

**ASSESSMENT OF INFLUENCE OF SOCIAL MEDIA ON SELECTED
SECONDARY SCHOOL STUDENTS IN ZARIA, KADUNA STATE**

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DECLARATION

I declare that the work in this Thesis entitled “Assessment of Influence of Social Media on Selected Secondary School in Zaria, Kaduna State” has been carried out by me in the Department of Sociology. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this Thesis was previously presented for another degree or diploma at this or any institution.

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Signature

Date

CERTIFICATION

This Thesis entitled “Assessment of Influence of Social Media on Selected Secondary School in Zaria, Kaduna State” by Akoh Grace Utewnojo meets the regulations governing the award of the degree of M.Sc Sociology of the Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

I dedicate this research work to Almighty God who saw me through my years in school and also in memory of my late Daddy, Elder, Hon Samson SanniAkoh whose death is Everly fresh in my memory, May his soul rest in perfect peace.

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My acknowledgment goes to God most high who has seen me through this year in school, He alone deserves the praise.

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TABLE OF CONTENTS

TITLE PAGE.....	Error! Bookmark not defined.
DECLARATION	ii
CERTIFICATION	iii
DEDICATION	iv
ACKNOWLEDGMENTS	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	viii
ABSTRACT.....	ix
CHAPTER ONE:INTRODUCTION	1
1.1Background to the Study.....	1
1.2Statement of the Research Problem	6
1.3Research Questions	8
1.4Objectives of the Study	8
1.5Significance of the Study	8
1.6Scope of the Study	9
1.7Definition of Key Terms	9
CHAPTER TWO:LITERATURE REVIEW AND THEORETICAL FRAMEWORK	11
2.1 Introduction.....	11
2.2 Globalization and Social Media.....	11
2.4Types of Social Media Sites Secondary School Students are exposed to.....	23
2.5Social Media and its Effects on Students.....	24
2.6 that Motivate Students to Use Social Media.....	32
2.7Theoretical Framework.....	34
2.8Research Hypothesis.....	36
CHAPTER THREE:METHODOLOGY	38
3.1Introduction.....	38
3.2Location of the Study.....	38
3.3Population of the Study.....	39
3.4Sources of Data	39
3.5Sample Size and Sampling Technique.....	40
3.6Methods of Data Collection	41
3.7Methods of Data Analysis.....	42
3.8 Problems Encountered in the Field	43

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA	44
4.1 Introduction.....	44
4.2 Socio- Demographic Attributes of the Respondents.....	44
4.3 Extent to which Secondary School Students Use various Social Media Sites	47
4.4 The Influence of Social Media Site on Secondary School Students.....	50
4.5 Motivating Factors that Influence the Use of Social Media Site	57
4.6 Hypotheses Testing.....	59
4.7 Suggestions on Proper Use of Social Media.....	64
4.8 Discussion of Key Findings	67
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	70
5.1 Introduction.....	70
5.2 Summary of Major Findings.....	70
5.3 Conclusion	72
5.4 Recommendations.....	73
REFERENCES	75
APPENDIX 1	80
APPENDIX 11	83

LIST OF TABLES

Table 1: Sample Distribution of Students in the Six Senior Secondary Schools-	41
Table 2 Socio-Demographic Attributes of Respondents- - - -	45
Table 3 Views of Respondents on whether they Use Social Media Platform -	47
Table 4 Types of Social Media Sites Used by Respondents - - - -	48
Table 5 Frequency Using Social Media Platform - - - -	49
Table 6 Length of Time Spent on Social Media Sites Per Visit - - - -	50
Table 7 Views of Respondents on how they Gain Access to Social Media Network -	51
Table 8 Views of Respondents on how they Source for Money to Subscribe- -	51
Table 9 Positive Effects of Social Media on Students - - - -	52
Table 10 Negative Effects of Social Media on Students - - - -	54
Table 11 Reason for Using Social Media Sites - - - -	57
Table 12 Relationship between Types of Social Media mostly Used and Sex ofStudents- - - - -	59
Table 13 Relationship between Age of Students and Types of Social Media Used-	59
Table 14 Relationship between Religion and the Type of Social Media Used- -	60
Table 15 Relationship between Sex of Respondents and Frequency of Used of Social Media Sites- - - - -	61
Table 16 Relationship between Age of Respondents and Frequency Used of Social Media Sites- - - - -	61
Table 17 Relationship between Religion of Respondents and Frequency of Used of Social Media Sites-- - - - -	62
Table 18 Relationship between Access to Social Media Sites and Age of Respondents- - - - -	63
Table 19 Relationship between Religion and Access to Social Network- - -	63
Table 20: Response of Respondents on Ways in which Negative Behavior can be Controlled on Social Media Platform - - - - -	65

ABSTRACT

This study assesses the Influence of Social Media on Secondary School Students in Zaria, Kaduna State. The essence of this study was as a result of how much secondary school students are involved in this virtual world of social networking in Nigeria and the effects of these sites on students. The specific objectives of this study includes knowing the types of social media secondary school students are exposed to; to know the influence of social media sites for students, motivating factor that influences the use of social media and proper ways of using social media among selected secondary schools in Zaria. A review of related literatures on the effects of social media on students was done so as to fill the gap others literatures failed to cover. The study adopts rational choice theory. A mixed methodology was used which is surveyed and in-depth interview. For the survey method, the data was obtained through the use of questionnaire, of which the researcher administered 250 questionnaires to the selected secondary school students. For the in-depth interview, 4 class teachers and 2 principals were interviewed. Furthermore, probability and non-probability sampling techniques were adopted by random selection of 3 schools from the two educational Zones in Zaria and purposively interview 4 class teachers and 2 principals from the selected schools in Zaria. The finding shows that the negative effects of social media outweigh the positive effects, the negative effects are distractions from studies, it exposes them to juvenile delinquency, lack of privacy, poor grammar and spellings, procrastination, indecent dressing, use of foul words, internet fraud, school violence, disrespect for elders, suicide and exposure to pornographic sites etc.

Also, the findings reveal that despite the negative effects of social media sites, they attested to the fact that social media broaden their knowledge on different subject matters. Again the study reveals that the majority of students used social media sites mainly for socializing. Further finding shows that the majority of secondary school student's login to their preferred sites on a daily basis. In line with this, the study recommends that most negative aspects can be controlled by reducing the amount of time spends on social media sites. There is a need for parents, teachers and the school authority to monitor their children's activities closely to know what they do with their time; this will go a long way in reducing secondary school students' exposure to activities that will affect their behaviour negatively. Parent should avoid buying internet enable phones for their children in secondary school since it has been identified as one of the motivating factors that influences their use of social media. Also, school authorities should intensify effort to checkmate the kind of phones their students bring to school, and when they use it for lack of strict regulation in schools encourage the students to use the chat even during classes.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The act of interacting with others, of being social is a lifestyle process which is carried on as society itself changes. Interacting with one another is an age human activity which implies the relationship between human being and its social environment. Interaction has long existed before the invention of technology and this technology has changed into a new structure of the society. The process into this new technological age is what brought about the internet and social media in particular. Historically, newspapers were the most common of all media, but today, internet is regarded as one of the important element of modern society which cannot be ignored. We have a large community including a majority of youth and teenagers who use the internet for only social media (Boyd *et al.*, 2013).

Social media sites first existed as an invention created in 1975 known as email, which is still used today. However, social media has advanced into using a profile to give information about user such as sharing of stories, photo as well as messaging to communicate with others. Now social media has become popular in 2004 when facebook was launched.

Internet was felt in Nigeria after the evolution of telecommunications especially after 2001 Digital Mobile Licensing (DMC) round by the Nigerian Communication Commission (NCC) opened up the sector. Access to telephone became more profound and soon internet flagged off purely on commercial levels when several ISPs had the political and financial wills to open up for businesses, after due licenses by the NCC.

In Nigeria today, the number of social media user has grown from a pitiful 100000 in 2004 to more than 7million in 2010 (Akpore, 2013). He further stated that access to social

media has grown with the reality of Blackberry and other modern devices deployed for internet connectivity, the number of users was doubled by the end of 2014. With the increasing rate of social media usage, it becomes necessary that they be education about the problems and risk associated with the internet and social media in Nigeria (Abimbola, 2014).

Social media is one of the breakthroughs in information and technology in the 21st century because it facilitates the creation of different platforms of social interaction. It sprouted from the internet as a tool for publishing and also for connecting and supporting communication so much that it has become an increasingly popular component of our everyday lives in today's globalizing society (Pempek and Calvert; 2008). Social media are now one of the most significant and online tools for communication that links people together all around the world. It is an addiction to the online communicators that already affecting the human life. (Boyd, 2006).

Shrestha et al. (2013), referred to Social media as a means of connections among people in which they create, share, exchange information and ideas in virtual communities and network. This is in line with Asian (2010), who described social media as a virtual place where people find themselves and share vital information. For the purpose of this study, Social media is defined as an online location where people can interact with others about information, entertainment, news and which will be their own choice and creation.

The rise of social media sites has gained popularity in the world over the decades now, the sites have attracted millions of users world-wide. These users comprise of business, academia and governments. The concern of putting social media to use is those categorized as juveniles who are characterized by exploratory tendencies capable of subjecting them to both positive and negative values prescribed by culture, society and religious beliefs. For instance, about half of all the youths in countries like Britain, the

United State, Russia, the Czech Republic and Spain, where social media adoption was greatest are used because of its diversity. Social media are, for instance politics, social, academics, religion, sports, and romantic platforms (Boyed and Ellison, 2007). Due to this fact, many people in the world are changing the outlets where they search for news, information, business and entertainment. These social media sites let those who use them to create personal profiles while connecting with other users.

The earlier intent of social media is to facilitate communication; a lifelong process which continues as people and society change. According to Heald (2008), communication entails the interaction between human being.

The adoption of social media in the affairs of African people and Nigerians in particular is the provision of (among other things) opportunities and unlimited access to information across persons, countries and race. The social media operate on the internet, it has brought a popular revolution to the communication sector, such that persons irrespective of age and size have access to information and communication needed for business transactions, government activities, educational institutions, family life, social groups and the society at large. In other words, social media has made available such tools used for information sharing and interactions among different people. In the educational institution, social media has been adopted as one of the ways through which knowledge is shared with various students of different backgrounds. It has made it easier for people, especially the young, to have access to information and track friends. Significantly, however, it has revolutionized the way social interactions take place. For instance, through it, people seeks and enjoy the companionship of others online (Ibrahim, 2012). Social media has no restriction to membership and can be operated through mobile phones and computer devices.

The goal of social media is to encourage new ways of communicating, sharing information and providing equal opportunities for all members including secondary school students. Among the most popular social media sites includes: 2go, Friend wise, Friend Finder, e-buddy, Facebook, Chat, Nimbuzz, Orbit, YouTube, Classmates, Nayapals, Netlog. The most recognized ones in Nigeria are WhatsApp, Myspace, Skype, Facebook, Twitter, 2go, Friendster, Blackberry messenger and so on (Embi, 2012). The lack of restriction to membership with few instances that considerations are made on common languages, religious, sexual, nationality-based identities are not enough on the chain of socialization of the juvenile group, of which majority are in secondary schools in Nigeria, as reported in the 2006 national population.

Secondary school refers to intermediate between elementary school and college, which usually offer general, technical, vocational or preparatory. These groups are between the ages of 11-16 years. Research findings by Lenhart and Hitiling (2005) revealed that secondary school students log on 10 times more daily and engage in a variety of social behaviour including doing school work, playing games, downloading music, text message and chatting with friends. There are other negative use such as visitation to porn sites, lying and the use of the platform for fraudulent activities. Some use it to exchange ideas, feelings, personal information, pictures and keeping up with the latest events, socializing, gaining knowledge, learn about different and popular opinions and engaging in online dialogue with the human being in face to face happenings and for academic purposes.

The concern is therefore enormous to consider the positive and negative sides of social media sites. Lusk (2010) posits that online communities can accord students' academic assistance and support through access to virtual space which students can explore with friends having similar academic needs. Brdolf (2007) reported that students who may be reluctant to speak up in class find blogs and other interactive internet tools rewarding. On

the other hand, Wang, Chen & Liang (2011) showed that social media use is negatively associated with academic performance because about two-third of the students investigated were found using social media while in class or doing homework which distract and is detrimental to their performance. According to Kalpidon, Castia& Morris (2011), social media websites such as Facebook, YouTube and Twitter, has gained popularity, they are increasingly dangerous as they create models to students to procrastinate while trying to complete homework and assignment any time they log on. In a survey of 102 students, 57% stated that social media has made them less productive. The dynamics of social media on secondary school students has influenced their attitudes and behaviour. For instance, Loving and Ochoa (2010) reported that social media sites have proven to be universally addictive for secondary school students who tend to spend a considerable amount of their time maintaining social connections, making new acquaintances and broad base of friends during class hours thereby reducing the amount of time they devote to studies, learn from the societal norms and values that mould their characters.

In Nigeria, there has been concern about the possible effect of browsing on students' lifestyle, communication as well as their behaviour. Many parents are worried over their children's habit on Facebook and other social media sites because they are of the opinion that their children now hardly have the time for themselves and other responsibilities. Oji (2007) noted that the growing incidence of students using the internet not necessarily for academic's purposes, but for antisocial activities is increasing at, an astonishing rate. Worried parents quote delinquencies like fraud, pornography, blackmail, racketeering and so on as social crimes that their children are engaging in and they believe it negates all their hope for the prosperous future of their children.

According to World Internet Statistics (2012), of the total of 170,123,746 internet users, it is estimated that 5,860,240 are youths who used social media. This knowledge makes it important to undertake a study on the assessment of influence of social media on selected secondary students in Zaria Kaduna State in order to reveal its sociological implications.

1.2 Statement of the Research Problem

Social media sites have brought many positive implications to human life. The idea of the global village has been translated into reality through these sites by connecting millions of people from all around the world. Most of these media sites are designed to fulfil all aspects of life which include fashion, politics, music, sport, education amongst others. Social networking sites are modern interactive communication channels through which people connect to one another, share ideas, experiences, pictures, messages and information of interest. Social media is indeed a fascinating one for Nigerians, especially the youths. This is not surprising as it is generally acknowledged that the youths by nature are more disposed to social communication technologies. Social media sites such as Facebook, WhatsApp, 2go, Badoo, Myspace among others, provide instantaneous access to information to youths at all times. In the same vein, almost two third of the youths in Nigeria use social media to connect to millions of people all over the world.

Notwithstanding the benefits of social media on youths, it has inadvertently given rise to moral decadence in Nigeria, especially among secondary school students. Ibrahim (2012) points out that students sometimes abuse the socializing tools by neglecting the informative and educational benefits that social media has to offer instead Nche (2012) reveals that one of such exhibitions affects matters of immorality displayed by youths in our schools today. Things they learnt not from school nor parents, but from social media because it has no restrictions. As a result, the issue of cyberbullying, fraud, pre-marital sex, homosexuality, lesbianism, examination malpractice, truancy, rape, alcohol abuse,

school violence, drug abuse, texting, pornography, privacy, terror group, membership to secret cult and abuse of numerous kind are easily subscribed to and this would affect their behaviour, academics and social life as whole.

Akintunde (2001) observes that student's behavior is the most important aspect of his life to teachers, parents and society because their behavior portray the image and the name of the family in the sight of the community. This explains the reasons why most parents work hard towards bringing their children up to live reputable lives. Sum (2008) asserted that the closeness of secondary school students to social media network has made them develop new sets of behaviour as a result of peers and groups they found online. According to Long (2012) the decay affects child-parents, Students –teacher and weaken school tie relationship. Solanke (2012) cited that social media has derailed the attitudes of secondary school students as they no longer have respect for elders.

Habitually, these students are also seen moving along the streets with their mobile phones and other technological devices constantly and even in the face of a disaster in which people are maimed, injured or killed, youths rather than coming to rescue only care about taking pictures or recording of the disaster and the victim with their phones then upload their images on YouTube, Facebook or any online forums.

Social media has made some students in Nigeria, especially secondary school students to become careless in terms of dressing and develop poor writing skills because they use abbreviation in text messages, poor reading culture as a result of hours they invest in Face booking, prone to disasters, accidents, distracted from their studies and responsibilities to themselves, their families, teachers, friends and communities.

The aforementioned should not be allowed to continue because it will affect the entire fabric of the future generations. What can be done to remedy this trend, how can the gap observed by dearth in literature on the influence of social media on academics, as well as

the behavior of secondary school students with emphasis on Zaria /GiwaLocal Government be bridged.

1.3 Research Questions

1. What type of social media sites are secondary school students expose to?
2. What is the influence of social media on secondary school students?
3. What are the motivating factors that influence the use of social media?
4. What measures can be put in place to curb the negative influence of social media on secondary school students?

1.4 Objectives of the Study

The aim of the study is to assess the influence of social media among selected secondary school students in Zaria, Kaduna State Nigeria.

The specific objectives of the study are:

1. To find out the type of social media sites secondary school students are exposed to.
2. To know how these media sites has influenced secondary school students.
3. To examine the motivating factors that influences the use of the social media.
4. To recommend some measures on the proper use of social media.

1.5 Significance of the Study

The research provided an enhanced view on how social media sites such as Whatsapp, Facebook and 2g can be used as a medium to source for vital information that could be used for academic activities instead of chatting and whiling away time. This study enables proper regulation to be stipulated with the aim of censoring contents posted on these media sites and also will benefit the readers by increasing their knowledge on the influence of these media sites on education. This research was conducted to know the

level of exposure of students to these media sites and how it has helped their lives as a young adult.

It also serves as raw materials for other researchers in the covered area and other related areas. Lastly, this study contributed to the existing body of knowledge on the relationships between the variables under study.

1.6 Scope of the Study

This study focuses on the assessment of influence of social media among young people, particularly secondary school students. The study took place in Zaria, Kaduna State. The study looked at the social media effects on student's academic activities as well as their behaviour. The target population for this study is secondary school students comprising of SSS3 students within Zaria metropolis was due to the fact that most, if not all are exposed to these sites. The researcher was unable to cover all the social media sites due to time and financial constraints. It was limited to the media sites such as WhatsApp, Facebook and 2go. As a result of this, only schools in Zaria and Sabon-Gari Local Government Areas were covered.

1.7 Definition of Key Terms

Facebook: Facebook can be defined as one of the new social networks which provide users with the mix of interpersonal and mass communication capabilities that have not existed before and which place emphasis on interactivity and mobility (Paxson,2010).

2GO: 2go is a social networking site that enables users to chat through their mobile phones. It is a chat and instant messaging application. There are different chat rooms on different topics which are opened for users to join and discuss about issues of live and also socialize with others. (Retrieved July 2015 from www.goggle.com).

Influence: Oxford dictionary defined influence as the effect something has on the way persons think or behave or on the way that something works or develops. Influence is

also described as an action exerted by a person on another to cause change. For the purpose of this study, influence is defined as a person or thing that affects the way a person behaves and thinks.

Social Media: Social media is referred to as internet based applications that build on the ideological and technological foundations of web which allows for creations and exchange Kplan (2010). They are referred to internet-based social web sites like Facebook, Myspace, Twitter and so on which allows users to interactively communicate with one another Ikpe and Olise(2010).

Social media can be described as web –based and mobile technologies which are used to turn communication into interactive dialogue between organization, communities and individuals (Adaja and Ayodele, 2013). For the purpose of this study, Social media is defined as an online location where people can interact with others about information, entertainment, news and which will be their own choice and creation.

Students: According to oxford dictionary, students is defined as a person who is studying at school, university or college. It can also be referred to a sets of individuals studying in order to acquire education. For the purpose of this study, a student is defined as a person who is studying at college.

Whatsapp:Whatsapp can be defined as a messenger is a proprietary, cross platform instant messaging subscription for Smartphone and selected feature phones that uses the internet for communication. Individuals who use this can send themselves images, audio, video media messaging and their location using integrated mapping features(retrieved July 2015) www.google.com. (Research work)

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This section will review relevant literature in line with the research objectives on the assessment of influence of social media on secondary school students in Zaria. This chapter is divided into two sections which are literature review and theoretical framework. The literature review will further be sub divided into the following: Over view of internet and social media, the types of social media sites secondary school students are exposed to, the influence of social media on secondary school students, the motivating factors that influence the use of social media by students. While one theoretical frame work will be employed in this research.

2.2 Globalization and Social Media

Globalization is a process of economics, social, cultural and political activities crosses national boundaries. Information Technology acts as catalyst to globalization because it facilitates faster transfer of information and increased networking activity that amplify the effect of globalization. With globalization, the world has now become a global village where businesses and communication can take place across distance within seconds, these changes affects people both at local and global level.

Information and communication technology has a great impact on globalization because it linked the world into a global village as internet and social media changes the way people communicate. Discovery of this new idea exponentially grows. Thus, the technology has rapidly developed in the 20th century and has even grown faster in the 21th century. Distance disappears with new technologies. Since the advent information technology, people are provided with more access to information which has directly or indirectly improve our means of communication among people

The internet has revolutionised the computer and communication world like nothing before. The invention of internet set the stage for unprecedented integration of capabilities. The internet is at once a world –wide broadcasting capacity, a mechanism for information dissemination and a medium for collaboration and interaction between individuals and their computers without regards for geographical location. The internet which was originally limited to scientific communication network developed for United States Government to support projects within the government and universities research is known by everyone today (Shola, 2004).

Dominick (2011) stated that the United States Department of Defence developed a network in 1960 known as Advanced Research Project Agency Network (ARPANET) with the aim of establishing means by which coordination and communication of military activities can be monitored as well as protecting the national security in the face of attack. At about the same time, the Local Areas Networks (LANs) was created. The LANs was a software that enabled computers to be linked and it also contained the internet protocol program. Many of the LANs were also connected to ARPANET, allowing the network to grow even more. (Kamat, 2012).

From the early 1970's further innovations appeared, such as electronic mail applications, which expanded the possibilities for communication. Other networks paralleling ARPANET were also established such as the UK's JANET (Joint Academic Network) and the US's NSTNET (belonging to the American National Science Foundation) (Yar, 2006). By using common communication protocols, these networks could be connected together forming an inter-net, a network of network. As it grew during its first few years, ARPANET enabled researchers at a few dozen academic institutions to communicate with each other and with government agencies on topics of mutual interest. However, with the highly controversial Vietnam War in full swing, ARPANET's e-mail facility began to

handle not only legitimate Research discussions but also heated debates about United States involvement in Southeast Asia (Morley ,2007). Dominick (2011) describes the internet as network of computers. It is a system that combines computers from all over the world into one big computer that you can operate from your computer, the connections among these networks can be ordinary telephones lines, microwave, fiber optic cables which is built specifically for this purpose. For instance, the phone system, when a call is being made from Canada to London, the call is routed through several different phone networks in different parts of the country. Nobody cares what route it takes or which company handles it as long as the call gets there. This applies to the internet. The internet's seemingly chaotic structure arouses from somewhat fractured history.

The internet is the largest and most well-known computer network in the world. It is technically a network of networks, since it consists of thousands of network that can all access each other via the main backbone infrastructure of the internet. Typically, individual users connect to the internet by connecting to computers belonging to an Internet Service Provider (ISP) a company that provides internet access usually for a fee. ISP computers are continually connected to a larger network called a regional network which in turn is connected to one of the major high speed networks within the country called a backbone network. Backbone networks within a country are connected to each other and to backbone networkstogether they form one enormous network of networks called the internet.

The internet provides a powerful and versatile environment for business, education, culture, entertainment, health care and public health etc. People that communicate with each other electronically may not have the same platform. Cross-platform means that people do not have to use the same kind of operating system to access files on a remote system. An important factor regarding internet access is bandwidth, which determines

how much data a connection can accommodate and the speed at which data can be accessed.

Audu (2006) citing Ojedekun (2001) revealed that internet has many benefit in the academic, business, culture, entertainment, health and public circle as it provides a round clock access to global sources of information. It also gives researchers the ability to discuss and share experiences with colleagues.

Oyewole and Obeta (2002), highlighted a number of interesting services that the internet offers. Some of which are:

a. Information: Through the internet one can have access to vast information on any subject imaginable. The internet can offer immediate and richly detailed information about event in other countries that could not be in any way obtainable.

b. Electronic Mail (E-mail): The internet offers a means whereby messages can be sent to other individuals very fast. It is a way of sending message or letter from one computer to another. With electronic mail, one can exchange message with other people you have never met, swap data files, pictures or spreadsheet with friends or mail commercial information and data around the world. Email works in the same way as the ordinary postal mail except that it is faster.

c. Online Shopping: The internet provides an avenue to exchange goods and services. Business organization use the internet to market their products and services. It is also used for auctioning.

d. Entertainment: The internet is a rich and varied landscape for leisure. It has thousands of games, movies, music etc.

Ayo as cited in Ititimet'al (2012) described internet as 'a provoking collection of computer networks that spans the globe connecting government, military, educational and commercial institutions as well as private citizens to a wide range of computer service resources, and information thus reducing the world to a global village. 'The internet can be perceived as rich, complex, ever-changing textual environments that provides several opportunities for the academia.

Evans (1996) as cited in Ititimet'al (2012) described the internet as a live constantly moving theoretically borderless, potentially infinite space for the production and circulation of information. Muniandy (2010) stated that the internet brought about positive change to academia, government, business world, students and instructors, who teach students to learn, work, communicate and play. The internet when used appropriately can close the educational gap.

Terry (2002) observed that as a result of the evolution of new media technologies, there are expansions of activities beyond boundaries of particular nation States. The internet shortens the distance between people all over the globe through electronic communication which consists of dozens of services that provides activities such as keyboard to keyboard, chatting, voice conversation, storage and retrieval of files. In addition, Young Media Association (2007), listed the positive gains the internet has brought to the world. Which are:

- Facilitation of job search and employment.
- Accessibility to research information for education and businesses.
- Rural integration.
- Enhancement of trade and commerce.
- Sharing of resources and ideas.

- Enhance communication.

According to Asemah (2009: 50), the internet is becoming an important source of news in as much as there are some individuals that rely on broadcast television and newspaper as their main source of news, in essence research concerning the effect if internet is said to still be in the early stage. Researches have been carried out to prove that the social networking involvement and internet usage has been contradictory. A survey in 1988 of online users revealed that individuals used the internet more and spend less time on family members, and friends which leads to loneliness and depression (Bellis, 2014). Another survey was carried out in 2000 by the pew internet and American life project who disagree with the above statement. The research which was carried out reported that the internet is a very important factor in sustaining and strengthening family ties. It was proven that most internet users use the e-mail to connect or reach out to their loved ones. (Bailey,2010).

Morley and Parker (2007), also stated that internet can be used for a variety of purposes such as exchanging e-mail and instant messages, participating in discussion groups, chat sessions and video-conferences, downloading software and music, purchasing goods and services, accessing computers remotely and transferring files between internet users. According to Castells (2002 inYar 2006), government have seized the internet as a tool for political communication; the State can mobilize it to inform citizens, while citizens can also be drawn into a consultative process whereby they voice their opinions, need and concerns through mechanisms of online consultation for example it was used during President Goodluck Jonathan 2011 Presidential campaign. More pragmatically, political parties and political organization (such as pressure groups) have used the internet for purposes of campaigning and recruitment. The internet has also been seen as a means for stimulating citizen's participation and involvement in civic life at the Local level (Carter,

1997). Wong and Wong (2005 in Broadhurst and Grabosky, 2005), in their essay on Cyberspace Governance and Internet Regulation in China stated that the internet has brought people closer together in a virtual world, transcending geographical distance, time, zones, social gaps and cultural barriers.

Cyber Atlas (2003), cited that the increasing computer ownership and access to internet has changed the lives of millions of people who get online on a daily basis at home, at school, at work and other locations such as cafes. They go online to send / receive e-mails, chat, and research for school or work, download music and other activities. Broadhurst (2005) gave the statistics for internet users for different countries in the world, for instance United States has about 166 millions of people, United Kingdom 143 Millions, Japan 56 Millions, China 46 Millions, Turkey 2.5 Million and Columbia 1 Million.

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Individuals can access the internet through an Internet Service Provider (ISP) which is a company that connects a subscriber to the internet and usually charge a fee or through a commercial online service. Once the user/individual is connected to the internet he can make use of the variety of tools used in the exchange of information freely.

Internet was felt in Nigeria after the evolution of telecommunications especially after 2001 Digital Mobile Licensing (DMC) round by the Nigerian Communications Commission (NCC) opened up the sector. Access to telephone became more profound and soon internet flagged off purely on commercial levels when several ISPs had the political and financial wills to open up for businesses, after due licenses by the NCC.

In Nigeria, the number of internet user has grown from a pitiful 100,000 in 2004 to more than 7 million in 2010 (Akpore, 2011). He further stated that access to internet has grown with the reality of blackberry and other modern devices deployed for internet connectivity, the numbers of users will be more than double by the end of 2011. With the increasing rate of internet usage, it becomes necessary that there be education about the problems and risk associated with the internet (Abimbola, 2014).

In modern society, it is hard to imagine the internet without social media. Social media is inevitable as it has become part and parcel of our lives that we cannot truly discuss any segment without referring to social media. It's better to accept it because it has actually come to stay. It is a topic of discussion in today's world being amongst traditional media and a large range of youths and teenagers. In a simple term, social media is a web 2.0 of media that allows one to be social online by sharing pictures, media contents with people all over the globe (Taprial and Kanwar, 2012).

In August 1983, the internet Relay Chat was produced by Jarkko Oikarinen. It's a forum of chatting, originally designed for group chatting which allows interpersonal communication through private messages as well as chat and data transfers. At this time, people started using the hash tags (#) and the at signs (@) and began tweeting their real life updates. The uses of the IRC usually share links, keep in touch their global network the same way twitter is being used today. The IRC gave birth to the instant messaging system called ICQ which was founded by four Israelis in 1996. The IM technology helped

develop the emotional icons of the social media with the Avatars which were used to express oneself. These social media is what gave birth to the social networking of today. Today, social media has substantially changed the way organizations, communities and individuals communicate with one another (Taprial and Kanwar, 2012).

Dominick (2011), is of the opinion that telephone was the first social medium used to keep in touch. The evolution of the phone from a simple static device to a dynamic force of nature started with the advent of 'phreaking' a slang term coined to describe a culture of people who studied, explored and experimented with telecommunication during their spare time. The phreaking era came into existence in the early 30s. The prankers and hackers might be earliest social media explorer that went on to build 'boxes' that were homemade electronic devices which could generate tones allowing them to make free calls and gain access to the back end of the phone system, in this regard, hacked cooperate voice mail system called codeines were used to produce the first real blog or podcast.

According to Taprial and Kanwar (2012), the Usenet resembled the BBS in many respect and is the precursor to the various internet forum being used today. Usenet was a worldwide distribution of internet discussion system conceived by Tom Truscott and Jim Ellis who initiated in 1980. Here, the users could read messages to more than one category called newsgroup. The users could past and read messages on local services. Today internet forums occupy much of the same social and technological spacer as BBS's did and the term BBS is often used to refer to any online forum or message board.

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Kassotokkis (2013) cited that most of our offline social activities and events are now linked up to one social media site or another. Social media are online service, platform or sites that focus on building and reflecting social relationships among people who for example share interests or activities. He further stated that social media comprises a representation of user (often a profile), his or her social links and provide means for their users to interact via the internets, such as e-mail and instant messaging. The Merriam Webster dictionary online defines social media as forms of electronic communication as web sites for social networking and micro-blogging which users create online community to share information, ideas, personal messages and other contents. In other words, all web based application which allows for creation or exchange of user- generated contents and enable interaction between the users can be classified as social media which could take different forms. Social Media is an extension and explosion of traditional word of mouth networks which has always been the most effective and trustworthy means of disseminating information (Power, 2012). Kaplan (2010) also defined social media as a group of internet based applications that build on the ideological and technological foundations of web which allows for the creation and exchange of user to generate content. Marr and Kassotakis reveals that over the years, the use of globe social media tools has increased fourfold and greater.

Tobin and Baziel (2008) have supported that social media have blast and revolution when they asserted that every other person in the world using internet is using social media sites (p17) confirming this with statistics, a Jue, Marr (2010) research cited in Ohiagu (2012) revealed, 25 percent of the globe online population has joined social sites .Describing the social media growth, Dominick (2013) cited that Facebook for example have about 500 million user in (2012).He further explained that about half of all the youth in the countries like Britain, Spain, United States, Russia, Czech Republic now use Facebook and similar web sites. This sites are also popular in many developing countries. For instance, Nigeria total population of 170,123,740,5860,240 number of Nigerian now use Facebook, Burundi and Chad with similar population of 10557259 and 19975,648 respectively 37,040 and 36940 number use used Facebook as of 2012 (World internet statistics, 2012).

The most popular social media sites in the world includes: Facebook, Twitter, Youtube, Blackberry message, Myspace. In contrast, other unfamiliar social media sites are Travelocity, Stumble upon, Friendster, Live journal,H15,Xanga.Evans (2010) further grouped the social media sites into the following:

a. Social media sites: Myspace, Whatsapp, 2go, Blackberry and Facebook.

b. Social media news:DiggReddickt, News vine, Kristy and Ball Hype.

c. Social booking sites: Delicious, Magnolia and Digg.

d. Social sharing sites: YouTube and Flickr.

e. Social events sites: (eventful, meet up, and upcoming) Micro blogging, Blogs and wikipidia.

Ikpe and Olise (2010) noted that social media by their nature are diverse of social change, organization and national development.Awake (2012) observed that social media as a new communication technology is used to disseminate information to heterogeneous audience without constraint of time. Adaja and Ayodele social contributes immensely in the

enhancement of social bonds and relationships and it meets all the social needs of man as a gregarious animal. Similarly, other authors agree that social media serve as easy source of information for academic purpose. According to Nova (2011), many roles are executed by social media to them, social media has wide ranging functions that has become imperative in a person's day to day life and that life without social media is beyond imagination.

Ikpe and Olise (2010), highlighted the key roles played by social media. Some of which are:

a. Communication: Social media is one the most sophisticated, reliable, cheap, accurate, speed, portable and efficient communication tool in the history of communication. It turns the entire world into a single social community which is more aptly known as global village with the more interactive technology involved in this form of communication. Social media has the freedom of communicating at ease without directly facing the responder, unlike in the face to face communication or the so called interpersonal communication.

b. Collaborate. Collaboration is off the charts. Today, it is very common that almost all people get involved in social media chats, blogging and hanging out of Google talk .One can state his conversation by his post with or without the support of multimedia content and it will circulate among the closed group.

c. Engaging: Everyone in one way or the other engages themselves in social media simply to keep in touch with loved ones. Some do that to avoid loneliness.

e. Entertain: Social media is one of the new medium that offers the audience great entertainment. It enables users to get all sorts of multimedia content, thereby dispelling all the limitations which otherwise are possessed by each of the traditional media.

f. Monitoring: Social media gives clearer picture of the situation in real time.

g. Maximize: Social media usage makes people excited and have the capability of letting people work with ease.

2.4 Types of Social Media Sites Secondary School Students are exposed to

Communication media whether pen and paper, phone calls, Facebook, or Twitter can exacerbate or alleviate the perils of teenage life, or even do both at the same time. But today's social media has the potential to amplify age-old anxieties and rites of passage in ways that yesterday's communication media did not by opening once-private exchanges for an entire school to see, adding photos and videos to words, allowing an entire community the chance to comment on what is seen or heard or said online, and by maintaining a permanent record of all those interactions (Boyd, 2007).

Yoon (2000), observed that the types of social media or network subscribed to by a teenager such as Facebook, Whatapp, 2go and Myspace exerts influence on him or her to visit the internet.

Using social media like Facebook and Twitter has become part and parcel of modern adolescence. According to Boyd (2007) 90% of all American teens have used social media, three-quarter of them have a social networking site, and nearly one in three teens visit their social networking profile several times a day or more.

According to Boyd (2007) almost all teenagers in America and all parts of the world today have used social media. Nine out of 10 (90%) 13- to 17-year-olds have used some form of social media. Three out of four (75%) teenagers currently have a profile on a social networking site, and one in five (22%) has a current Twitter account (27% have ever used Twitter). Facebook utterly dominates social networking use among teens 68% of all teens say Facebook is their main social networking site compared to 6% for Twitter, 1% for Google Plus, and 1% for MySpace (25% don't have a social networking site).

For the vast majority of teens, social and other digital communications media are a daily part of life. Two-third (68%) of teens text every day, half (51%) visit social networking sites daily, and 11% send or receive tweets at least once every day. In fact, more than a third (34%) of teens visits their main social networking site several times a day. One in four (23%) teens is a “heavy” social media user, meaning they use at least two different types of social media each and every day (Turkle, 2011).

Some research has focused on young people whose social media use has led to anxiety or estrangement from family and friends (Turkle, 2011). While other researches have highlighted those teens for whom social media use has facilitated important connections and amazing accomplishments (Ito, 2010).

Given how pervasive the social media is today, many parents, educators, and other adults are deeply interested in the role of these media in the lives of teens. Some are optimistic about the potential benefits of social media for learning, development, and creativity. Others are concerned about the negative impact these media may have, especially when it comes to teens’ social and emotional well-being.

2.5 Social Media and its Effects on Students

The educational sector has gained tremendously with the introduction of these sites. According to Anthea (2008) teachers could use Facebook to set up groups that semi formalize students’ to online communication and discussions. Teachers and students use the sites to enhance knowledge for better understanding of a particular content.

Education could be referred to as an act of learning which could be formal or informal. It can also be an act of acquiring knowledge. People believe that the social media can be a form of distraction to students’ academic performance and others believe that it has helped in broadening their scope in the educational sector.

According to Joseph (2013) social media helps the students to analyze, retain and share information among them and as they do all these, they are developing some certain skills and also these information is more than videos, pictures, and gossips. They also share and view information outside the four walls of the classroom.

Ban quail et al (2001) also observed that since the advert internet libraries has witnessed low patronage. As a result, students prefer using internet for assignment rather than library .Rouis,et al (2011) stressed the act of procrastination and cramming rather than studying as a result of social media usage among students. He further cited that students also show the act of procrastination and cramming is now part of the students as a result students cram their note as a way of acquiring high score.

In a study to find out how social media affects students reading habit, a research was carried out on the students of Visayas College in Malaysia. It revealed that more than 69% of students' reading habit remained the same. While 25% of them reported a decrease, 6% reported that due to the social media, their reading habit increased. They are of the opinion that since a large percentage of the students' reading habit did not reduce, then social media is of a good advantage (Baran, 2012). Mbachua (2011) pointed out that Nigeria is rated as not reading nation as the illiteracy continues to increase on a daily basis. He also cited that as the saying goes "a white man said that if you want to hide anything from a black man, hide it in a book". In other words, social media sites are taking the great part of students reading hour.

Power (2012) believes students now use social media sites such as Whatapp, 2go, Facebook, Twitter, thereby sacrifice their reading time. Gonzolez examined that every youth in the world belongs to one social media site. That as children get older, they spend more time using the computer for various things like playing online games, and interacting with friends as well as posting their location. The educational system is trying

to catch up to make the school curriculum interesting and engaging. The story here is that by changing at least if not all the curriculum to adopt some social media activities like collecting incremental rewards for completing various tasks. The educational system will be relevant and interesting and even comfortable for the students with the “ramification” of culture. Teachers, Professors and Academicians routinely use blogs to write about the world of education and invite comments from colleagues all over the world.

Tiffany et al (2009) opined that media sites distract the attention of students and divert them towards non-educational skills, unethical and inappropriate actions like meaningless chatting, time killing by random section and not concentrating on meaningful things. These social network addicts become useless for parents, friends and other associated people since they are so addicted to these social networks, they sometimes pay no attention to what the future holds for them and means of advancing in their careers.

Lampe (2012) is of the opinion that students consider these sites as an entertainment tool thus paying more attention towards it than their academics thereby allowing education to be boring for them. He further went by explaining that even though these sites give them social skills, it has nothing to do with their academics. Cohen (2007) pointed out that although these social media sites can be used for educational purposes, they cannot completely replace the study process faced by students in the academic curriculum.

Dura et al (2013) however believes that students who frequently engage in social media lack the ability to manage their time and that the influence social media has on these students is complex. Most importantly, while it entertains them, it also helps in doing research (Hargittai, 2012). D’Agostino (2013) believes that students who are involved extensively in the usage of these sites do not pay attention to their academics in most cases.

Kirsthner and Karpinski (2010) conducted a research to detect the direct relationship between Facebook usage and their academic achievements. Among one hundred and forty-eight (148) college students, it was found that Facebook users had a lower grade and non-Facebook users had higher grades.

Researches have shown that the percentage at which teenagers use these media sites is increasing by the day. They are mostly for their daily activities, information gathering amongst others, compared to older generation where Television and Newspapers were their only source (Lewis, 2008).

Shah et al (2001) suggested that student users who are affected by the internet is determined by the kind of media site they are exposed to. Oskovei (2010) is of the opinion that the internet has a lot of advantage to both students and teachers if well used as a tool for knowledge, creation and dissemination. Bailey (2012) is of the opinion that negative effects have taken place from social media interaction. The practicality of instant communication that these sites afford is a huge breakthrough in technology. These sites makes it easier and faster to get across to friends instead of writing letters to each and every one of them.

Muzzy (2012) is of the view that in as much as it has made it easier to get in touch with friends, teenagers nowadays depend on messaging rather than talking which is a huge gap because its distracting them from face to face interaction which is a breakthrough in vocabulary.

Crosby (2012)in an article on the 'effect of social media on teenagers' opined that teenagers do not learn proper communication and conversation skills due to the presence of social media. Researchers have shown that middle school, High school, and College students who used Facebook or other networking sites at least once during a 15 minute period get lower grades.

There is some negative effect of social media on teenagers and most of these comes as a result of neglect of parents. It's either; they are unaware of the issues happening online; they do not want to interfere in their children's' social lives or some modern parents are afraid to take a stand in their children lives. (Crosby, 2012).

Students, who attempt to multi task, checking social media sites while studying, show reduced academic performance. Their ability to concentrate on the task at hand is significantly reduced by the distractions that are brought about by Facebook, whatsapp, 2go amongst others (Asemah, 2009). One of the major disadvantages of these media sites is that they are too commercialized with little educational value, and access to materials that parents might not want their children exposed to. However, teachers and students have seen many benefits (Deore, 2012).

Social media sites have caused a lot of harm for their users-individuals, families, groups and students. Most of these users especially secondary school students, these days, prefer to communicate through the sites rather via face to face contact or oral communication, thus, making social media sites their preferred socializing forces. Banniger (1937) opined "that social media has gradually replaced interpersonal communication among students". According to sherry Turkle, the founder and director of MIT initiative on technological and self via Wikipedia 2011 stated "networked, we are together but so lessened are our expectation of each other that we feel bitterly alone". And this is the risk that we come to see each other as objects to be accessed and only for the parts that we find useful, comforting or amusing.

According to Ayanni (1993) just as family, social media is one of the key factors generating anti-social behaviour among youths. He further explained that social media transmits both positive and negative aspects of behaviour. Ahmed (2011) reported that social media site such as Facebook, Whatapp, 2go, Twitter and so on

contribute immensely to anti-social behaviour by glorifying and given instructions in crime. Shoola also pointed out that one of the harm constituted by social media is cyber or E - crime. In Nigeria, perpetrators of this crime who are commonly referred to as “yahoo yahoo boys” take advantage of e-commerce system available on the internet to defraud victims who are mostly foreigners thousands and sometimes millions of dollars. Similarly, Ayanni (1993) cited that they fraudulently present themselves as having particular goods to sell or that they are involved in a loan scheme project. They may even pose to have financial institutions where money can be loaned out to prospective investors. In this regard, persons and organization are duped or have fallen victims. In the same vain, Ahmed reveals that these may not be the only techniques used by these cyber-criminals, there could also be others which the research intends to unravel.

Olaide and Adewole (2004) observed that a sizeable number of cyber-criminals in Nigeria fall within the youthful age. They further stated that the youths at present have discovered different ways of using the social media sites in doing different types of criminal activities. Sesan (2010) pointed out that many young Nigerians, like youths everywhere, are unfortunately on the wrong side of the economic divide. He stated that many of them either lack any serious engagement or are greedy to imitate the flashy people they see on television which they have now adopted as mentors and these age bracket who are the main perpetrators are usually found among Nigeria youths.

A recent survey revealed that 20% of teens have sent or posted nude or seminude photograph or videos of themselves (Gifford, 2008). Similarly, some teens who have engaged in sexting have been threatened or charged with felony charge. She further stated that the consequences of such behavior on teens includes school suspension for perpetrators and mental health conditions for the victim.

Sesan(2010) stated that social media sites encourages copy right infringement which has always remained a serious case in dealing with social media sites especially about the video clips for instance on YouTube. Users without considering the terms can easily upload or watch any kind of video clip.For instance, Viacom sued Youtube claiming one billion dollar for uploading 160 thousand videos belonging to Viacom without their permission.

Furthermore, Fisher (2011) revealed that social media allow users to simply share as much information. People can lose their jobs or friendship over leaking information on social media sites. He posits that even when users have privacy settings of the highest level, their information can still be passed on by someone on their friend list. It doesn't take anything for an angry follower to copy and paste a status or download a picture if they are looking for revenge. Eze (2012) showed that there are a number of scammers on social media sites who may try to steal or use your personal information. Information that can be used for potential crimes such as identify theft or fraud. For instance, in the case of late Cynthia UdokaOsokogu who was defrauded and killed in August 2012 by two people she met through Facebook. She further explained that the habit of adding friends or sending message among youths without having a second thought of the consequences had led many falling victims.

Barker (2011) opined that social media constitutes a problem of indecent dressing, especially among youths, that is if not all of these social media sites often provide room for youths to upload and share pictures and equally for entertainment in which some of the so called trendy mini-female clothes are advertised to users. All these exposure has really influenced the mode of dressing all over the world particularly among Nigeria youths.

Again, Ani (2002:2) has observed that sexual immorality has become the talk of the day in the country as one is regarded as the greatest by the number of sexual partners he/she has.

As a result, premarital sex, homosexuality and lesbianism are no more vices among youths. Nche (2012:21) cited that through social media sites, social ill that erstwhile were strange and alien to the indigenous norms and values, are becoming increasingly common among youths, especially students. For instance, in an interview by the News Agency of Nigeria (NAN) in Lagos Nigeria on 26th may 2012, Mr Bright Gbalahan cited in court that emanated from connection on Facebook, in which complainant alleged that he came in contact with a friend on Facebook who invited him over to his house, on reaching the house MrGbalahan continued, the complainant discovered that the man in question was a gay who wanted to lure him into that the act.

Baker (2012) noted that on social media sites are predators and stalkers when youths complete their online profile, they typically give away much of their personal information. Any of their friends can have access to their full name, birth, school and even their recent location. Not only is it possible for someone to look through your profile, they could also steal your identity. Nche 2012) also observed that social media sites like face book and twitter create an illusion of families and intimacy on the internet, as a result many people may be inclined to share information on which they would have preferred to be private.

Baker (2009) found that social media have gained popularity over the past decades, people have been spending excessive amount of time on the internet in general and social media in particular. This led researchers to debate the establishment of internet addiction as an actual clinical disorder. Sans (2009) observed that social media sites can affect the extent to which a person feels. In a news week Article, JohnnahCombatt elucidates that social media sites like Facebook and my space may provide people feeling alone. John T cacropo, a neuron scientist at the University of Chicago, claims that social media can foster feelings of sensitivity to disconnection which can lead to loneliness. This he calls the social media contagion effect.

Odebunmi (1990) elucidates that the negative effects of current social media upon the minds of the youth within the Nigerian society are of alarming rate. He further explained that WhatsApp, Twitter, Facebook all leave their impact on the lives of Nigeria youths. That the introduction of Facebook has made a mockery of the whole idea of morals among youths. Sani (2010) revealed that many parents and schools are no longer in control of what their children watch online. Baker (2009) agrees that children imitate the acts of aggression of their models especially if the models is powerful.

Umekachikalu(2013) has elaborately observed that many Nigeria youths seem to have lost moral value as a result of the gross obsession with the world of social media. Umekachikalu further pointed out that Nigeria youths have unfortunately been turned into on lookers in terms of disaster with no concern or regard for dying lives desperately in need of help. In this same vein, Mfor(2007) reported that the advent of social media in Nigeria has brought about the loss of sense of dignity among young people in the name of being the first to know, forget sacredness of human life that were known with. Olaide (2012) discovered that nowadays in the face of a disaster in which people are maimed or killed, youths rather than coming to rescue only care about taking pictures or recording the disasters and the victims with their phones and then upload the images to Facebook or any online forums. For example, June 2012 Dana Airline crash in Ije- Ishega, Lagos, when thousands of young people residing in the area rushed to the scene, instead of rescuing the people in the plane, they began to use their phones to take pictures of the dying plane crash victims. In the same climax almost hundreds of people were burnt to death after an oil tanker caught fire in river state. Nigeria.

2.6 Factors that Motivate Students to Use Social Media

According to Boyed (2007) there are many factors that motivate students to use social media. In a research carried out by ChristiaNet(2012), he pointed out that social media provides

an outlet for teens to express themselves in their own unique ways. Kenneth (2006) cited that youths are motivated to use social media site to keep in touch with family members. Amada (2006) opined that two third of all social media users cited family as their major reason for the use of these tools. Similarly, Nicole (2007) agrees that social media helps them to keep up with existing friends and reconnect with old ones. Seven out of ten users said that they use social media to connect with current friends while half of the youths agreed that they use social media sites to connect with their old friends. Plant (1996) agrees that students consider these sites as a way of sustaining their friendships and they can also overcome the geographical limitation of association, while 82% use the sites for their academics. Amada (2006) cited that in United States, the findings are similar, the research found out that social media sites facilitate youths to update others about their activities and whereabouts, similarly youths report that number of individuals in their contact list is important because it is often used as an indication of being socially involved with others.

Kenneth (2012) stated that youths are involved in use of social media sites because of social interaction with peers. It provides a forum for learning and refining socio-emotional skills, thus through interaction with peers, youths learn how to cooperate and satisfy their growing needs for intimacy. Similarly, others agree that social media encourages them to link to known and likeminded individuals whose profiles exist on the sites or to invite unknown likeminded individuals to join the sites and enable them to establish and maintain contact with other users. Latinos (2003) agreed that among social media users as a whole, the ability to read comments by public figures such as celebrities or politicians does not come into play as a major factor. Similarly, three quarter of users say that this play no role whatever in their decision to use these sites. Aaron (2010) stated that connecting with public figures has a relatively impact on users across a range of groups

both in American and African. Mary (2006) pointed out that 60% of Americans say that reading comments from public figures is a major factor for using these sites while 40% say that they are connect to know the latest celebrities.

Boyed (2007) observed that very few youths say that finding potential romantic partners or people to date plays a role in their use of these sites. Overall, more than eight in ten (86%) do not use these sites for that purpose at all. Similarly, most of the remainder says that the prospect of romance is only a minor factor. Most differences on this question are quite modest. For instance, men are twice more likely than women to say that finding potentials dating or romantic partners is a minor factor for using online platform (17% vs 9%) but few men saidthatit is the major factor. Olaide (2008) cited that many Americans are currently in relationships or may be seeking dating or romantic partners in any avenue (on social media sites).Among those users who identify themselves as single, separated or divorced say that romantic or dating is a major factor why they use these sites.

2.7 Theoretical Framework

Rational Choice Theory

Rational theory is a sociological theory that focuses on the framework of understanding and modelling of social and economic behaviour. It focuses on individual action by trying to understand what motivates an individual to take a particular action instead of another. The theory assumes that an individual is rational, as such, he or she take decision based on the calculation of the cost and benefit expected from that behaviour. It is believed that individuals have ends or goals towards which their actions are directed. The theory further posited that individuals have preferences or (values or utilities). However, the theory is not concerned with what these preferences or what their source are, but of importance is the fact that actions are undertaken to achieve goals that are consistence with the actors'

preference. The theory also proposes that an individual behaviour is based on the available information and probability as well as potential cost and benefit.

This theory takes account of two constraints on individual action such as scarcity of resources and institutional constraints, which determines the action of the actor. That the actor may choose not to pursue the most highly value goal if his or her resources are negligible. This theory was developed by American sociologist Edmond Hoyle 2015.

Basic Assumptions

- 1 An individual is a rational being as such their actions is based on evaluation of cost and benefits.
- 2 Individuals take action based on the information that are available to him or her.
- 3 That individuals behave based on his or her preferences
- 4 Decision making about a particular action entails choosing among available alternative
- 5 The aggregate behaviour in the society reflects sum total choice made by individuals.

Justification of the Theory

Since the theory is predicted on the assumption that individual actions are determine by the calculation of cost and benefits, it implies that the use of social media by secondary school students depends on the calculation of what it will cost them to use it and what benefit they hope to derive from using it. Individuals act based on available information. It therefore means that the information the students share about social media influence their decision to either use it or not, and the availability of these alternatives determine what type of social media the students tend to use. For example, some may choose to use

WhatsApp, other Facebook, twitter and so on depending on what they expect to benefit from it. It is also important to know that the constraints to individual action in terms of resources also determine the usage of this social media because some students may be interested in the social media but their financial capacity limits their ability to purchase an internet enable phones, while others do not have access to the internet. The institutional constraints on the other hand, checkmate the behaviour of an individual. For instance, family background of the student determines whether the student will use the social media since some parents do not allow their children to use internet enable phones. The rules and regulations of the school also checkmate the behaviours of the students because behaviour is based on calculation of cost and benefit. However, what the student hopes to benefit from social media determines the site they will use and the type of information they are looking for. As such, this determines how the social media influences them in return.

Despite the contribution of the theory it can be criticized for assuming that an individual is always rational in making his/her decision, but there are cases where students are influenced by friends to use the social media which may in turn affect them negatively.

2.8 Research Hypothesis

1. The sex of students may not likely influence extent of usage of social media platform
2. The age of students may not likely influence the social media platform that they use.
3. The religion of students may not likely influence the extent to which they use social media.
4. The Sex of students may not likely influence the frequency of using social media platforms

5. Age of students may not likely influence the frequency of their use of social media.
6. The religion of students may not likely influence the frequency of their usage of social media.
7. The age of students may not likely influence their access to social media.
8. The religion of students may not likely influence their access to social media.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter focuses on the methods that were used in collecting and analysing data for this study. This chapter provides us the detailed description of every procedure used in carrying out this study. The chapter is divided into five sections: Location of the study, sources of data, population of the study, sampling and sample size, methods of data collection, method of data analysis and problems that was encountered in the field.

3.2 Location of the Study

The locations of this study are some selected secondary schools in Zaria. These include Barewa College, Demonstration Secondary School, Christ College, Government Girls Secondary School Kongo, Government Secondary School Bassawa and Islamic flag Secondary school. Zaria is a major city in Northern Nigeria, as well as being a Local Government Area in Kaduna State. It was formerly known as Zazzau (Kaduna State Ministry of Economic Planning, 2015).

Zaria is a very heterogeneous city with 1,490,000 populations comprising of people who come from different parts of the world. The agricultural products are guinea corn and millet and the cash crop includes cotton, groundnuts and tobacco. In addition, their economic activities are predominantly small scale business such as leather work, dyeing, cap making, Blacksmithing and knitting.

There are also educational institutions in Zaria such as Ahmadu Bello University, Nigerian College of Aviation Technology, National Research Institute for Chemical Technology, Federal College of Education, NuhuBamalli Polytechnic, Nigerian Institute of Transport Technology and also Barewa College. The presence of these institutions attracted people from all works of life, making it culturally diverse. There are two

Educational Zones in Zaria, which are: Zaria Educational Zone and Giwa Educational Zones. Zaria Educational Zones cover areas like Tudun Wada, Zaria city, Turkur-Turkur, Juma, Gyallesu, Kongo, Fatika down to parts of Kwangila and it has a total number of 62 public schools and 116 private schools.

While Giwa Educational Zone covers areas like Kwangila, Bassawa, Bomo, Chikaji, Jama, Samaru, Hanwa, Muchia, Zabi, Shika and part of Giwa Local Government Areas and it has a total number of 33 public schools and 100 private schools within this zone (Ministry of Education Records, 2014). These schools were selected based on the Educational Zones in Zaria, this is done in order to ensure equal representations. For instance, schools like the Demonstration Secondary School, Government Secondary School Basawa and Christ College represent Giwa Educational Zone while Government Girls Secondary School, Islamic Flag Secondary School and Barawa College represent Zaria Educational Zone

3.3 Population of the Study

The target population for this study includes male and female cutting across SSS3 from both public and private schools. This constitutes the first category of respondents and the information were obtained through questionnaire. The second categories of respondents are teachers in charge of SSS3 and the principal. The information was gotten through in-depth-interview. SSS3 was chosen because of their curiosity almost the entire young population between the age brackets 16-24 years regularly use social media sites and SSS3 happen to fall within the age bracket of young population. The 4 class teachers were chosen because the teachers are more close to the students than the principals.

3.4 Sources of Data

The data for this research was gotten from both primary and secondary sources. The primary source of data was collected through a survey and interview. The primary sources

were respondents and informants. Primary data were gotten from students, teacher and principal from selected schools within the study area. This enabled the gathering of first-hand data from the respondents on the subject of the study. While the secondary data were gotten through documents and records from ministry of education.

3.5 Sample Size and Sampling Technique

Probability and non-probability sampling technique were used to determine the sample size for this study. For the probability, simple random sampling was used to select the schools, while purposive sampling technique was used for non-probability. Zaria metropolises were further divided into educational zones namely: Zaria Educational Zone and Giwa educational zone. Within each educational zone three schools were selected using a simple random technique which is: Government girl's secondary school, Islamic flag centre and Barewa college, Government secondary school Bassawa, Demonstration secondary school and Christ College.

In determining the sample size for the first category of respondents, the senior secondary school student population was collected from the educational zones. For the purpose of this study, 27% of the student population was taken across all schools. The reason for the choice of 27% is because of manageability of the population under study in terms of time and finances.

Table 1: Sample Distribution of Students in the Six Senior Secondary Schools

Schools	Population	Sample
GGSS Zaria	230	62
Islamic flag centre	80	21
Barewa College	250	67
GSS Bassawa	110	29
DSS Samaru	220	59
Christ College	45	12
Total	935	250

Ministry of Education Annual records (2015)

3.6 Methods of Data Collection

For the purpose of getting detailed information based on the research objectives, both quantitative and qualitative methods of data collection were used to get information. For quantitative method, data were obtained through a survey by administering of the questionnaire to the respondents. The questionnaire is an instrument used to gather information from the respondents. The questionnaire consists of different questions posed to the respondents. The questionnaire was structured in such a way that it comprised of both open ended and closed ended questions. The open ended questions allow the respondents to express their opinion about the subject matter while the closed ended questions, give respondents the option to select the appropriate answers provided by the researcher. The questionnaire was further divided into five (5) section which are as follows: Section A deals with the socio-demographic characteristic of the respondents, section B on the types of social media site secondary school students are exposed to,

section C influence of social media site on secondary school students, section D on the motivating factor that influence the use of social media site while section E dealt the proper use of social media. The reason for using quantitative methods, is to generate data in mass and therefore make generalisations.

For qualitative methods, data were obtained through in-depth interview. This gave room for the researcher to elicit detailed data from a few individuals. Key informants guide were designed to get information from the teacher as well as the principal of the school selected for the study. Within the chosen schools, two principals were interviewed while four teachers were interviewed. The reason for interviewing four teachers is because they tend to have close contact with the students than the principal. These categories were chosen because they have knowledge about the subject matter. The qualitative method was used to compliment the quantitative methods. The interview guide were drawn based on the objectives of the study and it was designed in such a way that the research can probe.

3.7 Methods of Data Analysis

Data generated for this study was analysed based on both quantitative and qualitative methods. For quantitative data analysis, data was first sorted out, the data was converted into values in a code book manually and further be transfer into a code sheet. It was then analysed with the help of a computerapplication software called Statistical package for Social Sciences (SPSS version 20). The analysis was also done through the use of descriptive statistics inform of percentages and frequencies. Data collected through qualitative method was transcribed from the tape verbatim.

3.8 Problems Encountered in the Field

In the process of carrying out this research, several problems were encountered by the researcher. Firstly, there was problem locating the schools but it was later handled by personnel's from Kaduna Zonal Ministry of education.

The second challenge encountered was gaining entry into the selected secondary schools. This was resolved by attaining another introductory letter given by Kaduna State Ministry of Education other than the letter one given by the Department as it was rejected by most of the principals. Most of the respondents were unwilling to participate but with the presence of their class teachers whom they were familiar with, however, they became willing to fill the questionnaire even though they eventually did. Some questions were left unanswered, while others were intentionally filled with irrelevant answers; for those who left some questions unanswered, the researcher had to persuade them to fill those questions while those that were rendered useless were replaced by guiding them to provide the necessary answers. The teachers serve as the researcher assistance.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

This chapter is on the analysis and interpretation of data collected on the assessment of Influence of Social Media on Selected Secondary Schools in Zaria from the field. This chapter was analyzed in line with the objectives of this study. The sub-themes include: Socio-demographic attributes of the respondents, types of social media sites that secondary school students are exposed to, Influence of social media site on secondary school students, motivating factors that influence the use of social media sites and the proper use of social media.

Both quantitative and qualitative techniques were used in interpretation of data collected from the field. Two hundred and fifty (250) copies of questionnaires were administered to the respondents and 6 key informants were interviewed

4.2 Socio- Demographic Attributes of the Respondents

This section presents the socio-demographic characteristics of the respondents. The socio-demographic characteristics of the respondents analyzed includes, sex of the respondents age, religion, class, schools, and means of accessing social media sites. The discussion is mainly based on descriptive statistics gotten from the field survey.

Table 2 Socio-Demographic Attributes of Respondents

Variables	Frequency	Percentage (%)
SEX		
Male	136	54.4
Female	114	45.6
Total	250	100.0
AGE (Years)		
12-15	51	20.4
16-19	187	74.8
20 and above	12	4.8
Total	250	100.0
RELIGION		
Islam	152	60.8
Christianity	90	36.1
Traditional	8	3.2
Total	250	100.0
CLASS		
Science	40	16.0
Art	76	30.4
Commercial	67	26.8
Technical	20	8.0
No response	47	18.8
Total	250	100.0
SCHOOLS		
Demonstration Secondary School	50	20.0
Barewa College	70	28.0
GGSS Zaria	47	18.8
GSS Bassawa	42	16.8
Islamic Flag Centre	21	8.4
Christ College	20	8.0
Total	250	100.0
MEANS OF ACCESSING SOCIAL MEDIA		
Phone	131	52.4
Computer	47	18.8
No phone	70	28.0
No response	20	8.0
Total	250	100.0

Table 2 shows the socio-demographic attributes of the respondents. The finding indicates that majority 54.4% of the respondents are male while 45.6% are females. The number of male respondents that participated in the research outweighs the female respondents because most of the females engage in other activities like domestic work than male. From the table, the respondents between the ages of 16-19 years, form the majority

74.8%, followed by the respondents between 12-15years which is 20.4%, 20 and above years with 4.8% represents the lowest age respondents. This reveals that the majority of the respondents fall within the age bracket of 16-19 years which were majorly secondary school students covered in this study.

Similarly, the data revealed that the selected secondary school students belonged to three religion group that are practiced in Nigeria .60.8% Muslim,36.1% Christian and 3.2% were African traditional religion. From the findings, one can conclude that the number of Muslimis the highest, followed by Christian and any unknown religions in Nigeria. This implies that the location of the study are predominately Muslim. On the class, the findings indicate that 16.0% of the respondents are science, 30.4% of the respondents who are in Art class, this is followed by 26.8% in commercial class while 8.0% are technical class. This shows that the majority of the respondents who took part in this study are in art class. Furthermore, on the schools of the respondents, 28.0% of the respondents were Barewa College, 20.0% of the respondents were demonstration secondary school ABU Zaria, 18.8% of the respondents were government girls secondary school kongo, 16.8% of the respondents were government secondary school bassawa and 8.4% of the respondents were Islamic Flag Centre while 8.0% of the respondents were Christ College School. Findings also reveals that majority 54.8% of the respondents used phone to access their preferred sites while 28.0% said they don't have a phone. This implies that the ability to access social media through cell phone, computer and other technological devices increases the amount secondary school students spends on these sites.

4.3 Extent to which Secondary School Students Use various Social Media Sites

This section is concerned with the types of social media sites the students are exposed to. This section examined the types of social media, access to the network, the time they access the network and the frequency in which they use the sites.

Table 3 Views of Respondents on whether they Use Social Media Platform

Variable	Frequency	Percentage
Yes	178	71.2
No	64	25.6
No response	8	18.0
Total	250	100.0

Table 3 shows the respondents views on the usage of social media platform among these selected schools in Zaria. The findings show that a majority 71.2% of the respondents use social media. This means that a large number of the respondents were able to answers the rest of the question in the questionnaire and are aware of what social media is all about.

Similarly, from the IDI conducted with one of the principal, it shows that all the respondents interviewed use social media and are aware of social media. For instance, one of the teachers interviewed when asked about what social media is all about she answers thus:

Social media produces an environment where people across the world can communicate, exchange messages, share knowledge, and interact with each other regardless of the distance that separates them.

Furthermore, another teacher aired his views as follows:

Social media is where people across the world can interact with each other within seconds of sending and receiving message.

More so, another teacher also added that the use of social media is of the increase by secondary school students and that most parents, guardian and the school authority are

now aware of the issue associated with social media and ways to control the excessive usage of this platform by this student.

In addition, a principal when asked during the IDI on how long he has been using social media states that; he has been on social media sites for a while now. This shows that virtually all the respondents are aware of the existence of social media

Table 4 Types of Social Media Sites Used by Respondents

Social network	Frequency	Percentage
Facebook	75	42.1
WhatsApp	56	31.5
2go	28	15.7
Others specify(Instagram and Badoo)	18	10.1
No response	1	0.6
Total	178	100.0

Table 4 shows types of social media platform used by respondents. Facebook 42.1.0%, WhatsApp, 31.5% 2go, 15.7% others (Instagram and Badoo 10.1%.It can be seen from the data obtained that virtually all the respondents are of the view that Facebook is a common type of SMS they used.Results from the IDI also shows other types of social media sites that are common in the study area. For instance, one teacher when asked about other social media sites types that are commonly used by students, he stated We-Chat, palm chat, twitter and Instagram.

Furthermore, students were also asked on the social media sites they used the most, the data obtained indicates that other social media sites are used but majority of the respondents mostly log on to Facebook on a daily basis.

Table 5 Frequency Using Social Media Platform

Frequent use	Frequency	Percentage
Daily	85	47.8
Weekly	55	30.9
Monthly	34	19.1
Occasionally	4	2.2
Total	178	100.0

Table 5 above shows the responses on the frequent use of social media. 47.8% said daily, 30.9% said weekly, 19.1% indicated monthly, 2.2% indicated occasionally. This indicates that majority of the respondents about 47.8% agreed to use and login to social media site on a daily base in Zaria.

The IDI conducted also indicates that most of the key informants agreed that students frequently login to their preferred site daily in Zaria. For instance, a principal state that:

Students of this age communicate most often on social media than ever before and the quest to know the latest event and keeping touch with friends, makes them to always be online.

Another interview with one of the teacher's states that:

Social media is frequently used by secondary school students. For instance, social media is now part and parcel of their daily lives. Students cannot stay in a day without checking Facebook or WhatsApp provided he/she has internet enable phone and they are connected.

In addition, another teacher aired his view as follows.

Staying connected to SMS is now a current trend by this students, when their subscriptions finishes and they don't want their friends to look at them as though there are out of vogue, just to maintain that reputation ,there can do anything just to stay connected.

The above statement shows that there's frequently use of SMS among secondary school students in the study area.

Table 6 Length of Time Spent on Social Media Sites per visit

Time spent	Frequency	Percentage
Less than 60minutes	62	34.8
1hrs-3hrs	106	59.6
4hr and above	10	5.6
Total	178	100.0

Table 6 shows respondent's views on the numbers of hours spent online. 34.8% spend less than 60minutes online, 59.6% spend 1hrs-3hrs while 5.6% indicated 4hrs and above. This indicates that each time they login, they spend not less than 30-3hrs, when related to table 6 ,it was find out that they number of hours and the frequency in which they use SMS has every tendency to affect their academics, behavior and other activities.

The IDI conducted with one of the teachers, states as follows:

The most important things for students of this age are studying and gaining knowledge to become a person with morals and character. But today the ideal learning process is seriously threatened by social media sites as students spends reasonable amount of their time on social media sites rather than studying. Students are now actively and frequently participating on social media sites at the detriment of their studies and future

4.4 The Influence of Social Media Site on Secondary School Students

This section focused on the effects of social media sites on student's this includes: Distraction from studies, low grades, low patronage of library, procrastination, low reading habit, mult-tasking while reading, sacrificing reading time for chatting, addictions to phone, inability to manage time, exposure to juvenile delinquency, effects on grammar

and spelling, exposure to indecent dressing, exposure to pornographic sites, lack of privacy wrong use of language, tools for learning, broaden educational scope learn new skills, its makes interaction easier, entertainment tools, for research and finally for sharing of information, exposure to different culture, it provides freedom for to post what I want, it makes interaction easy exposure to E-crime, it replace interpersonal interaction.

Table 7 Views of Respondents on how they Gain Access to Social Media Network

Access to network	Frequency	Percentage
Free internet	22	12.4
I pay	156	87.6
Total	178	100.0

Table 7 revealed how the respondents gain access to network. Majority 68.0% of the respondents said they pay, 32.0% said through free internet. This indicates that majority of the respondents gain access to the network by paying for it.

Table 8 Views of Respondents on how they Source for Money to Subscribe

Time	Frequency	Percentage
I used my pocket money	86	55.1
I sell after school	45	28.8
No response	25	16.0
Total	156	100.0

The table 8 revealed that 55.1% of the respondents uses their pocket money to subscribe to internet, 28.8% of the respondents uses money they get after selling to subscribe to internet. This means that majority of the respondents uses their pocket money to subscribe to internet.

In the quest to know more on how the students gets money to pay to login in their preferred sites, one of the teacher interviewed stated:

That most students do not have saving culture any more, before now, students save more money and even buy text book for themselves instead of asking their parents for money but now reverse is the case, with the advent of internet and social media in particular, most students always wants to be online, any little money given as pocket money will be use to subscribes their phone and those that have money to purchase internet enable phone can do anything just to follow the current trend.

In another interview with the teacher:

She stated that social media has done a lot to our student, recently one of our student was alleged to have stolen his classmate money and when all the necessary investigation was done, the alleged person finally admitted that he actually stole the money because he needed to subscribe his phone.

Table 9 PositiveEffects of Social Media on Students

S/No	Effects	Strongly greed	Agreed	Strongly Disagreed	Disagreed
1	It broadened my knowledge on different subject matter	83(46.6)	41(23.0%)	22(12.9%)	32(17.9%)
2	I used it to share information with my friends	39(21.9%)	60(33.7%)	55(30.9%)	24(13.5%)
3	I learn new skills	5(2.8%)	47(24.4%)	70(39.3%)	56(31.5%)
4	Its makes interaction easy	80(45.0%)	25(14.0%)	41(23.0%)	32(18.0%)
5	It expose me to different culture	41(23.0%)	35(19.6%)	70(39.3%)	32(18.0%)
6	Its connect me to a wider society	70(39.3%)	50(28.1%)	18(10.1%)	40(22.5%)
7	Its makes me know latest events around me	38(21.3%)	40 22.5%)	60(33.3%)	40(22.5%)

Table 9 shows the positive effects of social media on secondary school students. 46% of the respondents strongly agreed that social media broaden their knowledge on different subject matter, 45.0% of the respondents are of the view that social media makes

interaction easy for them while 39.3% of the respondents agreed that social media connects them to a wider society.

From the KII conducted with one of the key informant, one of the principal has this to say:

Social media sites is informative and educative because its connects our students to a larger society whereby students from all across the globe share ideas that can be useful to themselves and to the society at large.

Furthermore, one the teacher aired his views as for follows;

Yes I see SMS sites as an avenue for our students to explore a wider society outside the four walls of classroom, teachers cannot cover everything in the class room, as they interact with other students from different schools, they tends to be expose to some things that are not even thought in the class. For instance, the boy who invented Facebook was a students and he knew that it will be useful for the student.

The KII conducted also show that most of the key informants agreed that social media has many benefit to academics' activities of secondary school students in Zaria. For instance, a principal stated when asked about the benefit of social media has this to say:

Social media has brought so many positive implications to human life. The idea of global village has been translated into reality through these sites thereby connecting millions of people in respective of their age, colour, religion and race from all around the world. SMS help people to better informed, enlightened and keeping abreast development not only for the user but the society as a whole.

A teacher also aired her views as follows:Concerning the positive impact of social media sites, a teacher stated that: This generation is blessed with so many technological innovations that have made live easy for our youth. For instance, during our time, will struggle to get everything done but now with your phone one can reach out to the wider society. It's a great achievement.

A teacher aired his view on the benefit of social media among secondary school in Zaria as follows:

The benefit of social media on academics and other aspect of human life cannot be over-emphasised. SMS is one of the important means of communication in the recent times. It is faster, it informed us about our environment. To education, it has lessened the work load on the teachers, pupils have access to so many information that are not even though in school or at home, this makes the children of this age to be more expose. As regards to development, SMS, has brought so many technological innovations to our present society. For instance, one can stay in his/her room and transact a business and purchase goods online without you going to market.

Table 10 Negative Effects of Social Media on Students

S/No	Variables	Strongly greed	Agreed	Strongly Disagreed	Disagreed
1	Distractions from studies	94 (52.8)	53(29.8%)	11 (6.2%)	20 (11.2%)
2	It causes procrastination	67(37.6%)	53(29.8)	31(17.4%)	27(15.2)
3	I get addicted to my phone	90(50.6%)	70(39.3%)	8(4.5%)	10(5.6%)
4	Its leads to juvenile delinquency	23(12.9%) ⁹	8648.3	4022.5	2916.3
5	It exposes me to indecent dressing	50(28.1%)	58(32.6%)	20(11.2%)	50(28.1%)
6	Its expose me to pornographic sites	90(50.6%)	28(15.7%)	30(16.9%)	30(16.9%)
7	Its effects my grammar and spellings for instance(good “gud”)	130(73.0%)	33(18.5%)	8(4.5%)	7(3.9%)
8	Its exposes me to online abuse	80(44.9%)	70(39.3%)	10(5.6%)	18(10.1%)
9	I muit-task while studying				
10	I sacrificing my reading for chatting with friends sometimes	65(36.5%)	53(29.8%)	35(19.7%)	25(14.0%)
11	Its expose me to E-crime	28(15.7%)	50(28.1%)	40	60(33.7%)
12	Its exposes me to violence	8(4.5%)	10(5.6%)	90(50.6%)	70(39.3%)
13	Its exposes me to foul words like fuck u.	69(38.8%)	40(22.8%)	10(5.6%)	59 (33.1%)
14	Lack of privacy	35(19.7%)	11(6.2%)	67(37.6%)	100(56.2%)

Table 10 shows respondent's views of negative effects of social media, 52.85% of the respondents are of the view that social media sites distract them from their studies, 73.0% of the respondents are of the view that social media sites affect their grammar as well as spellings, 28.1% of the respondents agreed that social media affects their mode of dressing while 50.6% of the students agreed that social media exposes them to pornographic sites. It can be deduced from the above statements that social media have a negative effect on students than what is expected. One of the principal interviewed has this to say:

Social media has contributed a lot to the failure of the students, most students spent most of their time chatting, playing games and watching videos that are not important to their academic's pursuit as a result we have poor reading culture among our students today. Social media has a way of shorten things, the use of vocabulary has reduced, most students used abbreviation to communicate with their friends and right now many students now use it even during exams. Many at times most parents complain about the poor performance of their children and that teachers are responsible but they equally fail to understand the present of social media.

Another teacher aired his views as follows:

Basically SMS ought to be educative rather it has been abuse by many students. For instance, if students' login to their preferred site, they used it for other purpose such as watching pornographic videos.

The interview conducted with one of the key informant to know whether there are students who faces online abuse, the principal has this to say:

They are some many abuses people faced on social media, someone can hack into your account, gets the details of your friends and send them messages requesting for money or any valuable items from your friends unknown to you. Another teacher aired his view as follows: sexual violence is very common among teenagers. For instance, unwanted sexual comments advances. This is mostly done by male counterpart as a result, it can cause psychological problems such as anxiety, suicide and even isolation if not properly managed.

In the interview conducted with one of the teachers, she has this to say:

The use of social media sites has contributed a lot to the users, individual, Families, groups and students. SMS has remained a serious case in recent times, the issues of indecent dressing by youth is of the high increase. Recently Nigeria has faced with one of the worst dangers that are associated with SMS. The youth because of their curiosity, the idea of adding and sending message without having a second thought about the dangers of this has made people to be victim of fraud and even armed robbery. For instance, the death of Cynthia Onwkogu who was killed in Lagos by a stranger she met on one of the social media sites and many others.

Another principal aired her view as follow: Social media has a way of changing the mind of the youth, students of this age are now expose to diverse criminal behavior such as cybercrime, cheating during exams, sexual assault, poor reading habit, suicide violence, lack of respect for parents and teachers and among others.

From the KII conducted, a principal when asked whether social media affects your relationship with people around you states that:

SMS has effect on the youth as regards to their relationship with friends, teachers and parent. These days, most teenager particularly secondary school students prefer to communicate through SMS rather through face-to -face communication, these making social media their most preferred ways of communication. For instance, some children prefer to stay with their phone than to even talk to their parent.

Another teacher interviewed has this to say;

Social media is gradually replacing interpersonal communication. For instance, parents and guardians are concerned about the issue of SMS as regards their relationship with their children and that most children are busy doing one thing or the other with their phone instead of talking to their parent. One parent complains to me that she doesn't know her daughter any more that SMS has taken her away from me.

4.5 Motivating Factors that Influence the Use of Social Media Site

This section, discussed what motivates students to use social media. It covers areas such As entertainment, to reconnects with old friends, dating, and internet enable phone amongst others factors.

Table 11 Reason for Using Social Media Sites

S/No	Variables	Strongly greed	Agreed	Strongly Disagreed	Disagreed
1	Keep in touch with friends	80(44.9%)	51(28.7%)	18(11.1%)	29(16.3%)
2	Loneliness	80(44.9%)	70(39.3%)	9(5.1%)	19(10.7%)
3	Sport	57(32.0%)	21(11.8%)	50(28.1%)	50(28.1%)
4	Reconnect with old friends	85(47.6%)	55(30.9%)	34(19.1%)	4(2.4%)
5	Peer influence	44(24.7%)	51(28.7%)	62(34.8%)	21(11.8%)
6	Online dating	8(4.5%)	4(2.4%)	90(50.6%)	76(46.7%)
7	Internet enabled phone	62(34.8%)	51(28.7%)	40(22.5%)	25(14.0%)
8	Research	5(2.0%)	53(29.8%)	21(11.7%)	99(55.6%)
9	Online shopping	19(10.7%)	27(15.2%)	70(39.3%)	62(34.8%)
	Internet availability	121(67.4%)	33(18.5%)	6(3.4%)	18(10.1%)
	Entertainment/fun	100(56.1%)	32(18.0%)	15(8.4%)	32(18.0%)

The table 11 revealed majority 56.6% of the respondents are of the view that entertainment/fun is one of the reason. The interview conducted shows that most of the key informant agreed that social media ought to be a citadel of learning and showing information pertaining academics rather its use for pleasure and fun. 44.9% said they use social media because of loneliness. 45.9% said that the reason why they use social media is because they reconnect with old friend. The interview conducted with one of the teacher, when asked if social media site is used to reconnect with old friends, she has this to say: This is one of the thing that even motivated me to use social media, it has helped me to reconnect with old friends especially my secondary school friends. For instance, if you misplaced your phone, you can always get your friends back on social media site and that

is while I use it. 29.1% agreed that they use social media as result of peer pressure. This means that significant number of the respondents studied were motivated to use the social media platform because of friends.

The interview conducted, one the teacher has this to say: The motivating factor that makes one to use social media varies. The information people share about social media will motivate them to belong to any SMS platform.

Addition, another principal aired her views as follows:

one of the factor that motivate some students to verge into using this platform is because of loneliness, a child who is stickily confined to one particular place without given the opportunity to mingle with other peers can go into this adventous.

Furthermore, as for those who are kin about fashion/entertainment and sport will want to keep update with either their role model and to some, they want others to know their currents location or events.

The KII conducted with the key informant, the principal aired his views as follows: children of this age want to belong that is, they want to do anything they friends does, if they are notinvolve in the current trend, they always have one psychological problem or the other.

4.5% of the respondents agreed that social media sites is a platform for dating. This means that some of the population studied said social media is used as a platform for dating. The low response on whether they had any date on this platform is due to the sensitivity of the topic under study, however, they could engage on one currently but want to keep it private.

The KII conducted, also confirmed that social media sites is a platform for dating. An interview with one of the teacher, when asked if social media sites is used for dating, she has this to say:

Recently SMS is a place where students find a potential partner or date. It's very common among the female counterparts. For instance, you see this youth displaying their pictures, status and their current locations to attract the attention of others.

The low response on whether they have had any date on this platform is due to the sensitivity of the topic under study, however, they could engage on one currently but want to keep as private.

4.6 Hypotheses Testing

Hypothesis I: There is likely to be a significant relationship between types of social media mostly used and sex of students.

Table 12 Relationship between Types of Social Media mostly used and sex of students.

Sex	Social Media Used			
	Facebook	WhatsApp	2go	Others
Male	63%	11.2%	21.5%	3.7%
Female	46.4%	17.4%	27.5%	8.7%

$$X^2 = 12.004 \text{ Alpha level} = 0.05 \text{ D.F}=3 \text{ table } x^2 = 12.59$$

The above table shows that at the degree of freedom of 4 and alpha level of 0.05, the calculated chi square value (X^2) of 12.004 is less than the table X^2 12.59. This indicates that there is no significant relationship between sex of the respondents and the type of social media used.

Hypotheses II: There is likely to be a significant relationship between Age of Students and Social Media Used.

Table 13 Relationship between Age of Students and Types of Social Media Used

Age	Social Media Used			
	Facebook	WhatsApp	2go	Others
12-15	67.9%	3.6%	4.3%	14.3%
16-19	75.6%	15.7%	29.9%	2.9%
20 and above	53.0%	12.5%	0%	12.5%

$X^2 = 22.926$ Alpha level = 0.05 D.F = 6 table $x^2 = 15.32$.

With respect to age of students and types of social media sites used. The above table show that those in their adolescent age are likely to use Facebook on a daily basis than any other age category. For those within age 16-19yrs 75.6% have an account with Facebook.

The X^2 test shows a significant relationship between age of students and types of social media used. This is because calculated X^2 value 22.926 is greater than the table X^2 of 15.32 at degree of freedom of 4 and at alpha level of 0.05. This indicates that those in their adolescent age use Facebook as their preferred sites.

Hypothesis III: There may likely be a relationship between religion of students and type of social media used.

Table 14 Relationship between Religion and the Type of Social Media Used

Religion	Social Media Used			
	Facebook	WhatsApp	2go	Others
Islam	56.3%	13.6%	24.3%	5.8%
Christianity	55.6%	14.3%	25.4%	4,8%
Traditional	11.1%	33.3%	44.4%	11.1%

$X^2 = 3.498$ Alpha level 0.05 D.F = 6 Table $X^2 = 12.592$

From the above table it can be observed that at the degree of freedom of 6 and Alfa level of 0.05, the calculated chi square value (X^2) of 3.498 is less than the table X^2 12.592. This shows that there is no significant relationship between religion of the respondents and the type of social media used.

Hypothesis IV: There is likely to be a significant relationship between sex of students and frequency of social media sites.

Table 15 Relationship between Sex of Respondents and Frequency of Used of Social Media Sites

Sex	Frequency Using Social Media			
	Daily	Weekly	Monthly	Others
Male	53.6%	30.9%	23.4%	1.9%
Female	43.9%	30.4%	13.0%	2.9%

$X^2=4.038$ Alpha level=6 D.F =3 Table $x^2 =7.815$

As regards to sex of respondents and frequency used of Social Media Sites, the table shows that at the degree of freedom of 6 and alpha level of 0.05, the calculate $X^2 4.038$ is less than the Table X^2 of 7.815. This implies that there is no significant relationship between sex of the respondents and the frequency of used of social media that is sex does not determine the frequency of social media use by students.

Hypothesis V: There is likely to be a significant relationship between age of students and frequency use of social media.

Table 16 Relationship between Age of Respondents and Frequency Used of Social Media Sites

Age	Frequency Using Social Media			
	Daily	Weekly	Monthly	Others
12-15	35.7%	42.9%	21.4%	0%
16-19	50.0%	29.3%	17.9%	2.9%
20-above	62.5%	25.0%	12.5%	0%

$X^2 = 24.940$, Alfa level = 0.05 D.F = 6 Table $X^2 =12.592$

With regard to age of the respondents and frequent use of social media sites that between the age 16-19yrs are more likely to login on to social media sites on a daily basis compared to other category. From the above table it can be observed that the calculated

chi square value (X^2) is greater than the table X^2 . This shows that there is significant relationship between age of the respondents and the frequency of used of social media sites. This finding corresponds to World Internet Statistic (2015) reveals that, in terms of frequency of the use of social media sites, almost the entire younger population between 16=24 regularly use the social media sites and that level of education and interpersonal relationship is significantly affected by the intensity of using social media sites.

Hypothesis VI: There is likely to be a significant relationship between religion of respondents and frequency used to social media sites.

Table 17 Relationship between Religion of Respondents and Frequency of Used of Social Media Sites

Religion	Frequency Using Social Media			
	Daily	Weekly	Monthly	Others
Islam	53.9%	24.3%	21.4%	1.9%
Christianity	39.7%	44.4%	11.0%	2.9%
Traditional	0%	0%	0%	

$X^2 = 12.753$ Alpha level = 0.05 D.F = 6 Table x^2 12.592

The above table indicates that students' religion significantly has no influence on the frequent use of social media sites. The data reveals that those whose religion is Islam are more likely to use social media sites on a daily basis compared to other religion. This is because of the location of the study are predominantly Islam. Since the calculated x^2 is higher than the table X^2 test shows there is a relationship between religion and frequent use of social media sites by students.

Hypothesis VII: There is likely to be a significant relationship between access to social media sites and age of respondents.

Table 18 Relationship between Access to Social Media Sites and Age of Respondents

Age	Access to Social Network		
	Phone	Computer	Others
12-15	64.3%	28.6%	3.6%
16-19	77.5%	11.4%	34.0%
20-above	75.0%	0%	12.5%

$X^2=26.926$ Alpha level =0.05 D.F =4 Table $x^2 =9.488$

The above table shows access to social media sites and age of respondents. The findings reveals that students between the ages of 16-19 are more likely to access their preferred sites with mobile phone compared to any other age. Since the calculated x^2 26.926 is higher than the table x^2 9.488 test shows a significant relationship between means of accessing social media sites and age .This implies that access to internet enabled phone increases the amount of time spend on social media sites.

Hypothesis VIII. There is likely to be a significant relationship between religion of respondents and access to social media sites

Table 19 Relationship between Religion and Access to social network

Religion	Access to social network		
	Phone	Computer	Others
Islam	77.7%	12.6%	19.0%
Christianity	68.8%	14.3%	16.0%
Traditional	33.6%	33,3%	33.3%

$X^2=16.986$ Alpha 0.05 D.F= 4 Table $X^2=9.488$

The table indicates that religion has no influence on the means of accessing social media sites. This is because the calculated X^2 of 16.986 is greater than table X^2 9.488 test shows that there is no significant association between religion and access to social media sites.

4.7 Suggestions on Proper Use of Social Media

This part of the chapter focused on the proper use of social media. Various views were given by respondents on how issues regarding social media can be controlled, their advice to student's parents and the school authority.

Table 20: Response of Respondents on Ways in which Negative Behavior can be Controlled on Social Media Platform.

Suggestions	Frequency	Percentage
By enlightenment on the consequences of negative behaviour	60	33.7
Moral, ethics should be added in the school curriculum	25	14.0
Through sensitization	22	12.4
Don't allow those below 18yrs of age to use social media platform	23	12.9
Stop posting unnecessary videos and chips(negative media and chips)	22	12.4
Restrictions of some sites/denial of access to such sites should be enabled	10	5.6
Do not allow phone use in school	6	3.4
No response	10	5.6
Total	178	100.0

The table 20 reveals that how negative behavior can be control on social media sites. 33.7% said by enlightenment on the consequences of negative behavior, 14.0% said moral, ethics should be added in the school curriculum, 12.4% through sensitization, 12.9% said by not allowing those below 18yrs of age to use social media platform, 12.4% Stop posting unnecessary videos and chips (negative media and chips), 5.6% said that there should be restriction of some sites/ denial of access to such said should be enabled 3.4% said they should not allow phone use in school. The Table also shows that majority 28.1% of the respondents were of the view that students should be enlighten about the advantages and disadvantages of social media. This can be achieved through massive

publication on newspapers, seminars and other mass media means. The qualitative data also agreed with the quantitative data. For instance, a principal stated that:

Problems with social media can be controlled by creating a forum to educate people on the danger and effects of this platform on the academics as well as their behaviours. It is also important that users of the social media are educated too on the risk of disclosing their personnel information online.

The KII conducted with one of the teacher, she has this to say: Reading should be their priority for now, at due time, things will unfold its self.

Another teacher also aired her views as follows:

Yes, I support the idea of introducing it as a course in secondary school that are in line with what we have today. The topics that use to sacred should not be anymore and equally organise seminar for their students at least once in a month. This will catch them young and it will also be used as a means to enlighten the students on how social media should be used, the consequences of this platform on their academics as well as their behaviour.

Students was also asked on the advice to their follow students on proper use of social media, majority of the respondents 48.3% (86) said students should concentrate on their studies and forget about using social media for now, 23%(41) said students should make use of social media in a right way while 15% (26) said students should spend more time on school books and less on social media, When further asked on their advice to parents, majority of the respondents 33.1%(59) said parents should monitor their children and limit their easy access to the internet, 23%(40) said parents should advice children on positive use of social media while 16%(26) said parents should give adequate training to their children.

The KIIalso agreed with the student's response. For instance, a principal stated that:

Family is the bedrock of every society, parent have a major role to play compare to the school, if the parent do their homework well by evaluating the sites on which their

children wishes to participate to be sure it's okay for their age, that will reduce the work load on the school authority.

Finally, students were asked about their advice to the school authorities, 35.4 % (67) of the respondents advised that school authority should create/enact strong rules sanction on the usage of social media during school hour. However, 22.5%(40) of the respondents stated that enlightenment of students on the advantages and disadvantages of social media.

4.8 Discussion of Key Findings

This section focuses on the key findings from the objectives of the study and the findings of other scholar who have conducted similar studies. With respect to objective one which has to do with the types of social media sites that secondary school students use, the study shows that Facebook is the most commonly used social media site, as majority (42%) of the respondents said to be using it. This corroborates the findings of Flad (2015) that Facebook is the most exploited social media sites by secondary school students. Khan (2012) also reveals that majority (78%) of secondary school students prefers Facebook than any other social media site.

The study also revealed that secondary school students use this social media platforms on daily basis and spend not less than 1-3 hrs any time they visit the sites. This is worrisome as they spend less time on their studies or any other activities that is beneficial. This findings agrees with that of Flad (2010) that a significant number of secondary school students visits social media sites on a daily basis. A survey conducted by Pew Research Centre, also confirms this findings as 72% of high school students were reported to spend not less an hour on social media sites. This indicates how much student's community is involved in this virtual world of networking.

Relating this findings to the theory adopted for this study, it explains how the calculation of cost and benefit as proposed by the theory determines the action an individual takes,

this implies that secondary school students use Facebook because of the fun of sharing information with friends and keeping up to the with the current trends.

As regards to objective two which focuses on the influence of social media on secondary school students, the study disclosed that social media sites have more negative influence on secondary school students as it affect their on academics performance and attitudes by exposing them to sexual crime, juvenile delinquency, misdemeanour, school violence, indecent dressing, use of fouls words, poor grammar, spelling, dishonesty, suicide nuisances, poor mental conditions and among others. Even though the social media seems to broaden students' knowledge on different subject matters, its negative influence obviously out weight the positive. This agrees with the findings of Miche (2013) which reveals that students' behaviour are easily influenced negatively by social media sites. Knord (2013) and Shehu et al (2014) also found that students' behaviour are easily influenced by social media sites because of distasteful comments/post that harass their peers as well as negatively affecting the students reading habit. This implies that regular use of social media sites is a threat to their academics as well as their behaviour.

Relating this findings to the theory, we can see that the theory explains how the type of information shared on social media influences the behaviour of secondary school students since most of them use Facebook for dating and chatting with friends, the kind of information they get from these social media sites have a way of influencing them negatively as it reduces their reading habit, expose them to pornographic pictures and other criminal activities.

On the third objective which has to do with the motivating factors that influences the students' use of social media, the study revealed that most of the secondary school students are motivated to use social media in order to Keep in touch with friends and dating. This findings agrees with of Byod (2012) which states that social media is one of

the well-known platform for dating among secondary school students. Kenneth (2012) stated that youths are involved in use of social media sites because of social interaction with peers. It provides a forum for learning and refining socio-emotional skills, thus through interaction with peers, youths learn how to cooperate and satisfy their growing needs for intimacy. Similarly, others agree that social media encourages them to link to known and likeminded individuals whose profiles exist on the sites or to invite unknown likeminded

From this findings it can be observed that the theory properly explains how available information shared with friends about social media motivate them to join any of the platform in order to feel among and reconnect with old friends. Also, the obliteration of constraints by the availability of internet enabled phones also motivate students to use social media sites, since they can easily access these social media platforms from the their phones using mega bites

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of major findings, conclusions and recommendations based on the findings of the study. The research is on the assessment of influence of social media among selected secondary school's students in Zaria.

5.2 Summary of Major Findings

This research was done based on the objectives of this study such as: types of social media sites that secondary school students are exposed to, influences of social media on academic's activities, motivating factors that influence the use of social media sites and finally suggestion on the proper use of social media.

The study adopted rational choice theory that gives important views in the study based on the assumptions. It helps explain why individual are motivated to use one social media or another. The theoretical deduction reveals that the use of social media sites by secondary school students depends on the calculation of what it will cost them to use it and what benefit they hope to derives from using it. The basic assumptions of the theory include:

- 1 An individual is a rational being as such their actions is based on evaluation of cost and benefits.
- 2 Individual takes action base on the information that are available to him or her.
- 3 That individual behave base on his or her preferences
- 4 Decision making about a particular action entails choosing among available alternative
- 5 The aggregate behaviour in the society reflects sum total choice made by individuals.

Finding from objective one showed that the most commonly used social media sites is Facebook and students exploit this site on daily basis and stay connected as long as 1 to 3 hours chatting with friends this is manifested in the majority of the students use Facebook the frequency and time spent chatting as well as the duration.

From objective two the study showed that students social media has more negative influence on secondary school students, study disclosed that social media sites have more negative influence on secondary school students as it affect their on academics performance and attitudes by exposing them to sexual crime, juvenile delinquency, misdemeanour, school violence, indecent dressing and so on. . However, it was further found out that despite the negative influence of social media, it provides enabling environments where children learn things that are not thought either at home or school. The result also shows that social media sites gradually replacing interpersonal communication.

With respect to objective three which t focuses on the motivating factors that influence students use of social media, the study revealed that students are motivated to use social media based on the following factors: Peer group influences, internet enable phones, internet availability, to reconnect with old friends, entertainment for dating and the quest to know the latest. These make them anxious to join and feel among, as well as the availability of internet enable phones which give them easy access to the internet even in their bedrooms. For instance, some uses either WhatsApp, 2go or Facebook depending on the information and the benefit they tend to get.

On the suggestions on how negative behaviour on social media can be controlled, it was found out that social media cannot be eradicated from the society because it's reality of connecting people globally have come to stay, but the used of it can be minimised if the following are put in place: Students should concentrate more on their academics and

forget about using social media platform for now until they are matured to take favourable decision for themselves, parents should monitor their children and limit the easy with which the child access the internet, students should be enlighten on the advantages and disadvantages of social media and topics on social media should be introduced in the curriculum.

5.3 Conclusion

The use of social media sites is the most common activities of today's children particularly secondary school students. The idea of global village has been translated into reality through these sites connecting millions of people from all around the world. It helps people to be better informed, enlightened, and keeping up-to-date with world developments. Technology exposes mankind to a better way of doing things. It brought about Simultaneous communication of many people even at distant places promotes the creation of social capital fetching personal, professional and social benefits not only to the users of these sites but to the society as a whole

Despite the benefit of social media sites, the findings reveals that the negative aspects of social media sites outweighs the positive sides of social media sites. Social Media negatively affect academics pursuits because of time spent which doesn't relates with their academics as well as their behaviour. The study reveals that students can spend at least 1-3hrs daily on social media site. This can lead to improper behaviour like indecent dressing, juvenile delinquency, internet fraud. school violent ,poor grammar, distraction from studies ,procrastination lack of privacy and among others. For this reason, it's important that parents, school authority and government should be aware of the nature of social media sites, given that not all of them are healthy environment for children. Most of the negative aspects can be overcome by reducing the amount of time spent on social media sites, provides an ample time for face-to face social interaction, like having family

leisure time in which you discuss their studied in a relaxed atmosphere or go for excursion.

5.4 Recommendations

On the basis of these findings, the researcher intended to make suggestions and recommendations. Bearing in mind that Nigeria is evolving into technological advancements. It is important to recognise, reduction in terms of the time spend on social media sites and the types sites secondary school students visits largely depends on the family, school authority and the government. The recommendation are as follows:

1. Since students spend most of their time on social media like Facebook chatting with friends and dating instead of concentrating on their academic activities, there is a need to enlighten them to use other platforms that is more educative in order to improve their academic performance.
2. There is a need for parents, teachers and the school authority should monitor their children activities closely to know what they do with their time, this will go a long way in reducing secondary school students' exposure to activities that will affect their behaviour negatively.
3. Parent should avoid buying internet enable phones for their children in secondary school since it has been identified as one of the motivating factors that influences their use of social media. Also, school authorities should intensify effort to checkmate the kind of phones their students bring to school, and when they use it since lack of strict regulation in schools encourage the students to use the chat even during classes.
4. The study therefore recommends that there should be massive publication on posters, television and radio by the government on the impact of social media

under the law and parents should always keep a watch on the sites that their children are accessing.

5. There is need for Schoolauthority to organise educational programs and practices that can separates students from the use of social media. For instance introducing spelling competitions among schools.
6. School authority should ban the use of phone during school hours so that they don't get distracted from their primary aim.
7. Student should be enlightening about the advantages and disadvantages of social media by organising seminar for them at least once in a month or they can have it as a club which will be part of their activities.
8. It's also recommended that parents and the school authority should encourage interpersonal communication.
9. Finally, it is recommended that parents should continue to cooperate with the school authority how they can develop adequate strategy to fight frequent use of social media sites.

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APPENDIX 1
QUESTIONNAIRE

Dear Respondent,

I am a postgraduate student of Department of sociology Ahmadu Bello University Zaria carrying out a research on the **Assessment of Influence of social media among selected secondary school students in Zaria**. Any information provided will be treated confidential for academics purpose only.

Akoh Grace

Instruction: Please tick your answer appropriately.

Section A: Socio-Demographic Data of Respondent

1. Sex (a) Male () (b) Female ()
2. Age (a) 12-15 () (b) 16-19 () (c) 20 and above ()
3. Religion (a) Islam () (b) Christianity () (c) Traditional ()
4. Class.....
5. Schools:
(a) Demonstration secondary () (b) Barewacollege () (c) GGSS Zaria ()
(d) GSS Bassawa () (e) Islamic Flag Centre () (f) Christ College ()

Section B: The extent to which Secondary School Students Use Social Media Site

6. Are you on any social media platform?
(a) Yes () (b) No ()
7. If yes, which of the following social media platform do you use? Tick as many as is applicable to (a) Facebook () (b) WhatsApp () (c) 2GO () others specify.....
8. Which one do you use the most? (a) All of the above (b) none of the above (c) others specify.....
9. How do you access your networking?
(a) Phone () (b) Laptop () (c) IPad () (d) Cyber café () (e) Others specify.....
10. How frequent do you use social media site?
(a) Daily () (b) Weekly () (c) Monthly () (d) Other specify.....
11. How many hours do you spend online?
(a) Less than 60minutes () (b) 1-2hr () (c) 4hr and above ()

Section C: The Influence of Social Media Site on Secondary School Students

12. How do you gain access to the internet?

(a) Free internet () (b) I pay ()

13. If you pay, source for your money? (a) my pocket money () (b) monthly allowance () (c) I sell after school () (d) Others specify.....

How Social Media Sites Does Affects you? Tick as many as possible

S/No	Effects	Strongly greed	Agreed	Strongly Disagreed	Disagreed
1	It broadened my knowledge on different subject matter				
2	I used it to share information with my friends				
3	I learn new skills				
4	Its makes interaction easy				
5	It expose me to different culture				
6	Its connect me to a wider society				
7	Its makes me know latest events around me				
8	Distractions from studies				
9	It causes procrastination				
10	I get addicted to my phone				
11	Its exposes me to illicit acts				
12	It exposes me to indecent dressing				
13	Its expose me to pornographic sites				
14	Its effects my grammar and spellings for instance(good “gud”)				
15	Its exposes me to online abuse				
16	I muit-task while studying				
17	I sacrificing my reading for chatting with friends sometimes				
18	Its expose me to E-crime				
19	Its exposes me to violence				
20	Its exposes me to foul words like fuck u.				
21	Lack of privacy				

Section D: Motivating Factors that Influence the Use of Social Media Site

What are your reason for Using Social Media Sites? Tick as many as applicable to you

S/No	Variables	Strongly greed	Agreed	Strongly Disagreed	Disagreed
1	Keep in touch with friends				
2	Loneliness				
3	Sport				
4	Reconnect with old friends				
5	Peer influence				
6	Online dating				
7	Internet enabled phone				
8	Research				
9	Online shopping				
	Internet availability				
	Entertainment/fun				

Section E: Recommendation on Proper Use of Social Media Sites

35. In your own opinion suggest ways in which you think anti- social behaviour on social media platform can be controlled?

.....

36 What advice do you have for the student?

.....

37 What advice do you have for the parents?

.....

38. What advice do you have for the school authority?

APPENDIX 11

IN-DEPTH INTERVIEW GUIDE

1. How can you explain your level of awareness about social media?
 - a. What is social media all about?
 - b. Which one do you use?
 - c. How do you access the media?
2. In your opinion what do you think are the various types of social media commonly used by the students?
3. What do you think are the impacts of social media on academics?
 - a. Social impacts
 - b. Economic impacts
4. In your own opinion, what do you think are the roles of social media on student attitudes?
5. What ways are they beneficial to you and to students?
6. What are the possible dangers associated with social media?
7. Suggest ways social media should be properly use by our students?
8. I n your own opinion suggests ways in which you think anti-social behaviour on social media platform can be controlled?
9. What advice do you have for students?
10. What advice do you have for parents?
11. What advice do have for school authority?
12. What advice do you have for government?