessive exposure to its contents. According to Mohammed Ibrahim S. an SS3 art student, says;

> The internet has alot of advantages in modern day learning. For instance, I learn spelling by using PC dictionary; I also use Kids Encarta to study history, science, places, people, animals, culture, sports, and agricultural e.t.c, and that has broaden my knowledge. With the help of Google my English and spelling have improved. I want to also agree with my fellow participants that the social media poses challenges to school children to an extent, i.e. the social media has made lying easy, fraudulence common (Yahoo Boys). Most of us are part of one online community or the other. Cheating and bullying are very rampant in our society. Our conventional reading culture is fading, and that leads to malpractice during examinations, because some students sneak into exam halls with handsets (Mohammed Ibrahim S., SS3).

4.3 Discussion of Findings

Social media is rapidly changing the communication setting of today's social world. The emergence of social media is significantly influencing the academic life of students. In recent years, institutions and academicians are continually trying with social media technologies hoping to excite critical thinking skills, collaboration, and knowledge construction, aim at strengthening the growing knowledge about the influence of social media usage on students with a view to enhancing their learning and academic development; the study revealed that Social media contributes to the academic development of the secondary school students under study. The findings of this study are therefore discussed bearing the objectives of the study in mind.

However, during the research, the study assessed the students' level of awareness of social media (as presented in tables above) on percentage and average basis, and found out that the students of SS1 and SS2 in the secondary school under study performed averagely in their academic activities. This isevident as 26 of the students in SS1scored

within the average marks of 40 and above. Also, the result shows that the 23 students in SS II had an average score with 14 of them scoring above average in the above mentioned class. It is fair to say that based on data gathered, the students do not only depend on new media because they want to connect to others, but also used these platforms to gather academically relevant information. The respondents affirmed that facebook platform based on its original design, allows users to get up to date information concerning school relationship, between students, school happenings, and class activities from their classmates and sometimes their teachers. Hence, it allows the viewing of profiles, instant messages, photo comments and editing, private messages, and wall posting. Social media enables the creation of large social network between students, their teachers and the school management board, and this also can improve students' academic and social needs since there is a workable channel of participation and interaction between the students and teachers (See table 10).

The study also through descriptive statistical tools,determinedhow social media use affects students' academic development.Technology has changed the way people interact and has brought about the emergence of an open social platform such as social media that allows the inhabitants of this planet earth to connect with each other making the world a global village. Social media such as Facebook, Twitter, Google Plus, and Flicker, are being used in learning for the purpose of convenient communication with other students and potentially with others outside the class such as students of the same topic and subject experts. The advent of social media has impacted significantly on how students learn and the mode instructors teach (Boateng and Amankwaa, 2016).

In view of the above, the study revealed that most students in RimiCollege in SS I and SS II affirmed that social media influence in academic development is positive. This is evident as 58.7% (88) of the respondents (students) agreed that the social media has

influenced their academic performance positively. Also a total of 69.3 (104) respondents indicated that the use of social media enhances their ability to access materials of academic importance through the aid of social networking. The above result shows that social media is an essential tool for academic development and has improved performance in both secondary and tertiary institutions. Boateng and Amankwaa (2016) corroborate that, social media applications can strengthen class material and positively influence discussions in collaborative work and authoring.

On the teachers' views regarding social media sites, findings from this study revealed that teachers had similar views on the influence that the social media have on their students as seen from the above discussion. Some teachers emphasized the positive aspects of the social media with the idea that it enables the students to be exposed to what is happening globally, it helps them to gain more knowledge, to be entertained, to socialize with friends, to be enlightened, learn the new technology, another means of communication and enables the child to be independent and not relying on only class teaching.

The research was able to collect and calculate subject grade scores of each student for statistical analysis in order to see whether reliance on social media can improve students' academic development.

The research findings showed that majority of students are computer literate (100.0%) and have access to the internet and as a result, most of them spend multiple times daily online, which is indicated by 64% of the respondents in this study. Based on this fact, the study revealed that majority of the students performed averagely and above average respectively. However, the result also shows that the students of SS II and SSIII performed better that those of SS I and this is indicated by the number of students who performed above average in the above mentioned classes (see pages 49-53).Suggestions

also came from respondents that schools should react to negative activities by students during school hours whenever they are caught.The Focus Group Discussion provided some valuable information concerning this theme. Some of the participants felt the main barriers preventing them from using Social Media to a largeextent in the learning process was inadequate infrastructure, lack of sophisticated technologies, time and discouragement from some teachers. A participant pointed out that some teachers are not social media 'friendly', hence do not have interest in using it for academic development. In addition to the issues of blurred boundaries, one of the challenges presented by the use of social media identified by this work among the SS1-3 students of Rimi College is high level of distraction, laziness, fun catching, sharing of inappropriate images/videos/audios, unnecessary `chatting` and lack of uninterrupted access to the Internet services by the students.

Some participants in this research said that when used for good intention, it contributes a lot in the learning process, but when negatively used, due to its features one can be distracted by the number of options and vast materials available in it, which can prevent them from being focused on their studies.

Furthermore, a sizeable number of the respondents held a positive view on the influence that the social media have on their studies. The respondents indicated that via the social media, students can be abreast with the new technologies thereby helping them to know what is happening around the globe and acquire more knowledge. For example, a site called "Pass Now Now" exposes students to new science and arts findings. Also, through these new technologies, students can study different materials, identify goals they want to accomplish, know how these goals, task and challenges can be approached in their academic development, and they form new association of learning within themselves.

CHAPTER FIVE

5.0 CONCLUSION

5.1 Introduction

This chapter includes a summary of the study, conclusion, recommendations, highlights of the research findings and areas for future research.

5.2 Summary of the Study

From the study conducted, it can be deduced that respondents had different views concerning the benefits of social media. This view varies along the line of social media usage, purpose and exposure.It was against this background that this research was undertaken to assess the influence of social media on the academic performance of the senior students of Rimi College. The researcher used primary tools such as Questionnaire and Focus Group Discussion to achieve the objectives of the study. In order to achieve this, the study set out some objectives which include;investigating the level of awareness and knowledge of social media by the senior secondary school students of Rimi College; also, determining through descriptive statistics tools, how social media use can affect students' academic development. Lastly, determining by collecting and calculating subject grade scores of each student for statistical analysis to see whether reliance on social media by the said students can improve students' academic development.

To achieve these objectives, the study used quantitative and qualitative to gather data from the research instruments such as the questionnaire and Focus Group Discussion, which was analyzed in chapter four.

The study also confirms that the new communication technologies have contributed to learning processes both positively and negatively.

However, some of the participants of the FGD agreed that the internet has become a basic need in their daily activities while studying in secondary school. Furthermore, they expressed their desire to maintain their use of the social media even after completing their secondary school studies and will also encourage others to take advantage of the internet as a means of learning and educational development.

For the researcher to have reasonable and first hand responses from the students, simple questions were asked in the questionnaire and during the FGD to allow for close assessment of how the students perceive and make use of social media for academic development. The use of social media to boost academic activities and also seek solutions for challenges was also checked within the scope of the study. The possibility of Twitter, Facebook, Youtube, 2go to contribute to educational pursuits was also reviewed in this research. The following findings therefore emerged from the research.

5.2 Key Findings

a) The students are aware of social media trends and are involved in using social media for various functions; which include browsing to get educational materials for their academic development.

b) The students own one type of phone or the other for social media activities which they find more interesting and convenient to use due to its portability.

c) The respondents have basic skills in terms of the new technologies, so they use their smartphones for many functions that make learning faster and easier.

d) The research discovered that one of the benefits social media offers to its users is that, it gives opportunity to students that cannot ask questions in class to ask online.

e) Social media due to its potentials contributions, it influences the students positively and negatively depending on the purpose of usage.

f) Social media also posed alot of challenges to students e.g, it promotes lazinessand habit of “cut and paste” amongst students, brings distraction and addiction to sites in some cases. Not all students can afford smartphones or subscribe for data plans.

5.3 Recommendations

i. This research suggests that as books and teachers are no longer seen as the only sources of information for study and learning, government should boost computer laboratories with state-of-the art technologies, free subscriptions and more training and retraining of teachers especially those that have not yet tapped into the ICT (Information and Communication Technology) world.

ii. Also, there is need for secondary institutions to include in their school syllabuses, Information and Communication Technology (ICT), and to equip their computer laboratories with the new technologies in order to enhance learning process, which will createa digital enabling environment that will boost the learning activities in order to achieve the outlined aims and objectives.

iii. Despite social media’s contributions to education in the learning process, due to the dangers posed by social media, schools and parents should introduce safety measures such as ikeepsafe (app), Internet Nanny, V-Chip and Rating systems to curtail negative contents. Paralert which monitors children’s activities online.

iv. Educators should start thinking and planning in such a way that they can establish good synergy between social media components and new technologies and come up with well-designed system of learning at the secondary school level. However, it is imperative to have focused syllabuses that connect the potentials of social media to ease access, involvement and learning in a way that

students will be the utmost beneficiaries. This will give both the teachers and students ample opportunities to understand and practice the ethical uses of social media.

v. The Guidance and Counseling Department of Rimi College should incorporate the teaching of online safety in its scheme so as to make it mandatory for every student to learn.

5.5 Conclusion

In this age of the Internet and social media, change has occurred. There is a shift not only in the technology itself, but also in how communication activities are being carried out. As knowledge is power, so also information is power. This is so because the new media as a medium has pavedthe way for the accessibility of information, so, power to effect change becomes available.Information is shared commonly amongst people from all walks of life via the new media. Today the new technologies have taken over many aspects of our daily activities. Therefore, it is important to study the new media use because it reveals much about how communication patterns are changing or evolving as young people incorporate new media into their lives. This study is examining the rate of young people's use of new media at school and in their homes and its attendant implications.

This study examined how Rimi College senior students use the new media in relation to their school activities. The students used as a case study in the course of this research helped to unveil the use of social media, benefits and challenges to achieve the objectives of the study. The participants were able to look at many angles in the new media debate and also to look at themselves to understand why and how they used the new mediaof theirchoice. These students were able to offer astute and intelligent

responses due to their knowledge on the subject of new media. Perhaps the most fascinating finding was how these groups of students were able to distinguish both the negative and positive aspects of social media in the learning process.

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APPENDIX I

DEPARTMENT OF THEATRE AND PERFORMING ARTS
FACULTY OF ARTS
AHMADU BELLO UNIVERSITY, ZARIA

Dear respondent,

I am a postgraduate student of Development Communication, Department of Theatre and Performing Arts, Faculty of Arts, Ahmadu Bello University Zaria. I am conducting a study on the topic: "*The Influence of Social Media on the Academic Performance of Senior Secondary School Students"*:A study of Rimi College, Kaduna. Kindly tick as it applies to you. All information shall be treated confidentially and purely for academic purpose.

Thank you.

Williams Yakubu

QUESTIONNAIRE

SECTION A: DEMOGRAPHIC DATA

(1)Age:_____ (2) Sex: Male [ ] Female [ ] (3) Religion _____
(4) Class of Student(a) SS1 [ ] (c) SS2 [ ] (f) SS3 [ ]

SECTION B: STUDENTS' KNOWLEDGE OF ANY SOCIAL MEDIA SITE

(tick[√] *as many as possible)*

(5) Are you computer literate? (a) Yes [ ] (b) No [ ]
(6) Do you have knowledge of any social media site?

		Twitter	**WhatsApp**	**Youtube**	**Facebook**	**2go**
7	Which of the social media are you registered with?					
8	How many internet accounts do you have?					
9	How many hours do you spend on social media daily?					

(10) How often do you log in and use Social Medianetworking sites? (a) Once daily [ ](b) Multiple times a day [ ] (c) Few times weekly [ ] (d) Few times monthly [ ](e)Rarely [ ]

(11) Which of the following do you own and use for social media activities?
(a) Desktop [ ] (b) Smartphone [ ] (c) Laptop [ ] (d) Notebook [ ] (e) iPad [ ]

(f) Others (please specify) _____

(12) How much do you spend averagely on social media a week? ₦_____

(13) What do you use social media majorly for? *(Tick as many as possible)*
(a) Chatting [ ] (b) Online calls [ ] (c) Sharing of audio and visual files[ ] (d) Sharing pictures [ ] (e) Searching for materials for class assignments [ ] (f) Bullying [ ] (g) Studying Maths [ ]

(h) Studying English Language [ ]

(14) Which subject(s) do you mostly study while online? _____

_____

(15) Do you receive and submit assignments online? (a) Yes [ ] (b) No [ ]

(16) Do you interact with your teachers on social media platform?

(a) Yes [ ] (b) No [ ]

(17) Social media has made it easy for you to interact with your classmates and teachers whenever you are not in school? (a) Strongly agree [ ] (b) Agree [ ] (c) Disagree [ ] (d) Strongly disagree [ ]

(18) How has the social media influence your academic and social development?

a. Positively [ ]
b. Negatively [ ]
c. Positively and negatively [ ]
d. All of the above [ ]
e. Others (please specify) _____

(19) What are the benefit derived by students that use social media technologies for their studies?

a. It exposes the students to educational materials even beyond what is taught in the class [ ]
b. It helps students to have broader knowledge concerning education [ ]
c. It Gives opportunity for students that cannot ask questions in class to ask online [ ]
d. It helps students to know new methods of learning styles [ ]
e. helps students to associate with fellow students easily [ ]
f. Others (please specify)_____

(20) What are the challenges you face using (being exposed to) social media as a secondary school student?

a) It encourages laziness sometimes (some students don't read well for examination/assignment, they do alot of cut and paste.
b) Young children are always addicted to sites due to some social media contents
c. Some students cannot afford sophisticated phones
d) It causes distraction in the classroom where students uses smart phone
e. Aside academic work, students learn bad habits due to exposure to social media contents.

(21) Suggest other possible ways in which the Social Media can enhance students' academic performance in your school _____

_____

_____

APPENDIX II

FOCUS GROUP DISCUSSION (FGD)

Introduction

Good morning gentlemen, teachers and students. The aim of this Focus Group Discussion is to know your perception on social media, i.e. the positive and negative aspect of social media, its influence as regards academic pursuits by students. This study is to assess the influence of social media on senior secondary school students on their academic performance. Also, we shall look at what we as students have gained from these new technologies, the changes it has brought academically and socially, is social media employed in our formal classrooms teaching? If yes, what role does it play in the academic pursuits of our post-primary school students? What are the benefits and importance of these technologies to our students? Do you think social media is responsible for poor performance in your school? Is it true that social media has reshaped and redefined our lifestyle and institutions of learning? This is where our discussion will commence. Please feel free to express yourselves.

Venue: Rimi College, Kaduna
Date: 2017
Time: _____

Thank you for your anticipated cooperation.

Williams Yakubu

Appendix III

Summary of the Focus Group Discussion

Are you a registered member with any social media?	10%
Social media gives students more access to education materials	09%
Social media is responsible for students' academic performance (positively/negatively?	07%
Is social media employed in formal classroom teachings in Rimi College?	01%
Have these new technologies improved your studies?	08%
It offers another channel for new learning	06%
Social media has changed the way students learn, interact and socialize	07%
Gives room for interactive discussion and social development	10%
It is beneficial to students	08%
It has a lot of challenges	06%
Total	**72%**

Appendix IV

The new face of social interaction







Appendix V



The researcher and the Students from Rimi College, Kaduna during a Focus Group Discussion session (March 2017).



An SS3 student contributing to the discussion on the use of Social media inschool during the FGD session (March 2017).

Appendix VI



The researcher and the Students from Rimi College, rounding up the Focus Group Discussion session (March 2017).



One of the Teachers who processed the Senior Secondary School Students'raw results