INFLUENCE OF ONLINE SOCIAL NETWORKING USAGE ON ACADEMIC PERFORMANCE AMONG SENIOR SECONDARY SCHOOL II STUDENTS IN ZARIA METROPOLIS

BY

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A THESIS SUBMITTED TO THE SCHOOL OF POSTGRADUATE STUDIES AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER IN EDUCATION GUIDANCE AND COUNSELLINGIN THE DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

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DECLARATION

The researcher declare that this thesis titled "INFLUENCE OF ONLINE SOCIAL NETWORKING USAGE ON ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN ZARIA METROPOLIS" was carried out by her in the department of educational psychology and counselling under the supervision of Prof. Mustapha I. Abdullahi and Professor Raliya Muhammad Bello. The information used in the literature has been duly acknowledged in the text and list of references provided.

_____ Date:_____

AGBO Lilian Nwayiwuaku

CERTIFICATION

This dissertation entitled "INFLUENCE OF ONLINE SOCIAL NETWORKING USAGE ON ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN ZARIA METROPOLIS by Agbo Lilian, meets the regulations governing the award of Master's Degree(M.Ed) Guidance and Counselling of Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

The researcher dedicated this work to her beloved mother, Late Mrs. Rebecca Agoji Ekeocha who tirelessly struggled and made it possible for me to go to school like other people's children.

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OPERATIONAL DEFINITION OF TERMS

The following terms were operationally defined as follows;

Online Social Network:Refers to a web based network that allows users to connect, communicate and share information with friends, acquaintances, and in some cases strangers.

Academic Performance: Academic performance is the higher performance of students in mathematics and English test administered to them by the researcher during the study.

ABSTRACT

The study examined the influence of online social networking usage on academic performance among secondary school students. The study was guided by three research questions and 3 null-hypotheses that were tested at 0.05 level of significance. Descriptive research design using survey method was adopted. The population of the study consist of 5020 students which were drawn from six senior secondary students in Zaria, Giwa and Sabon Gari Local Governments in Zaria metropolis. A simple random sampling technique was used to select 10% of the population of the students consisting 502 respondents. The instruments tagged influence of online social networking usage on academic performance among secondary students (IOSNUAP) developed by the researcher and Mathematics and English tests developed by experts were used for academic performance. Descriptive statistics of frequency counts, simple percentage were used to present the demographic data of the respondent, mean score and standard deviation were used to analyse the research questions. Independent t-test was used in testing null-hypotheses one and two while analysis of variance (ANOVA) was used for hypothesis three. All hypotheses were tested at 0.05 alpha level of significance. The result indicates significant influence of online social networking usage on academic performance of male than female in Zaria metropolis. This suggests that the academic performance of the male is lower than that of the female because of the influence of online social networking usage has on their academic performance. Age bracket 12 – 14 in Zaria metropolis had negative significant influence of online social networking usage on their academic performance. This suggests that online social networking usage has negative influence on age bracket 12 – 14 years than 14-16. Very frequent users had higher negative influence of online social networking usage on academic performance in Zaria metropolis than their counter parts. This suggests that all the users had influence of online social networking usage but the negative influence is more on the very frequent users. The researcher recommended among others that counsellors should adequately mentor students on the influence of online social networking usage.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Social networking is becoming an increasing part of young generation life relative to the general humanity; students and young adults are the heaviest social net work users. The influence of on line social networking usage on the academic performance of student in secondary school is becoming an alarming issue. Karpinski (2009) observes that today's children are spoiled, love luxury, their food is overtime devouring entertainment, communication and every form of social network, electronic communicators and the first to hustle into any new technology. They live in the recent popular social networks such as facebook, 2go and whatsapp.

Anywhere you see them with friends the question is, are you on online? Students are always ready to embrace the latest technology, fashion and its electronic applications. The fact that children make use of electronic devices and are called digital natives does not make them good users of social network that are at their disposal, Social network usage may have an influence on the academic performance of students in secondary schools.

Moon (2011) agrees that the time students need to improve on their study habit, they invest their time in browsing through their cell phone or computer modem to connect themselves to face book,2go and whats app.The time they may use in doing their homework, assignment and consulting literature for their academic performance is used in social networking, posting comments, sending pictures and carrying out social activities, some students at the interest of accessing their online social network, spent the

money given to them for their school programme or material may be used to update the online social network account in order to have megabits which will enable them to go online networking while their study suffer deficiency due to lack of material and truancy in some of the school activities.

The influence of online social networking overdose is becoming traumatic among secondary school students because some who are addicted to the usage tend to display some anti social behaviour and aggressive tendencies. Students that are in secondary school are still within the range of adolescent and teenagers who are eager to exploit any latest invention and fashion to suit their youthful exhobirance. In this case social networking usage by secondary school students deserves close monitoring to ensure that it does not cause more harm than good.

Recham(2011) reported thatglobally parent are getting worried about their children displaying some antisocial behaviour, mania and aggressive tendencies, especially when approached for correction, Secondary school students enter into online relationships that will mar their lives, careers and future without the fore knowledge of their parents. This communication through social networkingsites becomes so secretive that parents may not know the online distance their children in secondary schools might have covered through social relationship. This has become a temptation that the degree of its attraction is irresistible to students and they always fall into the trap of getting themselves connected to the networking. It possess the ability to influence students academic progress. Online Social networking frequent users may become narcissistic. Narcissistic in the sense that, they develop inordinate affection with themselves, exclusively self love and vanity which is not a good desire from a child. Therefore

putting all this influences together, there is that prediction that the academic performance of students may experience some set backs because of distraction, procrastination and time wastage which will invariable affect their academic performance. The need to investigate on the influence of online social networking usage among secondary school students become important for urgent attention. Although peopleoften say that the current generations have developed the ability to quickly switch between different tasks or different media. It is quite unfortunate because it does not mean that it is beneficial or profiting to their academic performance, it has been understood that combing behaviour for several task leads to poorer learning,which results in students poor academic performance (American Psychological Association 2006).

According to the study conducted by Kirschner and Karpinskias cited by Vaden Boogart (2006), it was observed that heavy social networking is among students with lower GPA. Boonie Rechman (as cited inRosen, 2009) reportedthat during 15 minutes observation of kids study time, middle age and high school students as well as College students who check their facebook, other technologies and media during the 15 minutes study time had lower test grades. Also during, the 15-minute study time, emphases was made that, students who most often had the lowest rate of reading retention are those who invest their time on social networking activities. Looking at the bunch of negative influence of social networking usage on the academic performance of students in secondary school, the investigation of the study becomesvery important in order to help students understand the level of negative influence that social networkingcan have on their academic progress, which if not curtailed may cause serious havoc for their career building period. The study investigated the negative and positive influence of the online

social networking usage on academic performance among secondary school students and how it affects their academic performance. The study will help to give students understanding on how to manage, and balance the usage of online social networking activities to promotetheir academic progress.

1.2 Statement of the Problem

The only way to acknowledge the reality of the delivery done by teachers in schools is through academic performance of students. Academic performance has been affected by many factors, but the most prevailing factor today is the online social networking usage among secondary school students. Secondary school students' involvement in online social networking usage is becoming an alarming issue because virtually all students in secondary school own mobile phones at home and sometimes go to school with them secretly, not for school work but to connect friends for the purpose of social interaction. Academic performance in secondary school is facing much deterioration due to students' inability to maximize the study time and habit and concentrate on their school work which has been taken over by online social networking activities.

Academic performances of students are facing a lot of negative influences and challenges. There is deviation, distraction,procrastination and divided attention between online social networking activitiesand students' academic work. Online social networking sites such as 2go, whatsapp and facebook exert distractive influence on students' interest on their academic endeavour.The frequency at which they use theseonline social network sites, shows that some of the existing network sites have come to stay on the social network. Online social networking usage has becomea basic structure of the society.

Online social networkingusage generates procrastination of students academic work. Frequently students are addicted to browse and check their social network site even when there is class assignment and academic work, just to communicate and access with their friends online at the detriment of their academic work. In most cases students spend time on social network sitesinteracting with friends, posting comments, sending pictures and carrying out other social activities that do not have relevance to their academic work.For this reason, more time is spent and they express high degree of interest in interacting with friends thanseeking for information that will aid their academic progress through online social networking usage.

Vanden-Boogart (2006) has found that on this noteonline social networking usage has exerted some level of negative influence on students academic activities which may eventually affect academic performance among secondary school students. Students engage more on the social aspect of online social networking activities than other activities that are relevant to their study their concentration on academic work. The distractionis with much interference. They invest more time in checking information outside their academics, and little time is devoted to academic endeavor. The researcher observed within her immediate environment that students even after dinner,at late hour of the night,will not commit themselves to serious study habits; rather, they check their online social networkingsites such as facebook, 2go and whatsapp, chart with friends andabandon their academicwork and tasks to suffer. Most at times, the night will be spent on social networking sitesand during the day in class the students sleep off while lessons aregoing on.As a result of students interest in studies is distracted by online social networking activities as discovered and observed by the researcher among secondary

school students who use mobile phonesto access online social networking sites secretly or openly in order to satisfy their social entertainment. The above raises concerns regarding the academic performance among secondary school students. This study therefore investigatethe influence of online social networking usage on academic performance among secondary school students in Zaria metropolis.

1.3 Objectives of the Study

The objectives of the study are:

1. To determine the influence of online social networking usageon the academic performance of male and female secondary school students.
2. To find out the influence of online social networkingusageon academic performance of studentsof different age brackets in secondary schools.
3. To discover the influence of online social networking usageon academic performance of very frequent, frequent and rare users in secondary school.

1.4 Research Questions

The following research questions were answered

1. What is the influenceof online social networking usageon academic performance of male and female secondary school students?
2. What is the influence of online social networking usageon academic performance of studentsof different age brackets in secondary schools?
3. What influence does online social networking usagehave on the academic performance of very frequent, frequent and rare users in secondary schools?

1.5 Hypotheses

The following hypotheses were formulated.

1. There is no significant differential influence of online social networking usage on the academic performance ofmale and female secondary school students.
2. Thereis no significant influence of online social networking usage on academic performance of secondary school students of different age brackets.
3. There is no significant influence of online social networking usage on academic performance of very frequent, frequent and rare users in secondary school.

1.6 Basic Assumption

The following assumptions were made

1. Online Social networking usagemay have significant differential influence on the academic performance of male and female secondary school students.
2. Online social networkingusagemay influence the academic performance of secondary school students of different age brackets.
3. Online social networkingmay influence the academic performance of very frequent, frequent and rare users in secondary school.

1.7 Significance of the Study

The findings of this study will be beneficial to all stake holders in secondary school educational section such as secondary school students, secondary school management, counselors, teachers, parents and would-be-researchers. The secondary school students will benefit from the findings of this online social networking usage on the influence it may exert on both male and female secondary school students. This will sensitize male and female secondary school students on the need to reduce the time spent on online social networking and balance it with their study ensuring demarcation between

online social networking activities and academic programmes. It will also stress the need to study for academic excellence and concentration to achieve outstanding academic performance.

Secondary school management would, from the findings of this study, see the need to establish strong rules and regulations that will guide the students against the use of mobile phones connecting to online social networking sites for social activities. Related to this, it will make secondary school management to establish punitive measure that will serve as preventive and remedial measures for any student found using mobile phones within school environment and lesson periods. This will reduce the usage of online social networking for entertainment and social activities especially within the school setting

Counsellors would find the findings useful in the sense that they would design strategies on how to mentor secondary school students on implications of both positive and negative influence of online social networking over the students academic performance. Teachers would also benefit from the findings of the study because if the students are able to balance their academic programmes and online social networking activities, it will enhance teaching and learning effectiveness among secondary school students.Parents would not be left out with the benefit from the findings of this study in the sense that they would understand the influence of online school networking usage on academic performance among secondary school students and know how to help their wardsthrough mentoring and monitoring of their mobile phone usage for social networking. Would-be-researchers will find the study useful as a reference point and will add to their literature in the area of relevance to their research work.

1.8 Scope and Delimitation

The study involved selected secondary schools in Sabon Gari, Zaria and Giwa Local Government Areas of Kaduna State. The schools are: Government Girls Secondary School Samaru, Government Secondary School Basawa,Yusuf Aboki secondary school Shika, Government Secondary SchoolBomo,Alhudahuda CollegeZaria and GovernmentSecondary SchoolTudun Jukun. The reason for selecting these schoolswas because the schools are all public schools and the researcher will be able to get reliable information knowing that the factors affecting the students may be similar.

The study also involved the influence of online social networking usage on academic performance of male and female secondary school students from six schools in the three Local Government Areasin Zaria metropolis.Furthermore, the study involvedstudents at different age brackets of 12 – 14years, 14 – 16 years and the frequency level of very frequent, frequent and rare users.

The students from these schools were involved in the usage of online social networking sites, which some of them were left to the choice of how frequent theyaccess onlinesocial network sites at the distraction of their study. The respondents were students from SSII who used online social networking sites within selected schools. Junior secondary school students, Senior Secondary I and II were not be involved in this study.

CHAPTER TWO

REVIEWS OF RELATED LITERATURE

2.1 Introduction

This chapter presents: Conceptual Framework, Concept of onlineSocial Networking,Concept of Academic Performance,Theoretical Framework,Roger's Innovation Theory,Blumer Gratification Theory,Gratification Theory, CultivationalTheory, Albert Bandura Social Learning theory,Memory and Retention, Development of Online Social Networking, Types of Social Networking site,Influence of Social Networking, Factors Affecting Academic Performance, Impact of Online Social Networking on Academic Performance, Empirical Studies, and Summary

2.2 Conceptual Framework

The conceptual framework begins with traditional social networking in secondary school environment which include club and societies, inter house sports, cultural dance, drama, athletic teams, marching band, orchestra, dormitory life and classes. There are series of activities and organization to join in order to meet people and make friends in secondary school prior to online social network, secondary school students meet with new students through activities, organisations, hostel and classes. These help students to maintain face-to-face (F2F) relationship.

However, the former social network which can be described as the traditional social network, with time, make upopportunity for the other social networks known as online social network. This social network is the online social network which is computer based. It provides an online option for students to maintain and develop friendship by communication in place of face-to-face (F2F) conversation (Moon,2011).

2.2.1 Concept of Online Social Networking

It is a web based networking that permit users to link, communicate and share information with other people including friends, people known already and strangers. Boyd and Ellison (2008:216) define online social network as a web based service that allow individuals to:

1. Construct a public or semi public profile within a bounded system
2. Articulate a list of other users with whom they share a connection, view and transverse their list of connections and those made by others within the system, the nature and formal system of naming these connection differ from site to site.

The world is excited towards the improvement in technology which has broadened the horizon of communication through ICT. Social network is a social structure made up of individual organizations called models, which are connected by one or more specific type of interdependency, such as friendship, kinship, common interest. Lampe and Steinfield (2007). Social network is seen to be a map of specific connection to different individual with common interests. It is a common event to see youths chatting in sensitivity and high enthusiasm.

Bulletin boards and chat rooms were forms of social network in the early 1990s. It helped people then to connect with others and share interests. It assisted people to connect with people they knew in secondary school, colleges and other places, in-fact, it enabled them to meet with others. Online social network has been known to have expanded over the last thirteen years. Social network sites such as 2go, what app and facebook are the main social networks to mold the research. To understand how these social network sites influence students' academic performance, these three social

networksites, that is, facebook, whatapp and 2go will be investigated. Based on this premise it becomes important to understand the historical and development of these social network sites.

2.2.2 Concept of Academic Performance

Academic performance is defined as "how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers". Academic performance reveals the expression of students' actions shown from a done task. Moon (2013),define academic performance as grades earned in course work.Higher grade scored by students indicate better academic performance effect in study habit, concentration and in achieving high grades and better academic performances.

Social networking usage by students often gives them a lot of distraction,excess time spent outside academic work and procrastination to their school work.

2.3 Theoretical Framework

The principle on which this study is based is the theoretical framework, an approach developed through empirical studies. These main theories formed the foundation of this study. They are:

a. Diffusion of innovation theory.
b. Gratification theory.
c. Cultivational theory
d. Albert Bandura Social Learning theory for online social networking usage

2.3.1 Diffusion of Innovation by Rogers

Abdullahi (2012) considered Rogers Innovation theory on how overtime an idea or product gains momentum and spread through a specific population of social system. It's all about introducing something different from what has been available before the pattern of adoption;that is,the person must perceive the idea, behaviour, product as an innovation, when this happens diffusion becomes easy.

Therefore, diffusion is a process of spreading a given idea or practice over a time through specific channels to a social structure such as neighbourhood.Abdullahi (2013) states that for a new idea or innovation to diffuse, there must be the following:

i. Awareness stage

ii. Interest stage

iii. Evaluation stage

iv. Trail and adoption stage

The diffusion of innovated theory by Rogers as cited by Abdullahi (2013) was set to examine how new ideas are spread among people through media which is social network. It is a theory that explains how, why and at what rate new ideas and technology spread through cultures. This theory proves that adoption of a new idea does not happen at the sametime in a social environment, rather it is a process where some people adopt and accept the idea than others. The researcher identified the categories of adopted early adopters, early majority,late majority. The theory centered on the conclusion whichincreases or decreases the acceptance of a new idea. The level of online social networking will determine the influence of it on students. Anjugu (2013) said that the change agent centres around the conclusion which increases or decreases the likelihood

that a new idea would be adopted or not, which means it helped the people in deciding on the best idea to adopt about a particular innovation Anjugu (2013)observed that a great deal network use is actually habited and unselective, which relates to the excess use of network and extent it exerts influence on the users.

2.3.2 BlumerGratification Theoryof Blumer

This theory was developed by Blumer as cited by Abdullahi (2012). He developed this theory from a body of approaches developed out of empirical research starting in the 20^{th} century. It is one of the formal important theories accepted in the social network. The basic idea of gratification theory is that students use the social net work to get gratification, which means the theory's basic idea is that students use the social net work to get the state of the pleasure seeking and desire satisfied. Gratification theory has the idea that people are not helpless targets of every powerful technology innovations and inventions, to utilize them to attain to their various needs. The perception of this theory is that new technologies engage groups of people in communication with one another. The theory maintains that people are not under cohesion to use certain technology device, but have the right to choose from the social networks available to them that is facebook,2-go and whatapp. However, social network are developed not to pose negative influence on students academic performance but to improve the learning potentials of students.

2.3.3 Gratification Theory

The theory helps to explain why people choose to use a particular online social network for example facebook, 2-go and whats app. Negative or positive influencederived from the usage depend on the frequency of the user'stime invested into

it. Abdullahi (2013)explained that technology devices used for communication and social net workings are mostly used for potential ability to meet predetermined needs: moreover, social network as an on line social network used by secondary school students is because of its ability to meet their predetermined needs. Secondary school students who use any social network site in order to gratify their emotional needs create procrastination on their academic work. Though only the user can say the actual benefits. Frequently students are addicted to browse and chart on facebook, 2-go or whatapp at the detriment of other academic work. They spend their time posting comments, sending pictures and carrying other social activities which are irrelevant to the academic progress. There is always diversion from searching academic information to social, activities. Students lack concentration and are distracted from their school work due to the gratification the derived from social network usage. Infact their study habit deterioration is on the alarming side. Study culture and habit is at a decline level. There is no time of personal study and research among secondary school student at their choice.

Social network sitesmake it possible for the users to create their personal profiles. In this profiles students are given opportunity to reveal information about their personal thought, belief and feelings and any other information that is their desire. Based on the assumption of gratification theory, where an individual, in the society has the right to choose what will satisfies his pleasure, these students choose to use any social network such as facebook, 2-go and whatapp for their gratification not minding the influence it will exert on their academic performance, all they need is the pleasure and gratification derived at the moment.

The researcher's concern is the negative influence of these online social networks on their academic performance. However, these students are still adolescents who are not capable of making wise and intelligent choices and decisions. Secondary school students may not understand the negative influence social network may pose on their academic performance because they just wantfeel to belong or be part of the global users of latest and most popular social network sites. The needs of secondary school students motivate them to the use of gratification of these social network. The benefits they desire which may be information entertainment self-esteem and prestige. Through gratification study, communication schools have shown that any where people selectively expose themselves to social network content, they choose a particular social network that can gratify or satisfy their needs. Therefore the emphasis of gratification theory is the motive of the study choices on any of the social networks coupled with their individual differences which may influence their academic progress.

However gratifications theory holds a contrary view that media fulfils certain needs for people including for social relationship or a sense of friendship and emotional attachment that develops between media users and media personalities. Martinez and Aleman (as cited in Moon, 2011) noted that, there could be possible risks for students. It is also vital that the benefits of websites be acknowledged. Many schools are using computer and websites to promote education, keep students up to date with assignments and offer help to those who need. Hence the need to research on the influence of social networking usage on the academic performance of students in secondary schools in Kaduna become necessary.

2.3.4 Cultivational Theoryof George Gerbner

Nwabueze and Aduba (2014) considered cultivational theory developed by George Gerbner and Larry Gross to form the basis for discussion on the influence of online social networking on students' academic performance. The objective of the theory is to identify and track the "cultivated" influence of media on users. The theory is concerned with the influence of media activities (particularly violent programming) on the attitudes and behaviour of the users. The theory also examines the long term consequences of media on users. The primary proposition of cultivation theory states that the more time people spend living in the media world, the more likely they are to believe in the social reality portrayed in the cultivation; it permitspeople with a misperception of what is true in the world. The theory claims that because media contains so much of violence, people who spend most time in front of the screen develop an exaggerated belief in the world they live in. Research conducted by Nwabueze et al (2014) on cultivational theory and media viewing submits the idea that high amount of social media can have an effect on psycho social health of those who would be classified as heavy users experience shyness, loneliness and depression much more than those who either do not engage or not participate nearly as much.

2.3.5 Albert Bandura Social Learning Theory

Many theories have been advanced over the years to explain why people behave the way they do. Until recently the most common view propounded by Albert Bandura (1986) was that of social learning. Behaviour is learned through modeling.Bandura (1986) pointed the following processes in his social learning:

1. Attention Process
2. Retention Process
3. Motoric Reproduction Process

Attention Process:

Attention process is one of the essential features of models behavior. Social learning by example is concerned with attentional process. Attentional process connects the learned to associational preference which eventually moves the learner to interpersonal attention of the model. Social networking has much intrinsic reward that it has held the attention of people of all ages ransom. The reason is the ability of capturing individuals' attention regardless of the time taken, procrastination and distraction it post to the academic process of the users. It is noted that some forms of modeling are very intrinsically rewarding extended periods. The researcher gave an exampleof televised modelings which are very effective in capturing viewer' attentions that they learned the depicted behaviour regardless of whether or not they are given extra incentive to do so.

Retention Process

An individual is influenced by observation of model behaviour through retention memory. There is no way an individual can experience social learning without retention process,individual such as secondary school students involved in social networking use retention process modeling as sub process of social learning theory. Online social networking activities students engage themselves, spending much of their time is to code model activities into their works, concise labels or vivid imagery. Most times students engage themselves in metal rehearsal to boost their level of accuracy and frequency of

social networking. It is therefore considerable interest that mental rehearsal of modeled activities can increase retention.

In general, internet and online social networking serve both as a meeting place for teens to interact with one anotheras minded people and an outlet for teens to express networking sites as show places for teens artistics musical abilities and reading skills. Some networking sites like my Spur promote healthy, competitions and creativity among students. Students are given opportunities to participate in essay and writing competition of which they are awarded prices. These sites provide discussion forums on varieties of topics for students to participate. This encourage students and help them in developing good reading habits and exposes them to a Variety of information topics.

Motoric Reproduction Process

This is the ability to acquire component skills. This is where a given set of responses according to the model pattern are put together. Students integrate constituent element they possess to produce patterns in social networking. The age bracket of secondary school students is with the range at which their motoric reproduction is effective in manipulating skills desirable for the operation of social networking gadgets.

2.4.1 Development of Online Social Networking

20^{th} century makes the evolving of computer mediated communication which leads to growth of online social network (Martinez & Wartman 2009) reports that at the start of 1990s, colleges experienced high levels of internet use. But in recent time even secondary school students are experiencing another high level of internet use. The rate of internet usage has dramatically appreciated.

This started by modern technology trying to make the world a global village, social network evolve from technology which is a two faced coin having a positive and negative face; it helps people to be more enlightened, well informed and keep up to date understanding of world development. Modern technology that has grown to what people now call social network started in the first commercial space communication company created by the United State of Congress in 1962; which was the communication satellite corporation (COMSAT). A space communication pact was signed by the United States government and other eleven foreign nations in 1964.The organisation was known as international telecommunication satellite organization (INTELSAT). All these developments gave birth to internet which is the bedrock of any social network.

Internet is a work information super highway, it is a world assemblage of interconnected computer networks (Andrew,2005). Internet is a massive network of networks, it is a networking infrastructure which connects millions of computers together worldwide. It forms a network in work any computer can conveniently communicate with each other as long as they are both connected to internet. Network of internet consist of local area network (LAN), this network connects computers in the same building while the other network connect the land area network to different locations and is called wide area network (WAN). This network connects both the government, private, commercial, home computer together (Retrieved July 22nd 2014. www.wikipedia.com/Dcdyouknow internet/2002 web-us-internet-asp).

Andrew (2005) opined that information travels over the internet through variety of languages known as protocols. Internet is a network of computers which accepts

data,process it, stores it and disseminate it when required. It becomes easy for people to chart from the terminals which are linked to the network.

Anjuga (2013) explained that its origin is traced back to 1957, when the soviet union launched sputnik 1 into space; as a result to this, in 1958 United State founded the advance research Agency (ARPA), a spaced Agency under the department of defence whose work was to develop a lasting highly innovative and hazard research project. (Carton & Tarding 2006 p. 26) Anjugu (2013) recorded that in 1962 when the airforce wanted to maintain the military ability to transfer information around the country, it was then that the first proto type of internet was created by ARPA department and saw light when forces of United State University were connected to network of computers. Internet cannot be possible without a computer so the first computer created was by Leonard Klein Rock.It was through a "packet switching" to, the concept of "distributed network" although these two concepts were not developed by the same person. The packet and switch were designed to allow division of messages into packets and sending them to their destinations following different routes, once they arrived at the destination, they are recapped into the original message. The distributed network was developed by Paul, (1960). In a nutshell internet is said to be a product of cold war" as technology gains ground the internet accelerated in the second half of 1980s. Through computer protocol (TCPIP) which means transmission control protocol /Internet protocol which was adopted by ARPANET.

According to Anjugu (2013) after the installation of TCP, the network could branch everyone. Commercial use of internet was allowed in 1991 (Bullen et al., 2008). With the development of the web internet became by far the most important networking

system.Social network emerged early 1990s when chart rooms and bulletin boards were forms of social networking. The helped people to connect with others and share interest. Social network has become a pattern of communication which allows people to connect with people they had known in high school and other places. In the early 20s many social networks started springing up.

Secondary school students now own mobile handsets (GSM), laptops and Ipads which are devices used for connecting themselves to internet and thereby social networking sites. More so, they spend most of their time multi-tasking (Moon 2011). Pointed out that under graduates (99.9%) Vehemently believe that the primary purpose of technology is communication. Moon (as cited in Martinez & Aleman, 2009) that 81.6% of student communicate with friends, classmate and others on social network sites.

From this information it is an indication that the 21st century students are skilled users of technology and internet. Furthermore Beastal (2008) stated that the current generation and young adults have an advanced relationship with technology that is from birth. Prensky (2001) noted that current generation familiarity with the reliance of information and technology (ICT), describes them as living lives immersed in technology, surrounded by and using computers video games, digital music players, video cam, cell phones, Itoys and other tools of the digital age.

Since students use online social network primarily to communicate, social network developers create such sites to appeal to students. The first known social network site that was Lunched 1997 was six degree. Com (six degrees), but it was wiped out in 2000 and the service ended (Boyd & Elison 2008). Six degrees was the first site to

combine user's profiles, a friend list, and the ability to search the friend list into site: it was a site that connected people and allowed messages to be sent among people.

Boyd and Ellison (2008) noted that at the failure of six degrees, the founder figured that the site was simply ahead of its time. Between the years 1997 and 2001, other network sites were created, but it was not until 2001 when online network sites really began to take off (Boyd & Ellison, 2008).

Friendster was the next on line social network that began in 2002. It was created to help friends meet. The idea friendster had was to help stranger, friends of friends to meet online and possible become romantic partners. Moon (as cited in Boyd & Ellison, 2008). That at the time friendster grew to accommodate 300,000 user that was when it develop technical difficulties that frustrated users and finally interrupted the expansion. Fake profile was the next downfall of friendster, some users created fake profiles, in raging fromfriendsters developers (Boyd & Ellison, 2008). Rumours started claiming that friendster was planning to implement a fee which made its users to join other online social networks.

More online social network site were lunched which tried to replicate the early success of friendster. In 2003 My Space was created and the number of users increased quickly because former fraudster users joined my space site, Before late in 2004 facebook was developed. Other social network developed were Twitter, 2go and whatsapp. The social network used by secondary school students are mostly, whatsapp, 2go and facebook.

2.4.2 Types of Social Networking Sites

Three online social networking sites discussed in the study are facebook, 2go, and whatsapp.

Facebook

Facebook was developed as a social network mainly for Harvard University students in 2004. The peculiarity of this social network is that originally, it was designed only to help residential college and university students to identify them in other residence halls. It was described as "an online directory that connects people through social network at colleges and universities" (Zukerberg, 2005. P1).

Founder of facebook is the time magazine's 2010 person of the year by name Mark Zurkerberg. He was born on May 14, 1984 in New York to a family of Ed and Karen Zukerberg who were very supportive parents with three sisters of Mark, Moon (as cited in Grossman, 2010) who recoded that the father of facebook founder is a dentist who envision Mark becoming a lawyer because of his strong willed personality. The mother Karen is a former psychiatrist who now manages her dad's dentist office. Zukerberg, attended a local high school as well as private high school named Philips exerter academy located in New Hampshire; he later went to Harvard University where he pursued a major computer science and psychology, not unexpectedly, because at age 12 Mark created Zuck Net, a net for his family. Before the development of facebook Zukerberg created other computer programmes to connect students. After the creation of facebook, Zukerberg and his team moved to Palo Alto, California to further develop facebook.

According to Grossman, (2010) Zukerberg still resides in Palo Alto, California. Moon, (as cited in Grossman, 2010) who said "that Zukerberg success has earned him time magazine's 2010 person of the year and a hit movie that uses his life as the movies themes.

In October 2010, the hit movie, social network was released in theatres portraying Zukerbergs life at Harvard University and beyond. (Grossman, 2010) noted that the social network film was documented by Aaron Sorkin and directed by David Finsher, although it is a frition, it does not provide some time information about Zukerberg. The film projects Zukerberg as a snob in real life. Those working with him as staff so much like him. However Zukerberg claims he is not a snob because he says he loves being around people and he has lots of friends. According to (Grossman, 2010). Zukerberg treats his staff at facebook very well, he provides free meals, snacks and dry cleaning.

The development of facebook peculiarity cannot be over emphasized. Mark Zukerberg created facebook from his Harvard University hostel in February 2004. At a point in time this peculiar social network was called the facebook.com and only connected college students. In 2005, it expanded to include high schools which is our contemporary senior secondary, but U.S. it is called high school.

In 2006 facebook found its way into the workplace and allowed students over 13 years and adolescents to join the social network. Facebook recorded 12 million users in December 2006, and at the end of the year 2010 facebook recorded 550 millionth members. 1 out of 10 people in the global world now have facebook accounts. Lenhart and Madden (2007) explained that this social network has rock from niche actual into a phenomenon that engages ten million of interest users, people of all ages usess facebook.

www.statistic.brian.com/facebook. Statistics records that facebook users increased from 2012 to 2013 to 680,000,000. (Fletcher, 2010: 32) noted that facebook has made a defined edge over other online social net works, because other networks such as myspace, twitter and linked have a combination of 76 million as the total users of the mention networks, 2go and whatapp exclusive. The development of this peculiar social network (facebook) has made it possible for people to contact current friends, search for old friends and meet new people. It has reached a level where participants create on line post comments about themselves and on other friends pages, share photos and videos, play games and update other things on their life occurrences. Some social network users spend time on face book to share intimate, disappointments and meeting moments with their friends. Moon (as cited in facebook, 2010) on a report which shows that the average facebook user spends around 55 minutes per day on the site. An average user of facebook has 130 friends which the user has access to share information or any acceptable form of communication. It was explained in inside facebook.com (2010) that there are 50% of active users of facebook in any given day, More people spend 500 millionth minute. Per month on facebook sites. In 2010, facebook executive developed features that allow users share their location and to track each other (Grossman, 2010). There is the tendency that these features may cause students to obessed over the site there by increasing the sites popularity. The mission of developing facebook is to make the world more open and connected; (Fletcher, 2010) explains that facebook has two goals: expansion and faster page loading time. Furthermore, a decision was taken in September 2008 to allow participant outside college network to joins the social network from the age of thirteen years. This policy gave access to especially the senior secondary students to become

users of such social networks. The influence of social network usage on secondary school student has been reported by scholars who investigated on the general impact of technology, academic performance and development of children and teens. Espinosa Laffey, Whattaker and Sheng (2006) investigated the role of technology in early childhood development. The result indicate that quantity is not as important as quality when it comes to technology use and academic performance Lei and Zhao (2005) explained that when technology usage is not closely monitored and moderated, the use may cause more harm than good to students academic performance.

2go

2go is a free mobile social networking application developed by 2go interactive PTY Ltd in Cape Town, South Africa. It originated in Johannesburg, it was created by a couple of University Witwatersrand students as a communication tool. It started as a mobile website used to up load and share time table and lectures with oneanother. It is used in sending text messages, chating, games and other contents. 2go is popularly and widely used by mostly secondary school students. Alan Wolf and Ashley Peter are the present personnels left to manage the organization.

2go is a social networking site, used for chating and instant messaging (im) application. It permits users to chat on their mobile phones free; it is possible to meet users and 2go users as friends. Chat rooms on different topics are created where you can join in the discussion and socialize with others 2go also has connection that enables users to chat with friends on Gtalk, mixit, and facebook. The most interesting point of 2go is its simplicity and light weight, which makes it available to almost all phones. 2go is accessible on any java phones, nokia, LG, Samsung and Sony Ericson making it possible

to charting anywhere anytime is possible for black being users who can go on their personal computer and part of their experimental service by the company. Retrieved (22nd July 2014) www.goggle.com.

Whatsapp

This social network is a proprietary cross platform instant messaging subscription service for smart phones and selected phones. It uses the internet for communication, in addition to text messaging, users can send one another images, video and audio media message as well as their location using integrated mapping feathers. (Retrieved 11TH July 2014) www.goggle.com).

Whatsapp Inc. Was founded in 2009 by United states citizens. Brain Acton and Jan Koum, who were the former employees of Yahoo. This social network is based in mountain view, California Whatsapp is currently in the process of taking over after facebook, presently, it has over 500 million monthly active users.In Conclusion, among the social network sites secondary school students are very conversant with these three social network, 2go whatapp and facebook.

2.4.3 Influence of Online Social Networking usage on Academic Performance among Secondary School Students

We read it almost every day in magazines, hear it frequently on the news about this generation children who are deviants, luxury lovers, contradict their parents, have bad characters, have contempt for authority, disrespectful to elders and tyrannize their teachers; of-course, the world is undergoing turbulent times, hence it makes the adolescents of this generation who are of secondary school age to think of nothing but themselves, are impatient with wisdom from adults and foolishness is wisdom for

them;they talk as if they know everything. Kirchner cited Rosen (2009) as cited by Kirschnerwho defines, children as net generations who were born in the 1980s and 1990s. They spend their days immersed in a media diet" accumulating a fulltime job plus devouring entertainment, communication and every form of electronic media. They are master multitaskers, electronic communicators and the first to rush to any new technology. They were born surrounded by technology and with every passing year they admire tools to their electronic theatre. They live in social network such as facebook, 2-go and whatsapp.There are consequences of the excessive use of these aforementioned social networks, it hobbles learners and makes teens less healthy and depressed.

They text or chat more than they talk on the phone. Infact they twitter the night away by putting their phones on vibration.The influence of social network on secondary school students cannot be over emphasized. We see them frequently doing their school assignment, watching and using electronic media, messaging, using facebook, surfing other social network sites, all this leads to lower test grade Rosen (2009). Children who check their social network sites often have lowest rates of reading andretention.

Recently,secondary school students multitasksmuch activity at the denial and under productivity of their study time. According to Prensky (2003), Encounters with technology can allow young children to have experience on how sounds, images and text interact; which may be crucial to early learning success and overall development in this digital world. American psychological association (2006) reported that people are saying that, the current generation has, through practice, develop ability to quick switch between different tasks. It does not meant it is beneficial for them to learn in this way. It has broadly been proven that carrying out tasks at the same time lead to poorer learning with

poorer performance of tasks in students. This is due to the fact that switching requires a person to juggle his or her limited cognitive resources to accomplish different tasks successfully. The juggling leads to greater inefficiency in performing each individual task, more mistakes are made. According to Williams et al (2008) stated the report of David Meyer, a director of the Brain cognitive and action lab at michiguni, if a teenager is trying to have a conversation on an e-mail chat line while solving algebra, she suffers a decrease inefficiently compared to if she just thinks and concentrates on the algebra until she is done. It is difficult to overcome the inherent limitations in the brain for processing information during multi tasking.

Kirschner (2010) explained that the fact that the children nowadays make use of many electronic devices and are called digital natives does not make them good users of the media that they have in their disposal; they are capable of playing with technology, but not using it efficiently. Secondary school students experience more of negative influence on social network usage due to the excess time exerted by the frequent usage. (Kubey, Lavin and Barrow 2001) reported that students being in complete control of social network without monitoring hurts their school work. Many students are always busy pinging 2going and whatsapping secretly while lessons are going on. The time for learning, doing home work or assignment is channeled and wasted by the passion of social network usage, hence most students academics suffer setback due to distraction. Both positive and negative influence of social networking is viewed in the study.

Positive Influence of Online Social NetworkingUsage onacademic performance among Secondary School Students

On a happier note online social networking is a process by which secondary school students practice empathy and have a real impact on their friends' moods. The

development of virtual empathy makes teens who are at the same age bracket of secondary school students to be more empathetic in their everyday lives. Encouraging comments online can put a smile on some ones face and improve mood. Online social network allows children to develop their self identity and self esteem.

Secondary school students utilize social networking as a mechanism to obtain information and resources for future planning; for instance, students applying for college visit profiles of that college, students view pictures and read blogs of past students which helps them to determine whether the college would be a good one. Social interaction via the net also serves as a source of information to students and it costs less for students to use social networking sites to read information about their class mates and friends.

Ayiah and Kumah (2011) explained that developments in web technology are creating more friendly social environment for retrieving and sharing information. It is also cheaper for them to source for reading materials via this mechanism especially social sites that are equipped with educational materials, Online social networking site is a medium for students to share ideas with their peers, teachers and other professionals available in the media. Online social networking usage can enhance learning; for instance, a student may choose to log into his teacher's web page for the next day's assignment. Gonzalez (2011) pointed out that the social networking site is a new method of social interaction in this age of information and to ignore it would only outdate one from social communication.Infact online social networking can dissolve classroom walls and provide good learning experience for students.

In general, internet and online social networking sites serve both as a meeting place for teens to interact with other like minded people and an outlet for teens to express

themselves, Online social networking sites are show places for teens' artistics musical abilities and reading skills. Some online social networking sites like my Spur promote healthy competitions and creativity among students. Students are given opportunities to participate in essay and writing competition of which they are awarded prices. These sites provide discussion forums on varieties of topics for students to participate. This encourages students and help them in developing good reading habits and exposes them to a Varity of information topics.

Negative Influence ofOnline Social Networking Usage on academic performance among Secondary school students

Overuse of social network is becoming enough worry to parents, counsellors and school administrators because students get screwed up when they spend much time on social network, The negative influence, affects a lot to secondary school students who overdose on online social networking sites, because according to Beastall (2008) as cited by Kirschner et al current generation of children and young adult have an advanced relationship with technology that is formed from birth. Prensky (2001) stated that their familiarity with and reliance on information technology (ICT) described them as living lives deep in technology, they are surrounded computers.

Secondary school students have no deep knowledge of technology in regard to their academic activities but the influence is so much in that social activities such as emailing, text messaging, chatting and performing tasks at different times as a culture exhibited in internet in order to find something interesting outside their academic functions, affects their performance.

A research conducted by Kirschner et al reported thatonline social network users (facebook) procrastinate their academic and school work;have poor time management skills, lower mean GPAs, spending few hours per week studying than non users. It does not explicitly indicate that social network all round causes retrogression in academics of student but frequent usage which involves engaging in multiple activities while trying to study, make the influence too deteriorating to academic performance. The influence also promotes distraction and procrastination of students in their academic endeavours.

Agwu and Kalu (2011) explained that the decline in the study habit of students is as a result of technological innovation such as a online socialnetworking usage. According to Agwu and Kalu, the abuse of new technologiescontribute to students poor reading habits. Their study opined that in this era of information and communication technology, the general orientation of young people has unconsciously changed from reading to the love of looks to these new technologies. They emphasized that people now dwell in the general use of, ipods, laptops, iphones, Facebook, Whatsapp and other online social networking medium. In this age the youth are enthusiastic about intenet browsing and playing with funky handsets. In fact its seems to be the trend among Nigeria youths, reading educational books in a cool corner of the school library or at home has become an outdated idea. We now live in a generation where nearly every student belongsto an online social networking sites where they spend several hours per day posting their locations and number of windows into personal daily lives. There is a great deal of potential danger where online social networking sites have become staples for social interactions. Online social networking sites, like every good thing, have a flip side as well. Online social network sites such as Facebook, Whatsapp and 2go can have negative

consequences. Online social networking usages are time consuming as students are gradually becoming addicted to them. The hours and time spent on this process is enough to be used to acquire knowledge. Instead of students to study their books they are online, social networking. There are many secondary school students who cannot read but it is difficult to find a student who cannot browse through internet and network socially. The Nigeria society has incubated illiterate students. This is the reason Mbachu (2011) pointed out that Nigeria is not a reading nation, that statistics of illiteracy ratio and those who refuse to read continue to increaseon daily basis. He also stated that a white man once said if you want to hide anything from a black man hide it in a book, which means online social networking is taking greater part of students, studying hours and the negative consequences abound, students skip the time they are supposed to use to enhance their academic performanceand engage it in online social networking activities such as posting pictures and comments, chatting and other social interactions. Due to the innovation of internet, manual libraries have witnessed low patronage; students prefer the use of internet social activities which are posing a lot of distractions from academic work. Students, in spite of various benefits derived from the use of school libraries that will enhance students to developtheir study habits social networking, has become a detriment to their academic progress, hence producing negative consequences such as poor academic performance in schools. The act of multi tasking has lead to poor academic performance. Karpinski (2009) reported in her findings that the majority of students who use facebook every day are under achievers by much as an entire grade compared with those who shun the site. Rouis et al (2011) explained that students and other active users engage in long discussions about daily issues checking their social network profiles.

Student also check their updates while preparing their home work which interfers with their home work preparation. They emphasized that students are distracted from their main occupation.

Their working memory load allocation to these task makes it difficult for them to be focused and prepared effectively. The study also affirms that this leads to poor reading habits and instable results which may likely decrease their global achievement. The act of cramming and procrastination rather than studyingis asa result of online social networking among students. Banquet et al (2009) noted that students also show the act of procrastination because of online social networking that exists in this present day. In their study they prove that every day habit of procrastination of home work and studying of lessons have been the main factor of acquiringsubstandard scores, In their new media they may be de personalizing the process of interpersonal communication. It affects face to face communication between peers and school mates because of overwhelminglyimpersonalattributes.Educators tendto see online social networking as encouraging poor traditional literacy skills (writing, vocabulary, grammar) and could largely be disruptive to learners studying skills needed in the school environment, Student are developing code – switching skills in order to adopt to different web environments.Over dose in online social networking usage may cause low imaginary and basic skills such as how to use dictionary. The use of spare times is under utilized by students due to online social networking usage Spare time is supposed to be used by students to improve their diction and word use by reading good novels to stretch their minds and language skills. Students flop for hours in front of meaningless web pages or blogs. This hours could be converted into moments of value. Discipline should be

inculcated and cultivated to allow good managerial skills and usage of online social networking sites.Influence of online social networkingamong student causes depression. A depressed mind finds it difficult to read understand and concentrate on studies. Adeyemo affirmed in his study that frequent use offacebook can trigger feeling of depression and anxiety. Internet today is becoming the easiest point of access to pornography and other anti-social behaviour by students. Latest pornographic diagrams are summarized in text message by deviant people. The introduction of GSM is one of the pains Nigeria is having today. Films are displayedin GSM and students take grip of them and the films take the useful time students could have invested into reading.

2.5.1 Factors Affecting Online Social Networking Usage

Moon (2001) listed the following three factors affecting online social networking which are are:

1. Internet experience
2. Innovation
3. Self disclosure concerns

Internet Experience

The birth of computer which came up in the late 20th century brought forth the rising of internet experience. Internet experience evolved as a result of the computer mediated communication, where many computers all over the world could be connected and used by several individuals in different parts of the world for communication and sharing common interests. At the start of 1990's campuses experienced high level of internet use.(Martinez Aleman and Wartman, 2009). In recent times the level of internet

use has increased dramatically. Almost all students in higher institutions and secondary schools own laptops and some parents buy desk top computers for the family use which gives all students the access to computer use in their homes. With the increase use of computer-mediated communication there came a growth of online social networking. 21st century students who were and still are skilled users of internet.

Gbadebo, Ike and Adamu(2009) in their study entitled Influence of internet usage on academic performance revealed that light users of internet seem to perform better academically than non users followed by heavy users. The mean score of light users is 53.5% followed by non users with mean score of 48.52% and heavy users with the lowest mean score 43.40. The differential influence between the three groups of users were significant. Another study by Jackson et al (2003) show that length of time used in internet affects students academic outcome. Adenyi (2006) discovered that computer literate students spent time for leisure on internet and this leads to lack of concentration in school. Children at this age are experiencing the technological revolution with increased use of internet. Internet is the collection of computer networks that operate based on common standards where programmers are run to communicate directly. Internet is an international network of computers linked up to exchange information across the world. Senior secondary school students are able to access and download both academic and entertainment information they desire, they may use the internet for several hours in a week. They engage mostly in sending and receiving emails, visiting chat rooms, and accessing materials that are inappropriate for their consumption; however some of the information and materials from the internet have limitations and endanger the academic performance and creativity of secondary school students. The attention of

parents, teachers and counselors to monitor and regulate the use of the internet is strongly needed. The researchers noticed that special concern has been aroused about secondary school students and online social networking usages.

Innovation

Owingto recent innovations of information technology, it has become a factor that is affecting online social networking in our contemporary time. Innovation has brought about manipulation of skills by students without minding whether they possess the skills or not. Innovation has made secondary school students to be known as new generation of learners who learn in considerably different ways. Innovation has helped students to develop their own without instruction. The students of this generation have advance relationship with technology from birth Beastall (2008). Prensky (2001) noted their familiarity withand reliance on information and communication technology (ICT) describing in technology by virtue of innovation.

Self Disclosure Concern

Another factor that influences online social networking is self disclosure concern. A study conducted by Williams and Merten (2008) focused on self disclosure and peer interaction among adolescents. Williams and Merten (2008) investigated 100 teenagers who were involved on online social networking usage for post and blogs which revealed information about adolescent personal thought, beliefs and feelings. The study also revealed information regarding peer interaction, family well-being, substance abuse, body image issues, identity vulnerability and sexual ability.

2.5.2 Impact of Online Social Networking Siteson Academic Performance

Online communication is created where gifted economy has a reciprocal altnustic behavior among its youth. It is encouraged through cooperation of online social network sites such as; facebook, 2go, whatsapp and other online social networking site. Online social networking tools used by students to discover issues of identity, privacy social ethics, youth culture and education. Several websites are moving into the power of networking model for philanthropy and patronage. It has become a value in every society that where you see students, if allowed to use their mobile phones around the school premises, makes them busy networking through different sites.Students chat and send text messages which reveal a lot about an individual.It is advised that in using online social networking sites, one should maintain a measure of privacy for obvious reasons.

Mbachu (2011) pointed out that since the advent of internet, libraries have witnessed low patronage. Researchers and students prefer the use of internet for their research works. He noted that library is now being ignored by those who preferred internet as the fastest means of research, thereby throwing up the current challenge of rewinding reading habit among secondary school students. Academic performance of a child is the learning outcome of the child which includes the knowledge, skills and ideas acquired and retained through their course of study within and outside the classroom setting. Online social networking sites have made students to be exposed to quick accessibility of information in relation to both their academic work and social interests. On students academic performance it has both negative and positive impacts. Those that access sites for academic value, obtain progress and higher performance but those who

access the sites for social activities and entertainment obtain divided attention towards their academic progress.

2.5.3 Empirical Studies

There are already few existing studies on influence of online social networking usage among secondary school students. World Wide, this topic has become a burden to the hearts of some researchers which prompt the desire of more investigation on this study. Evidence abound in Young (2010) who considered online social networkingusage as the process of finding friends and managing friendship through theinternet. Online social networking is the use of websites or other online technologies, to communicate with people and share information resources. According to dictionary.com (2010) defines online social networking as the development of social professional contacts, sharing of information and services among people of common interest.

Therefore online social networking is the use of different kinds of technology such as internet, cells phones and other services to exchange personal or professional information to one another. It is a process by which many individuals make new friends and keep connected with existing ones through internet and their mobile phones. Online social networking sites are becoming a major process by which students in secondary school use for communication. Substantial time is utilized during online social networkingmore than 120 million students between 13 – 15 years are online social networking involvers.

Kirschner and Karpinski (2010) explained in their study entitled impact of facebook on Academic Performance, that online social usage does not have negative

impact on the 104 students who are users; only 72 indicated negative impact(2010,p,17) on their academic performance.

In a study conducted by Pierce and Vaca (2009) which investigated the differences in academic performance between teen users and non users of various communication technology, 517 high school students were sampled; the ages of the participants ranged from 14 – 20 years. The samples consist of 201 males and 316 females, the research design used for the study was survey method. The study investigated the difference between academic achievements of those that go online social networking and non users.The result indicated that there is a difference in grade fluctuation between users of online social networking sites. Those who had online social networking site accounts reported lower grade than those who do not have social networking sites account. Flad (as cited inNwabueze et al 2014)explainedin a study entitled influence of social networking participation on student academic performance across gender lines. 41 studentswere surveyed, 54% were female 45% were male. The study investigated the influence of online social networkingparticipation among a sample of students of high school students. Thefindings of the study reveals that students learn more in school than learning on social networking sites. The result of the study indicated that 25 females engage in social networking while 16 males engage. The female invest more time on maintaining their account. The study also indicates that negative influence was more on female than male because of frequent participation on social networking sites. This study shows that online social networking can have negative influence on study habits and completion of home work assignments.

Moon (2011) in a research entitled Impact of facebook use on undergraduate academic performance;investigated the impact of face book on academic performance of undergraduate students. The purpose of the study was to find out if facebook significantly affectsundergraduate students academic performance. Survey design was used. 400 undergraduate students from Mid Western Institution were the respondents. A significant point was that 97% of respondents were online social networking users. Again the study found that 86.3% of undergraduates in the study check their online social networking during their academic preparation. Online social networks such as facebook hasa significance and potential distraction on students. The study emphasized that facebook and other social network sites are hereby to stay. The study revealed that students appear to be using some of these social networking sitesas their main outlet for online social activities rather than their academic activities. The results indicate that there is distraction from study and procrastination on school work which may affect their academic performance.

Moon cited Fletcher (2010) who stated: for many people it's a second home, to some students it is the only world that overshadows their real academic. Student are crazy about social network sites to the extent that in libraries, computer labs, classroom and residence hall, you see them checking their profiles. (Alex.com, 2010) ranked facebook as the second website in the world with only goggle being the search engine out ranking it.

Kubey, Lavin and Barrows (2001) documented in their research report that only 10 – 15% of respondents in their study are not in complete control of their internet use and that online social networking has hurt the school work of online social networking

users. Students who reported school work problems were found to have spent five times more hours than those who did not. Those who go online networking also reported that they stay up late, get less sleep and miss classes. The result indicated that it is students who use the internet for real time social activities that are captives to academic problems. Leisurely online social networking is strong associated with weak academic performance. As far back as February 2008 the few internet and America life project noted that 92% users of internet were young people of about 18 years, but today internet and social network users have increased heavily to the extent that almost all secondary school students of all age bracket have their mobile phones and can browse through any socialnetwork site available at their disposal.

Another comparative study conducted by Kapinski and Duberstein (2009), who used survey method in the investigation found that 65 Percent of students checked their social networking accountsdaily, spend considerable time each day surfing andupdating their profiles. Concentration is paramount to positive academicperformance, which all learned and educated individuals know. They also found that students who spend, more hours on social network site reported school work problems. Furthermore Vaden Boogart (2006) discovered that excessive socialnetwork users were found among students with lower GPAs.

AgainBullen et al(2008)in another comparative study discoveredthat social networking sites raise vocabulary problems which lead to weaker reading and writing skills; students who write and read messages during social networking often use new shorthand version of words, incomplete sentences, misspelled words and incorrect grammer. Social network etiquette allows students to write poorly because; it is a very

laxy environment for writing and sending messages. Online Social networking activity is used to interrupt other activities, so the students use it simultaneously with other activities, that is, multitasking. From all indications, students in secondary school who are tender and fragile in their way of life may be carried away with multitasking and thereby causing deterioration problem on their academics.

Students often check the social network when they should be devoting the time to their school work and studying: online social networking influence is altering many students study habit, causing distraction and procrastination from class work. Inverably social network is slowly becoming priority over studying and learning. Another study conducted by William and Martinez (2008) gave attention on self-disclosure and peer interaction among adolescents. The researcher found that the teenagers who are of secondary school group disclosed their degree of peer interactions, family well-being, substance abuse, body image issues, identity vulnerability and sexual activity. (Williams and Martinez 2008) concluded that, information disclosed by these teenagers could help to educate parents, counselors, school administrator for monitoring and mentoring on the use of online social networking.

Furthermore, Peluchette and Karls (2008) in their study entitled “Why Post Information” reported that some of the posted information made by studentsappearsto be sexually appealing. The information portray certain images, their feeling and thoughts are posted not minding the nature. More so, when it is social information.Another study conducted by Gross and Acquisti (2005) observed that students desire privacy, security and protection of their conflict behaviour and actions. It could expose them to many potential risks. Jones et al as cited by Moon (2011) investigated an online social network

security by creating anphishing of activity scheme, which originated from the internet to see what type of information users would offer. According to Moon (2011), their study demonstrates that users are willing to provide information if they think on the other ends as friend. Recent literature found that leisurely online social networkingusage is strongly correlated with weakened academic performance. Kubey et al (2001) study indicated that a very good number of students who participate in online social networking, felt their internet visit were out of control.

However, the capital social opportunities of social networking appeared to be the culprit of school work problems. Furthermore Vanden Boogart (2006) discovered that over use of social network site (facebook) was found among students with lower GPAS. Bullet et al (2008) claimed that online social networking increases vocabulary problems, which can lead to weaker writing and studying skill. Many users of social network sitesusually use short hand system of words, incomplete sentences, misspelled words, incorrect grammar. Online social network is an environment for writing and sending messages not minding the grammatical error because it has poor network etiquette. Jones et al (2009) stated that students have broadened their capacity in using online social networking and increasingly cooperatingit into their daily lives. They have a strong attraction and interest for technology and social network. Howe and Strauss (2000) explain that the students ofthis millennial generation show fascination for and mastering of new technologies. Students of this millennial generation are also considered to be global thinkers due to their ethnic breakdown and the availability of technology at their fingertips. The excess use of social network sitesby secondary school studentscan be detrimental to their academic progress because of ability to connect with people of all

sorts from all over the world through internet and other technology. They attend schools with diverse studentsfrom different cultural backgrounds;the patronage of online social networkingsites by students gives birth to different names for student in this generation. They are called millennial generation, multitaskers,digital nativesand net generation.

They are Millennial generation in the sense that, this is the period where we have different technology devices which make the millennial world a digital world. The students of this generation can multitask because they are the most technically literate generation. Moon (2011) cited Howe and Strauss (2000) that this generation has interest and passion for internet, facebook and other social network site activities.Furthermorethey are net generation as coined by Donald Tapscot (1997) because they have made online social networking a habit, spending excess hours per week, chatting posting information, uploading digital photos and sharing personal thoughts. They seem to be on any social network site in every chance they have. This generation students appear to engage in social network site for all sorts of social needs,which may create a lot of influence on their academic performance.

In another comparative study carried out by Anjugu (2013) entitled Impact of social media on students' academic performance, 500 samples size that had access to internet were used.Type of mobile phone used by respondents, awareness of online social, choice of social network siteswere investigated through a relevant questionnaire developed by the researcher.20 are computer users, 60 are Nokia users and 50 Blackberry users were of 130 respondents. Also, out of 130 respondents, 60 respondents have access to go online, 50 BBchat, 15 face book and 5 in other social networks sites. The question how has the use of social media affected the academic performance of students? The

result of the finding shows that social media can also influence the academic performance of students negatively because they spend more time chatting and doing other social activities.

Sofela (as cited in Anjigu;2013) in her study titled "The effects of social media on students". The study indicated that the popularity of social media has grown expediently. The social networking sites such as facebook, 2go, whatapp allows social interaction among students.The study investigated the positive effect of such sites on the youths. It says social network sites have made it easy for information to be carried about without any break in transmission even within the split of a second. Those Events are shared within the possible shortest time. Online social networkings offer students the channel for entertainment, communication, meeting friends online especially those that they have not seen for a longtime.

The study also analyzed the negative consequences of online social networking. These days most students abandon and procrastinate their study and home work to chart with friends. Time for study is taken for browsing, charting, positing of comment and pictures. The study stressed on the negative influence and emphasized the need for students to create a balance between social network and their academic performance.

According to the researcher, the 21st century brought about the advent of new social networking with fast, trading ways of sending and receiving information through internet. Social networking has gained much popularity as it is used for entertainment, networking and academics. The study noted that online social networking has been boosted through youth'sideas, the criticism of online social networking by the study is on the possessiveness attitude of students and all Nigeria youth which may exert great

deterioration to academic progress. It pointed out that the rate at which youths devote their quality time in chatting, sending and receiving messages and calls, and some youths who have no future ambitions now find social networking a means of propagating their harmful schemes. The study also indicated gang raping and murder, the research emphasized that a girl was gang raped when she went to visit a friend she met through 2go social network site, not only this, an incident of a girl who paid a visit to her facebook friend in Lagos and had her eyesplugged out and her nipples sliced. The evil perpetrator was not proved because of fake identity he used. Few researchers have investigated on impact of online social networking usage on academic performance. This particular study is investigating the influence of online social networking on academic performance among secondary school within a particular geographical area.

Social network overdose can influence negatively on students through procrastination and distraction on their academic work. The researcher noticed that special concerns have emerged about secondary school student's access to information on the internet. Adults marveled at the dexterity of secondary school students as they manipulate the keyboard, mouse, phone and print out documents from the websites. There are two extreme news about the influence of online social networking usage on academic performance among secondary school students. At one extreme, online social networking usages are seen to positively motivate the students to learn and become more exploratory in solving problems. At the other extreme online social networking usage are blamed as a source of all negativity as most information are not well organized or regulated.

In Nigeria it was affirmed by national foundation for family research(NFFR) Awake(2002) that secondary school students engaged in unprofitable cyber relationship, sending and receiving e-mailsand chatting with strangers. They were exposed to pornography, violent materials and uneducative messages. Online social networking usages have taken secondary school students from printed media and books, online social networking sites have limitations and dangers are secondary school academic performance and creativity and needs parents, counselor and teachers to monitor and regulate secondary school students use of it.

2.6 Summary

The summary of this chapter centered on review of related literature which comprises the conceptual frame work, concept of social networking, concept of academic performance, theoretical framework, diffusion theory of innovation, gratification theory, cultivation theory, social learning theory, types of social networking sites, influence of online social networking usage, factors affecting academic performance impact of online social networking and empirical studies were scholarly reviewed.

The reviewed related literature researched on the impact of facebook, impact of social media and effect of social networking on academic performance, this particular study intend to investigate the influence of online social networking on the academic performance among secondary school students in order to understand the negative and positive influence factors affecting academic performance which may help conusellors, school administrators and parents on how to mentor, monitor and educate students on how to use the available online social network thereby creating a balance in their academic activities and online social networking usage.

All previous studies on effect and influence of online social networking usage and academic performance concentrated on undergraduate's studentsfrom university and colleges in Nigeria and outsideNigeria without investigating the influence of online social networking usage between male and female students, different age brackets and very frequent, frequent and rare users among secondary school students in Kaduna State. This study is designed to fill the gap created by earlier study. The study examined the significant influence of online social networking usage on academic performance of male and female secondary school students. Secondly it also examined the significant influence of different age brackets 12 – 14, 14 – 16 years in secondary school students and lastly it determined what significant influence online social networking usage has on very frequent, frequent and rare users in Zaria metropolis.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

The chapterpresents the procedure employed in conducting this research, it focuses on the following sub headings, research design, population of the study, sample and sampling technique, instrumentation, validity, pilot testing, and reliability of instrument, procedures for data collection and analysis.

3.2 Research Design

This study adopted survey research design.It was used due to its relevance in a study of this nature. Ali (2009:81) noted that survey design is normally used when the researcher is to obtain from only few people or items considered being representative of the entire group. The researcher decided to use the method because it would not be possible to get data from all the secondary schools students in Zaria metropolis, but the six selected schools from the three local government which served as a representatives of the entire secondary schools in Zaria metropolis.

3.3 Population

The population of the study was made up of twenty seven (27) Government Senior Secondary School Students located in three local government areas namely, Giwa, Sabon Gari and Zaria. Six schools were selected as representative of the entire government senior secondary schools in the metropolis because it would not be possible for the researcher to get data from all the schools because of the type of research design used for the study.

Table 3.1 Population of students using online social networking site in three Local Government Areas inZaria Metropolis

S/N	L.G.A within Zaria metropolis	Names of Schools	Population
1	Giwa	1. Yusuf Aboki Senior Secondary School Shika	520
2	Sabon Gari	2. G.G.S.S Samaru	752
		3. G.S.S. Basawa	471
		4. G.S.S Bomo	814
3	Zaria	5. G.S.S. Tundu Jukun	1208
		6. Alhudahuda College	1255
Total	**3**	**6**	**5020**

3.4 Sample and Sampling Technique

Simple random sampling technique was used in drawing samples from the population. 10% of the population was randomly selected making a total of 502. The rationale for selecting 10% of the entire population is according to Kerlinger and Denga in Ali (2009) 10% of the population has the ideal representation of the entire population. The sample is shown on Table 3.2 next page.

Table 3.2 Distribution of respondents in Zaria metropolis using online social networking site

S/No	Name of school	Population	Sample Size (10%)
1.	Yusuf Aboki Senior Secondary School Shika	520	52
2.	G.G.S.S Samaru	752	75
3.	G.S.S. Basawa	471	47
4.	G.S.S Bomo	814	81
5.	G.S.S. Tundu Jukun	1208	120
6.	Alhudahuda College	1255	126
	Total	**5020**	**502**

3.5 Instrumentation

Two instruments were used for data collection. To measure the influence among students, the Influence of Online Social Networking Usage on Academic performance Among Secondary School Students Questionnaire (IOSNUAP) was used, while in measuring academic performance, Mathematics and English items by experts of each subject were used. The questionnaire consisted of bio-data, 30 positive and negative items based on the modified scale; strongly agree (1) agree (2) disagree (3) strongly disagree (4). 30 English items and 30 Mathematics items based on objectives options lettered A – E.

3.5.1 Validity

The instruments were presented to the lecturers in the department of Educational Psychology and Counselling, Faculty of Education, Ahmadu Bello University, Zaria and other professionals who ascertained their face and content validity. Their observationsand

corrections were to alternate the positive and negative influence of online social networking usage on academic performance among secondary school student in Zaria metropolis. Such as items 24 and 25 in the questionnaire of online social networking usage on academic performance, item 24 is a positive item while 25 is negative item. The observations and corrections were adequately effected.

3.5.2 Pilot Testing

Government secondary school Aminu Sabon Gari Zaria was used for the study. This school was considered adequate for the study since it falls within the same geographical location of the schools used for the actual study but not among the ones thatwere used for the actual research.

3.5.3 Reliability

In order to determine the reliability of the instrument, questionnaire on Influence of Online Social Networking Usage and Academic Performance among Secondary School Students and a pilot test was undertaken on 50 students of Government Secondary School Aminu Sabon Gari Zaria using test-re-test method. The data collected was subjected to the Cronbach Alpha method. The justification for its use is because the study is a survey design.Consequently, reliability co-efficient of alpha level of 0.83 was obtained. This reliability co-efficient was considered adequate for the internal consistencies of the instrument. This was a confirmation of test of reliability by Spiegel, (1992), Olayiwola (2010) andthat an instrument is considered reliable if it lies between 0 and 1, and that the closer the calculated reliability coefficient is to zero, the less reliable is the instrument, and the closer the calculated reliability co-efficient is to 1, the more

reliable is the instrument. This therefore confirms the reliability of the data collection of the questionnaireused as fit for the main work.

3.6 Procedure for Data Collection

A letter of introduction was collected by the researcher from DepartmentofEducational Psychology and Counselling, Ahmadu Bello University, Zaria. The letter was presented to the zonal education Director in Zaria. The zonal Director issued another backup introduction letter to the schools concerned. Teachers were involved as research assistants during the data collection. Questionnaire of online social networking usage were administrated by the researcher and the research assistants after the questionnaires were collected and English and Mathematics test items were administered to the students by the research assistants and researcher after the questionnaire for online social networking usage were retrieved. The researcher waited for the students of each schooland retrieved the test items as soon as they were done.

3.7 Procedure for Data Analysis

Descriptive statistics such as, frequency simple percentages,were used in presenting the demographic data mean scores and standard deviation were used in answering the research questions one to three while the independent t-test statistics was used in testing hypotheses one and two, ANOVA for testing hypotheses three.All hypotheses were tested at 0.05 level of significance in order to determine those retained and rejected.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the analysis of data collected and the discussion of the result of the study. Descriptive statistics of simple percentages, frequencies were used to present the demographic data of the respondents mean and standard deviation were used to answer research questions while independent t-test was usedto test hypotheses one and two and analysis of variance ANOVA was used to test HO3 at 0.05 level of significance. If the significant level is greater than 0.05, the null hypothesis is retained, where the significance level is less than 0.05 the null hypothesis is rejected.

4.2 Presentation of Data

Table 4.1: Distribution of Respondents by Gender

	Number	**Percent %**
Male	303	60.4
Female	199	39.6
Total	**502**	**100.0**

Table 4.1 shows that frequency of 303 representing 60.4% of the sampled students are males and the rest frequency of 199 representing39.6% are female students.

Table 4.2: Distribution of respondents by Age

	Number	Percent %
12-14Years	160	31.9
14-16Years	342	68.1
Total	**502**	**100.0**

Table 4.2 showsnumber of students by age,160 representing 31.9% are between 12 -14 years age bracket and342 representing 68.1% are between the age bracket of 14-16 years.

Table 4.3: Distribution of respondents by School

	Number	Percent %
Yusuf Aboki Senior Secondary School Shika	52	10.4
G.G.S.S Samaru	74	14.7
GSS Basawa	48	9.6
GSS Bomo	82	16.3
GSS Tujun Jukun	121	24.1
Alhudahuda College	125	24.9
Total	**502**	**100.0**

According to Table 4.3 above, a total of 52 representing 10.4 of the students are from Yusuf A. Boki Senior Secondary School Shika while 74 or 14.7% are from GGSS Samaru as against 48 or 9.6%v from GGSS Bassaawa while 82 representing 16.3% are

from GSS Bomo while 121 representing 24.1% are from GSS Tudun Jukun and the rest 125 representing 24.9% are from Alhuda Huda college. The number above from individual schools indicate the number of students from each school in the six schools indicate user of online social networking sites. In summary six secondary schools were represented in this study.

Table 4.4: Distribution of respondents byLGA

Users	No of Respondents	Percent %
Giwa	52	10.4
Sabon Gari	198	39.4
Zaria	252	50.2
Total	**502**	**100.0**

The respondents according to their local government area showed that 52 representing 10.4% are from Giwa LGA while 198 representing 39.4% are from Sabon Gari LGA and the rest 252 representing 50.2% are from Zaria LGA.

Table 4.5: Distribution of respondents by Frequency of Online Social Networking

Users	No of respondents	Percent %
Very Frequent	121	24.1
Frequent	140	27.9
Rarely	241	48.0
Total	**502**	**100.0**

Table 4.5 shows the frequency of 121 representing 24.1% of very frequently go online networking while frequency of 140 representing 27.9% said they frequently go networking as against the rest frequency 241 representing 48.0% who said they rarely go online social networking. This indicates that more than half of the sampledrespondents are active users of online networking

4.3 Answering of Research Questions

Question One: What is the differential influence ofonline social networking usage on the academic performance of male and femalesecondary schoolstudents?

Table 4.6: Mean and standard deviation of male and female students in secondary schools of online networking users

Variables	Sex	N	Mean	Std. Dev
Influence of online social networking on the academic performance	Male	402	17.58	6.57
	Female	100	27.80	7.34

The mean academic performance of male and female are 17.58 and 27.80 with a standard deviation of 6.57 for male and 7.34 for female. This indicate that the online social networking may have negative influence on the male students than on the female students, probably due to the fact that majority of the students who involvedin online social networking are the male students.

Question Two: **What is the influence of online social networking usage on the academic performance of studentsof different age brackets in secondary school?**

Table 4.7: Mean and standard deviation of online social networking usage has on theacademic performanceof studentsof different age brackets

Variables	Age Bracket	N	Mean	Std. Dev
Online social networking	12-14 Years	160	17.8	9.08
academic performance	14-16 Yrs	342	20.4	7.09

Table 4.7 above indicated that the mean age bracket 12-14 is17.87 and mean age bracket 14 – 16 is 20.44 with a standard deviation of 9.07 and 7.09. This indicates thatthe age bracket 14-16 has higher mean than the 12-14 age bracket signifying that age bracket 12 – 14 has significant influence of online social networking usage on their academic performance.

Research Question Three: **What influence does online networking usage have on the academic performance of very frequent, frequent and rare users in secondary school?**

Table 4.8: Mean and standard deviation on the academic performance of very frequent, frequent and rare users in secondary

	N	Mean	Std. Deviation
Very Frequent	121	15.9421	5.69
Frequent	140	19.0000	9.41
Rarely	241	21.8340	7.05
Total	**502**	**19.6235**	**7.87**

The descriptive statistics aboveindicates that differences exist on the academic performance of very frequent, and frequent and rare use. These shows that their mean academic performances are 15.94, 19.00 and 21.83 of very frequent, and frequent and rare use of social networking respectively. This clearly showed that students who rarely use online social networking siteshad the highest mean performance, followed by those who frequently use are those who use social networking very frequently.

4.4 Testing of Hypotheses

Hypothesis One: There is no significant differential influence of online social networking usage on the academic performance ofmale and female secondary school students.

Table 4.9: Independent t test statistics on differentialinfluence of online social networking usage on the academic performance betweenmale and female

Variables	Sex	N	Mean	Std. Dev	Std.Err	df	t cal	t crit	P
Online social networking academic performance	Male	402	17.58	6.57	.32	500	13.57	1.96	0.00
	Female	100	27.80	7.34	.73				

P calculated < 0.05, t calculated > 1.96 at df 500

Table 4.9 shows that the calculatedp value 0.00 is found to be lower than the 0.05 alpha level of significanceand the t- calculated value of 13.57 was found to be higher than the t-critical 1.96. These indicate that online social networking had negative influence on the male students than on the female students. Consequently the null hypothesis which states that: There is no significant differentialinfluence of online social networking usage

on the academic performance of male and female students in secondary schools, is hereby rejected.

Hypothesis Two:

There is no significant influence of online social networking usage on academic performance of secondary school students of different age brackets.

Table 4.10: Independent t-test statistics of the influence of online social networking usageon academic performance of secondary students of different age brackets

Variables	Age Bracket	N	Mean	Std. Dev	Std.Err	df	t cal	t crit	P
Influence of online social networking on the academic performance	12-14 yrs	160	17.8750	9.07602	.71752	500	3.44	1.96	0.001
	14-16 yrs	342	20.4415	7.09763	.38380				

P calculated < 0.05, t calculated > 1.96 at df 500

Table 4.10showsthat independent t- test statistics indicatesthe calculated p value of 0.00 was found to be lower than the 0.05 alpha level of significance and the calculated t value of3.44 was found to be higher than the t critical value of 1.96 at df 500. Their mean academic performances are17.87 and20.44 with standard deviation of 9.07 and 7.09. This indicates that online social networking has more negative influenceon the 12-14 years students, probably due to the fact that these age bracket are very vulnerable and are therefore more negatively influenced in their academic performance as a result of theirinvolvement in online social networking. Therefore the null hypothesis which

statesthat online social networking usage does not significantly influence the academic performance of secondary school students of different age bracket is hereby rejected.

Hypothesis Three: There is no significant influence of online social networking usage on academic performance of very frequent, frequent and rare users.

Table 4.11: Analysis of variance on academic performance of secondary school students who uses online social networking site

Variations	Sum of Sq.	df	Mean Square	f. cal.	f. crit.	Pv
Between Groups	2871.887	2	1435.943	25.480	2.60	.000
Within Groups	28121.956	499	56.357			
Total	**30993.843**	**501**				

Results of the Analysis of Variance, above showed that significantinfluence exist in the academic performance of very frequent, and frequent and rare user. This is because the calculate p value of 0.000 was found to be lower than 0.05 alpha level and the calculated F value of 25.480 was found to be higher than the F critical value of 2.60. This shows that online social networking usage significantly interferes in students' academic performance. Therefore the null hypothesis which states that there is no significant influence on the academic performance of very frequent, and frequent and rare use, is hereby rejected.

Table 4.12: Post Hoc Homogeneous subset test on Academic performance Scheffe

Variable	N	Mean	Sig.
Very frequent	121	15.94	1.000
Frequent	140	19.00	1.000
Rarely	241	21.83	1.000

Means for groups in homogeneous subsets are displayed.
Subset for alpha level of significance 0.05

The post hoc test above shows that the very frequent has lowest academic performance 15.95, followed by frequent 19.00. The rare users show the highest academic performance 21.83 which indicates that there is differential significant influence between the three groups.

4.5 Summary of the Findings

The following are the summary of major findings;

1. That differential influence of online social networking usage exist between male and female academic performance in Zaria metropolis.
2. That online social networking has an influence on students of different age bracket.That online social networking usage has more negative influence on age bracket 12-14 years than 14-16years.
3. There is influence of online social networking usage on academic performance of very frequent, frequent and rare users. There is significant negative influence of online social networking usage between the three group users.

4.6 Discussion of Findings

The influence of online social networking usage on academic performance among secondary school students in Zaria metropolis were tested. Null hypothesis one found the existence of differential significant influence between male and female secondary school students. Although earlier studies have indicated the influence of online social networking usage on academic performance among students across gender lines (Nwabueze, et al, 2014) the study reveals that the female students were 54% of those that go online social networking while the male were 46% of those who go to online social networking. This study agreed that more female visit online social networking sites regularly than the male, the females invest more time in maintaining their account than the male counterparts. Female participate more likely in online social networking than male but were also likely to have higher grades in their academic performance because their accessing the online social networking site is mostly for their academic activities, but the male uses it for their social entertainment. In-line with the study of (Krshner and Karpinsky, 2010) on facebook and academic performance a study conducted at mid western university; their study reveals that the female participation in online social networking is higher than the male by 60.3% for female likely scored higher grade in academic performance. Kirshner and Karpinsky agreed that online social networking usage has negative influence on academic performance of male than the female because of more time spent on online social networking sites by male for their social activities.

Hence, it concluded that females go online social networking more than the male; the females use the site for their academic assignments while the males use it for communication and entertainmentpurposes. The implication is that online social

networking usage influences the male negatively than the female. Another study by Khan 2010, on impact of social networking websites on students in Ugo in the same view shows that male have more negative influence than female. According to Nwabueze and Aduba 2014, on influence of online social networking usage on student academic performance of students in Enugu state, which investigated 700 respondents of 400 males and 300 females. Their result indicated it had more negative influence on male academic performance than their female counterpart. The study of Nwabueze and Aduba 2014, which focused on influence of social networking on secondary school students found that there is significant influence in the extent to which the male and female make use of online social networking sites for various purposes. A greater number of female students use social networking sites to keep vigilance about happenings in the world. The male students use online social networking site for entertainment with their peers while the female use it for information link for their academic progress.

In this study it was revealed that the male student had more differential negative influence than the female. The mean score of the female academic performance is better than the male academic performance, this could be attributed to the fact that the female goes online social networking for their academic assignment while the male goes to online social networking for social activities.

Null Hypothesis two shows the independent t-test which was used to find out if there is significant influence in academic performance of different age bracket of secondary school students. The study reveals that there is significant influence in academic performance of age bracket 12-14 years' secondary school students. The mean score shows that the age bracket of 12-14 years recorded lower mean score which is

indication of negative influence on academic performance. This can be attributed to the vulnerability of these age brackets students. This study is in line with Pierce and Vaca 2009, who carried out a study on distracted academic performance, difference between teen users and non users of social networking, the study shows that the students disagree with the positive statement on the influence of online social networking on them, rather, it makes the students to sort for cramming rather than studying their books.

Null Hypothesis three shows analysis of variance which was used to find out if there is significantinfluence of online social networking usage on academic performance of very frequent, frequent and rare users. This was done using analysis of variance (ANOVA). The result indicates in table 4.11 showed that there exist significant influence between the very frequent, frequent and rare users. Similarly, the finding of this study also agreed with the previous research by Adeniyi, 2006, who discovered that some computer literate students spent time for leisure on the internet and this leads to lack of concentration in schools. The excellent performance of rare users was supported by Olokhine (2002), Barley (2003) and Brant (2003), that internet and computer, when well used, allow adolescents to tap into the vast store of knowledge, facilities progress in class work in schools and leads to excellent academic performance.

In the study of Gbadebo and Ike (2009) reported their study titled Influence of Internet Usage on Academic Performance of Senior Secondary School, that light results of internet seemed to perform better than heavy users. The light users had the highest mean score of 53.50% followed by non users 48.52 and the heavy users with the lowest mean score of 43.40. The study is in agreement with this study which reveals that the

highest mean score is obtained by the rare users 21.80 followed by frequent 19.00 and the lowers very frequent 15.94.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study aimed at finding out the influence of online social networking usage on academic performance among secondary school students in Zaria Metropolis. This chapter presents summary of chapters, contribution to knowledge, conclusions, recommendations and suggestions for further studies.

5.2 Summary

Chapter one presents the background of the study, statement of the problem, three objectives that serve as a guide to this study were set based on influence of online social networking usage on academic performance among secondary schoolstudents. Related to this are three research questions and three hypotheses. Significance of the study was stated, basic assumptions made and finally scope and delimitation were highlighted.

Chapter two looked at the framework on which the research is based. The theoretical framework chosen for the study consist of four theories. The first theory is diffusion innovation theory by Roggers, the second theory is gratification theory by Blummer, and the third one is cultivation theory by George Gerbner and finally Albert Banching social learning theory. The basic notion of diffusion innovation theory is that practice is spread over a time through specific channels to a social structure. It is all about introducing something different from what has been available before the pattern of adoption. The second theory is that students use social networking to get the state of pleasure seeking and desire state satisfied. The third theory is to identify and track the influence of media users. The theory indicates the consequence of media to users such as

Shyhess, loneliness and depression on heavy users of media. The fourth theory is that behaviour is learnt through modelling;that is,students, through modelling gain attention, retention and acquires skills on manipulation of technological gadgets by the users.

Chapter three presented the methodology adopted for the study.The study adopted survey design population of the study consist of senior secondary school SS II of six schools, Government Secondary School Tudun Jukun, Government Secondary School Bomo, Government Girls Secondary School Samaru, Yusuf Aboki Senior Secondary School, Government Secondary School Bassawa and Alhudahuda College Zaria. There are total of 5020 students in the schools, 502 (10%) of the students from all the schools under study were randomly selected to serve as respondents to instrument for data collection. Two instruments were used for data collection. To measure influence of online social networking usage on academic performance among secondary school students (IONSAP) questionnaire was used while in measuring academic performance, Mathematics and English tests were used. Influence of online social networking usage questionnaire was developed by the researcher while Mathematics and English tests were developed by expert in the subject area. In order to determine the reliability of the instrument, a pilot study was undertaken on SS II students of Government Secondary School Aminu Sabon Gari, Zaria.

Chapter four presented data collection from the field, a total of 502 samples were used in this analysis. Descriptive statistics involving simple percentage, mean scores and standard deviation were used to answer all research questions. While hypothesis one and two were tested using t-test, and hypothesis three was tested using analysis of variance (ANOVA). All hypothesis were tested at 0.05 alpha level of significance, it was found

that significant influence exist between male and female secondary school students in Kaduna state (t = 13.57, p = 1.96). there is significant influence on the age bracket of 11 – 15 years than 15 – 20 years age brackets of secondary school students in Kaduna state (t = 3.44, p = 0.001). There is significant influence on the academic performance of very frequent followed by frequent and rare users (f = 25.40, p = 0.00) very frequent users of online social networking experiences a higher negative significant influence of online social networking usage on their academic performance than the frequent and rare users. Rare users academic performance is best followed by frequent and the least is very frequent.

5.3 Contributions to Knowledge

The outcome of this study, based on the result obtained, has confirmed the influence of social networking usage on academic performance among secondary school students. It contributed to the body of existing knowledge from the results of statistical analysis. It revealed that online social networking usage has more influence on the male than the female. This significant influence on the male could be attributed to the student's accessibility to entertainment and social activities sites than academic and educational site.

The study also revealed that students of age bracket 12-14 had more negative significant influence of online social networking usage on their academic performance; this could also be attributed to the vulnerability of the age brackets as mentioned. Furthermore the study revealed that the very frequent had the lowest academic performance, which could be attributed to the level of frequency they access online social networking sites. Hence this study has provided adequate knowledge to counsellors,

teachers, school management and parents on how to help the students to manage their school academic activities and access their social activities in online social networking sites.

5.4 Conclusion

Based on the result of the findings, the following conclusions can be deduced:

That male and female secondary school students had differential significant influence of online social networking usageontheir academic performance. According to Roger Diffusion Innovation Theory as cited in Abdullahi (2013) he explained how new idea is spread among people through media and that adoption of a new idea does happen at the same time in a social environment, rather it is a process where people adopt and accept the idea than others, which implies that the male adopted the use of online social network for their social entertainment than the female thereby having more significant influence of online social networking than the female.

That there is significant influence of online social networking usage on academic of students of different age brackets in secondary school. The age bracket 12 – 14 had a high significant influence may be due to the vulnerability of their age bracket. Rogers in Abdullahi (2013) indicated the possibility of some people to adopt, spread and practice innovation of new idea over a specific channel to a social structure. Moreover, the age bracket of 12 – 14 are pleasure seeking and want their desired state satisfied and indicated al so by Blumer in Abdullahi (2013). The vulnerability personality of the age bracket exposed them to higher significant influence of online social networking usage on their academic performance than the age bracket 14 – 16.

Very frequent users exerted the highest influence of online social networking usage on their academic performance than the frequent and rare users. Nwabueze and Aduba (2014) considered George and Larry cultivational theory that the more time people spent living in social media world the more it affects their mental ability. Therefore, the very frequent usage of online social networking made the very frequent user to have the highest significant influence than the frequent and rare users. Finally male, female age bracket, 12 – 14, 14 – 16 and the very frequent, frequent and rare users were influenced. This influence is exerted through attention retention and motoric reproduction as indicated by Bandura (1986).

5.5 Recommendations

1. Counsellors should adequately mentor the students on the influence of online social networking on academic performance among secondary school students. This will ensure that students make good use of the sites.
2. Organisations and executives of online social networking sites should provide educative and social sites that suits different age brackets of secondary school students.
3. An effective monitoring of secondary school students on the use of technological devices such as phones. Internet e.t.c should be carried out by the counsellor, parents and school management both at home and school settings.

5.6 Suggestions for Further Studies

A single study on influence of online social networking usage on academic performance among secondary school students will not be enough as it will reveal so

many areas not exploited which could be taken advantage of by would-be researchers. Some suggestions include:

1. Further studies can be carried out especially on the effectof online social networking usage on the psycho social developmentsof adolescentsamong secondary schools in North Western zone of Nigeria.
2. The relationship between online social networking usage and academic performance among senior secondary school students in Kaduna state.
3. The relationship of online social networking usage and academic performance among teenagers in junior secondary schools in Kaduna state.

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APPENDIX I

QUESTIONNAIRE ON INFLUENCE OF ONLINE SOCIAL NETWORKING USAGE ON ACADEMIC PERFORMANCE (IOSNAP) AMONG SECONDARY SCHOOL STUDENTS IN ZARIA METROPOLIS

Section A:

General Information

Please tick where appropriate in the box"

1. Gender:
   a. Male ( ) b. Female ( )
2. Age:
   a. 11 – 15 years ( ) b. 15 – 20 years ( )
3. Class:
4. School:
5. Local Government Area:
6. How frequent do you go online networking
   a. Very frequent ( ) b. Frequent ( ) c. Rarely ( )

Section B:

The following are options for selection, Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD). Kindly tick (√) the appropriate option of your selection from the four liker scale.

Positive and Negative Influence of online Social networking on academics performance of students					
S/No	**ITEMS**	**SA**	**A**	**D**	**SD**
1.	All the online social networking usage activities provide the opportunity to exchange ideas on academic issues.				
2.	The information posted by secondary school students are most about personal thought, beliefs and feelings rather than academic issues.				
3.	Online social networking usage facilitate access to current educational issues that help to achieve academic progress.				
4.	Students that are addicted to online social networking usage have the tendency to perform low in their academic work.				
5.	Online social network serves as a means through which students access relevant information in different areas of their academic pursuit.				
6.	The time spent charting during online social networking usage affects the time used for academic activities				

7.	Online social networking usage makes it easy for students to acquire modern skills and techniques that can enhance their academic progress				
8.	Sometimes the chart gives more attention to issues that do not affect their academic performance.				
9.	It gives room to students to access information that helps to achieve most of their academic task				
10.	During the engagement in online social networking activities, students dwell more on social information than academic information which may foster academic performance.				
11.	Students can easily carry out assignments through the information provided by classmates during online social networking.				
12.	Frequent use of social networking usage gives room for procrastination of academic activities				
13.	Online social networking usage also helps students to elaborate on the content materials they read.				
14.	The usage helps them to expatiate on knowledge gained through learning and study.				
15.	Personal disclosure of identity is student interest during networking usage than academic discussion which may built up their academic progress.				
16.	Online social networking usage exposes students to develop self academic concepts and improved performance.				
17.	Online social networking usage has resulted to many academic declines to secondary school students.				
18.	Frequent use of online social networking exposes students to information relevant to their academic assignment.				
19.	The negative influence of online social networking usage overweighs the positive influence of online social networking on academic performance.				
20.	Varieties of academic information are passed across to me by my friends during online social networking usage thereby broadening my academic capacity.				
21.	Anti-social behaviour could be as a result of the influence of online social networking usage thereby negatively				

	affectingacademic performance.				
22.	Online social networking usage among secondary school students enhances virtual empathy which encourages poor academic learning among each other.				
23.	Over dose of online social networking usage among students seems to cause low rate of reading retention.				
24.	Students develop their self esteem and identity through online social networking usage as it helps students to build up confidence in their academic exposure.				
25.	Often online social networking usage is hugely distracting from academic pursuit.				
26.	On line social networking usage gives shy children a way to socialize and learn within academic setting.				
27.	Over dose of online social networking usage results in emotional and physical ill health thereby causing low retention and performance in academic endeavour.				
28.	Online social networking usage improvesstudents language communication which accelerates academic performance and progress.				
29.	Frequent online social networking usage among students causes low concentration on academic activities.				
30.	Student concentration and personal study time are taken over by on line social networking usage with friends thereby affecting their academic performance.				

APPENDIX II

ACADEMIC PERFORMANCE TEST ON MATHEMATICS FOR (SS 2)

Mathematics

The following are options for selection, A-E

1. A rectangular room 1m long and 1m wide has a perimeter p, where p = 21 + 2b. Find the perimeter of a room which is 3.5 m long and 2m wide
   a. 4m
   b. 7m
   c. 11m
   d. 13m
   e. 15

2. Convert 71_{ten} to a number in base two
   a. 100111_{two}
   b. 1000101_{two}
   c. 100010_{two}
   d. 1100010_{two}
   e. 1000011_{two}

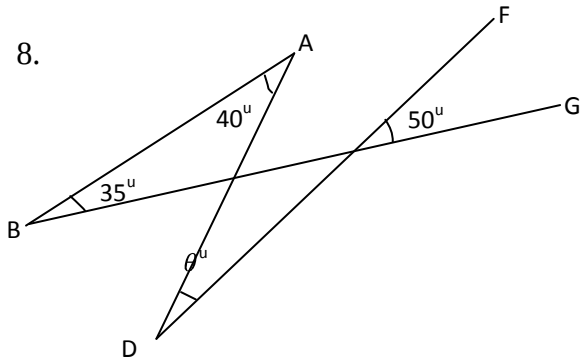
3. Simply $\frac{3x^6y^5z^3}{9x^4y^2z}$
   a. xyZ
   b. x2y3 z 2
   c. xy2z
   d. $\frac{x^2y^3z^2}{3}$
   e. $\frac{x^2y^3z^2}{36}$

4. Simplify $\left(1\frac{1}{3}+\frac{1}{4}\right)+\ 1\ \frac{2}{3}$
   a. $2\frac{23}{36}$
   b. $1\frac{7}{18}$
   c. $1\frac{1}{18}$
   d. $\frac{19}{20}$
   e. $^{7}/_{20}$

5. Divide (-2x6) by (-3x-4)
   a. 9 – 12
   b. -6
   c. -1
   d. 1
   e. 6

6. Give that $\tan\theta = \frac{4}{3}, findthevalue\ \frac{Sin\theta - Sin\theta}{Cos\theta - Sin\theta}$
   a. -7
   b. -1
   c. 0
   d. 1
   e. 7

7. A fair coin is tossed once what is the possibility of heaving a head?
   a. $^{5}/_{6}$
   b. $^{4}/_{5}$
   c. $^{2}/_{5}$
   d. ½
   e. $^{1}/_{6}$

8. 

   a. 25^0
   b. 35^0
   c. 45^0
   d. 55^0
   e. 75^5

9. If y = $\frac{x+9}{x-3}, Finthevalueofywhenx = 5$
   a. -5
   b. -2
   c. 5
   d. 6
   e. 7

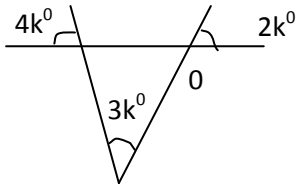
10. Factories the quadratic expression $f^2 - 16f + 28$
    a. (f + 14) (f-2)
    b. (f-2) (f-28)
    c. (f-14) (f-2)
    d. (f- 14) (f +2)
    e. (f – 28)(f+2)
11. Factorize $6x^2 – 3y-9x+2xy$
    a. (3x-1)(2x-3)
    b. (x-3y)(2x-3)
    c. (3x+3y)(2x+y)
    d. (3x+y)(2x-3)
    e. (3x-y)(2x+3)

12. Find the value of $Sin50^0 + Cos40^{0.}$
    a. 1.50
    b. 1.00
    c. 0.50
    d. 0.30
    e. 0.20

13. Find the value of 2x-y if x+y = 8 and 4x – y = 22
    a. 3
    b. 4
    c. 6
    d. 8
    e. 10

14. The scores obtained by 4 students in a test are n, n, n and m. If the mean score is 9 and the median is 8 find m.
    a. 9
    b. 11
    c. 12
    d. 8
    e. 10

15. Calculate the value of k in the figure below.



    a. 12
    b. 15
    c. 16
    d. 20
    e. 25.

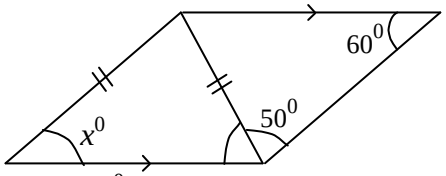
16. A and B share 80 eggs in the ratio 3:5 respectively. What is the difference between the bigger and smaller share?
    a. 21
    b. 20
    c. 22
    d. 23
    e. 25

17. The sum of an interior and exterior angle of nay regular polygon is
    a. 360^0
    b. 270^0
    c. 180^0
    d. 90^0
    e. 45^0

18. Simplify $6\frac{1}{3} \div \left(\frac{5}{6} - 3\frac{1}{4}\right)$
    a. $1\frac{3}{4}$
    b. $2\frac{1}{2}$
    c. 3
    d. 4
    e. 5

19. Find the range of the following set of numbers: 10, 10, 11, 11, 5, 6, 13, 7, 6
    a. 1
    b. 2
    c. 3
    d. 7
    e. 8

20. Find the unknown in the figure below



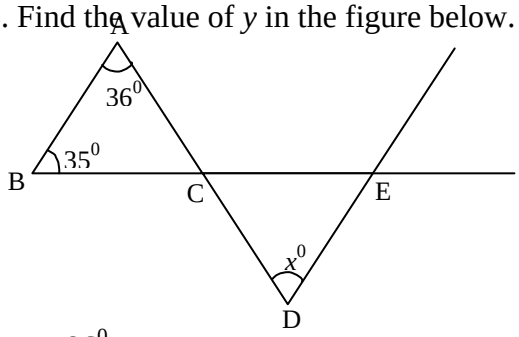
    a. 40^0
    b. 50^0
    c. 60^0
    d. 70^0
    e. 110^0

21. A letter is chisen at random from the word MATHEMATICS. What is the propability that it is a vowel?

a. $\frac{2}{11}$
b. $\frac{3}{11}$
c. $\frac{4}{11}$
d. $\frac{5}{11}$
e. $\frac{6}{11}$

22. Mr. Effiong bought a diamond for ₦250,000 and later sold it at a loss of 8%. What is the selling price of the diamond?
    a. ₦150,000
    b. ₦200,000
    c. ₦220,000
    d. ₦230,000
    e. ₦240,000

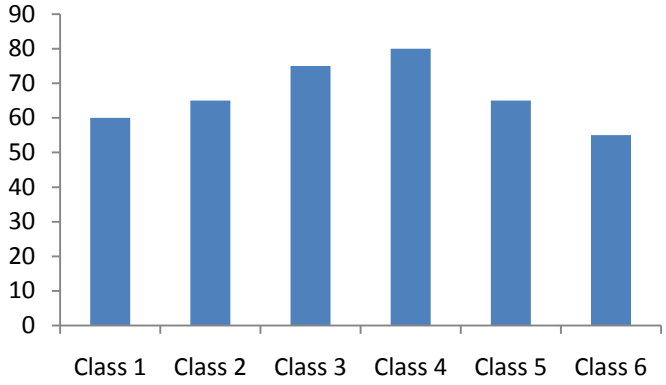
23. Find the value of *y* in the figure below.



    a. 86^0
    b. 75^0
    c. 56^0
    d. 51^0
    e. 35^0

24. Find the multiplicative inverse of $\frac{11}{9}$.
    a. $\frac{11}{9}$
    b. $\frac{9}{11}$
    c. $\frac{1}{9}$
    d. $\frac{-9}{11}$
    e. $\frac{-11}{9}$

The bar chart below shows the distribution of primary classes 1 to 6 in a UBE school. Use this information answer question 25 – 28.



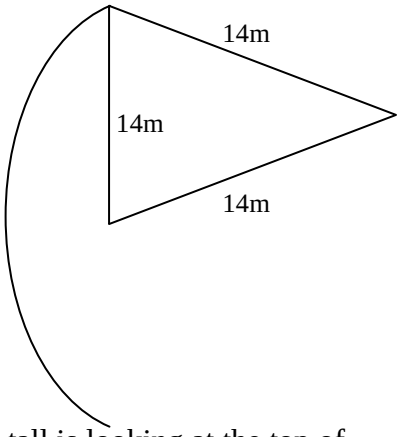
25. How many pupils are in class 4?
    a. 90
    b. 80
    c. 70
    d. 60
    e. 50

26. Find the total number of the primary section
    a. 400
    b. 414
    c. 420
    d. 422
    e. 424

27. Which class has the highest number of pupils?
    a. 1
    b. 2
    c. 3
    d. 4
    e. 5

28. If a pupil is chosen at random, what is the probability that she belongs to primary 3?
    a. $\frac{80}{400}$
    b. $\frac{80}{414}$
    c. $\frac{74}{400}$
    d. $\frac{80}{424}$
    e. $\frac{90}{400}$

29. The figure below is made up of a semicircle diameter 14cm and an equilateral triangle. Calculate the perimeter of the figure. (Take $\pi = \frac{22}{7}$)



a. 72cm
b. 64cm
c. 50cm
d. 43cm
e. 42cm

30. A man who is 2m tall is looking at the top of a pole at an angle of elevation of 45^0. If the man is 10m away from the foot of the pole, calculate the length of the pole.
    a. 6m
    b. 10m
    c. 12m
    d. 20m
    e. 90m

ENGLISH LANGUAGE

ACADEMIC PERFORMANCE TEST ON ENGLISH LANGUAGE FOR (SS2)

Read the following passage and answer the question that follows by choosing the most appropriate of the options lettered A-E. Answer ALL Questions in this Section.

There was a terrible famine in the land of animals. Food and money were scarce. Hunger made all the creatures very weak. The mother of Dinso, the tortoise fell ill and was at the point of death. Dinso became very worried because he had no money for her funeral ceremonies. He thought and thought but did not know what to do.

At last he discovered a trick; he assembled all the animals and said to them "1 am going to a distant land in search of food for all of us who are hungry. Do not send for me unless something unusual happens." The animals agreed.

Three days later, Dinso's mother died. Death is unusual and Dinso could not be sent for. Discovering the trick, the elephant advised, "lets tell Dinso that palm tree bears at the end of its leaves. This unusual and should make him return quickly.

The other animals welcomed the idea, thanked the elephant for the advice and sent for Dinso. On hearing of palm trees bearing fruits at the end of its leaves, he hastened back. When he arrived, the animals said to him, "your mother is dead; now arrange for her funeral according to our custom. You can't deceive all the people, all the time."

1. By giving the advice he .gave, there is no doubt that the elephant was a _____ animal.
   a. cunning
   b. great
   c. smart
   d. thoughtful
   e. wise

2. The passage is mainly___ in form.
   a. argumentative
   b. descriptive
   c. expository
   d. narrative
   e. persuasive

3. A word that can replace 'assembled' as it is used in the passage is
   a. arranged
   b. combined
   c. gathered
   d. grouped
   e. invited

4. Which of the following statements is true?
   a. Dinso knew his mother would not die soon.
   b. Dinso was never confused about what to do
   c. Hunger made Dinso's mother fall ill
   d. The famine did not affect some animals
   e. The passage is a riddle.

5. The most suitable title for the passage could be
   a. Dinso and the Elephant
   b. Dinso's mother death
   c. Dinso's trick
   d. Famine in animals' land
   e. Searching for food

Section B

Structure

Complete each of the following statements with the most appropriate of the options lettered A - E

6. _____ you mind bringing me those books on the table?
   a. Can
   b. Could
   c. Shall
   d. Will
   e. Would

7. I must obtain _____ university degree this year.
   a. an
   b. a
   c. some
   d. the
   e. these

8. We _____ the senior students recently.
   a. are seeing
   b. saw
   c. see
   d. seen
   e. sees

9. James and Jane had to sweep the room
   a. herself
   b. himself
   c. ourselves
   d. their selves
   e. them selves

10. _____ else is coming to the party?
    a. What
    b. When
    c. Where
    d. Which
    e. Who

11. The maid _____ offered a helping hand after much persuasion
    a. politely
    b. probably
    c. readily
    d. reluctantly
    e. willingly

12. He loves Lara _____ all his heart
    a. at
    b. from
    c. in
    d. of
    e. with

13. I thank you very much _____ everything.
    a. because
    b. for
    c. of
    d. on
    e. with

14. The book is _____
    a. has
    b. her own
    c. her
    d. hers
    e. herself

15. He has been elevated _____ the rank of Justice of the Supreme Court
    a. by
    b. on
    c. to
    d. towards
    e. with

16. Martha is a highly _____ house-keeper
    a. enlight
    b. enlighted
    c. enlighten
    d. enlightened
    e. enlighting

17. I _____ reading for hours now
    a. has been
    b. had being
    c. have been
    d. haven't being

18. We are ready, _____ we?
    a. Aren't
    b. Weren't
    c. Are
    d. Have

19. The minister's daughter boasted she would have her way and she really _____
    a. had
    b. has
    c. have
    d. did

20. You are not sure where you place the book, _____?
    a. isn't
    b. weren't
    c. are you
    d. didn't you

Section C

Grammatical Accuracy

Complete each of the following questions with the MOST appropriate of the options, lettered A – E.

21. The boy _____ won the medal is my brother.
    a. which
    b. who
    c. when
    d. whose
    e. who's

22. The plural form of the word shelf is
    a. Shelfs
    b. Shelfes
    c. Shelves
    d. Shelve
    e. Shelevess

23. Maryam was recently delivered _____ a baby boy.
    a. by
    b. for
    c. from
    d. of
    e. with

24. The second half of the football match will be played _____ 12pm.
    a. about
    b. at
    c. below
    d. off
    e. on

25. I look forward to _____ my friend again
    a. be seeing
    b. be seen
    c. have seen
    d. see
    e. seeing

26. Rita is the first child of her parents the
    a. eldest
    b. test
    c. testy
    d. thirst
    e. thirsty

27. The children almost died of _____
    a. teste
    b. test
    c. testy
    d. thirst
    e. thirsty

28. Pick out the word that is correctly
    a. Mathematics
    b. Mathematiz
    c. Matimatics
    d. Mathematic
    e. Mathematics

29. Neither the teacher nor the _____ wrong.
    a. has been
    b. have been
    c. is
    d. was
    e. were

30. The graduating students ____ with gift.
    a. are been
    b. have being
    c. is
    d. was
    e. were

APPENDIX IV

MARKING SCHEME FOR MATHEMATICS (SS2)

1.	C	11
2.	C.	1000111_{two}
3.	D.	$\frac{x^2y^3z^2}{3}$
4.	D.	$\frac{19}{20}$
5.	E.	-1
6.	A.	-7
7.	D.	½
8.	A.	25^0
9.	E.	1.50
10.	C.	(f-4)(f-2)
11.		
12.	A.	1.50
13.	E.	10
14.	C.	10
15.	D.	20
16.	B.	20
17.	C.	180^0
18.	D.	4
19.	E.	8
20.	D.	70^0
21.	C.	$\frac{4}{11}$
22.	D.	N230,000
23.	C.	56^0
24.	B.	$\frac{9}{11}$
25.	A.	90
26.	A.	400
27.	D.	4
28.	A.	$\frac{80}{400}$
29.	C.	50cm
30.	C.	12m

APPENDIX V
MARKING SCHEME FOR ENGLISH LANGUAGE FOR (SS2)

1. E. Wise
2. D. Narrative
3. C. Gathered
4. C. Hunger made Dinso's Mother fall ill
5. C. Dinso's trick
6. E. Would
7. B. A
8. B. Saw
9. E. Themselves
10. E. Who
11. D. Reluctantly
12. E. With
13. B. For
14. D. Her
15. C. To
16. D. Enlightened
17. C. Have being
18. A. Aren't
19. D. Did
20. C. Are you
21. B. Who
22. C. Shelves
23. D. Of
24. B. AT
25. E. Seeing
26. A. Eldest
27. D. Thirst
28. E. Mathematics
29. D. Was
30. E. Were

APPENDIX VI

PILOT TEST RELIABILITY RESULTS FOR THE QUESTIONNAIRE ON INFLUENCE OF ONLINE SOCIAL NETWORKING ON THE ACADEMIC PERFORMANCE AMONG SECONDARY SCHOOL STUDENTS IN ZARIA METROPOLIS

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	50	100.0
	Excluded[a]	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.832	.829	30

Item Statistics

	Mean	Std. Deviation	N
All the online social networking activities provide the opportunity to exchange ideas on academic issues	2.7600	1.18769	50
The information posted by secondary school students are mostly about personal thoughts, beliefs and feelings rather than academic issues	2.0600	1.07684	50
Online social networking facilitates access to current educational issues that help to achieve academic progress	2.3600	1.08346	50
Students that are addicted to online social networking have the tendencies to perform low in their academic work	2.0000	1.01015	50
Online Social networking serves as a means through which students access relevant information in different areas of their academic pursuits	2.5400	1.29694	50
The time spent chatting during Online Social networking affects the time used for academic activity	2.8400	1.21823	50
Online Social networking makes it easy for students to acquire modern skills and techniques that can enhance their academic progress	2.6600	1.27151	50
Sometimes the chatting gives more attention to issues that do not affect their academic performance	2.4800	1.21622	50
it gives room for students to access information that helps to achieve most of their academic tasks	2.1800	1.18992	50
During engagement in Online Social networking activities, students dwell more on social information than academic information which may foster academic performance	2.7000	1.26572	50
Students can easily do assignments through the information provided by classmates during Online Social networking	2.9600	1.22824	50
Frequent use of Online Social networking gives room for procrastination of academic activities	2.8400	1.20136	50
Online Social networking also helps students to elaborate on the content materials they read	2.7400	1.04608	50
It helps them to expatiate on knowledge gained through learning and study	2.5200	1.18218	50

Personal disclosure of identity is student interest during Online Social networking than academic discussion which may built up their academic progress	3.1000	1.03510	50
Online Social networking exposes students to develop[p self academic concept and improved performance	3.2400	.95959	50
Online Social networking has resulted to academic declines to secondary school students	3.1000	1.11117	50
Frequent use of Online Social networking exposes students to information relevant to their academic assignment	2.8600	1.06924	50
The negative influence of Online Social networking outweighs the positive influence of Online Social networking on academic performance	2.5400	1.16426	50
varieties of academic information are passed to me by my friends during Online Social networking thereby broadening my academic capacity	2.5800	1.17959	50
Anti-social behaviour could be as a result of the influence of Online Social networking thereby negatively affecting academic performance	2.7600	1.22157	50
Online Social networking among secondary school students enhances virtual empathy which encourages academic learning among one another	2.8000	1.27775	50
Over dose of Online Social networking among students seems to cause low rate of reading and retention	2.6200	1.14089	50
Students develop their self esteem and identity through Online Social networking as it helps students to built up confidence in their academic exposure	2.6600	1.22241	50
Often Online Social networking is hugely distracting from academic pursuit	2.9000	1.19949	50
Online Social networking give shy children a way to socialize and learn within academic setting	3.1000	1.09265	50
Over dose of Online Social networking results in emotional and physical ill health thereby causing low retention and performance in academic endeavour	2.5200	1.23288	50
Online Social networking improves students language communication which accelerates academic understanding and progress	2.4800	1.09246	50

Frequent Online Social networking among students causes low concentration on academic activities	2.2400	1.17038	50
Students concentration and personal study time are taken over by Online Social networking with friends thereby affecting their academic performance	2.8000	1.24540	50

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.665	2.000	3.240	1.240	1.620	.092	30

APPENDIX VII

RESULTS OF RESPONDENTS ON THE ONLINE SOCIAL NETWORKING USAGEAMONG SECONDARY SCHOOL STUDENTS IN ZARIA METROPOLIS

S/NO	ITEMS	ITEM CATEGORIES				MEAN	SD
		SA	A	D	SD		
1	All the online social networking activities provide the opportunity to exchange ideas on academic issues.	258	217	19	8	3.44	.647
2	The information posted by secondary school students is mostly about personal thoughts, beliefs and feelings rather than academic issues.	139	319	40	4	3.18	.597
3	Online social networking facilitate access to current educational issues that help to achieve academic progress.	298	159	40	5	3.49	.686
4	Students that are addicted to online social networking have the tendency to perform low in their academic work,	298	80	99	25	3.30	.951
5	Online social network serves as a means through which students access relevant information in different areas of their academic pursuit.	179	278	41	4	3.26	.636
6	The time spent chatting during online social networking affects the time used for academic activity	160	257	61	24	3.10	.789
7	Online social networking makes it easy for students to acquire modern skills and techniques that can enhance their academic progress	340	98	40	24	3.50	.835
8	Some times the chat gives more attention to issues that do not affect their academic performance.	159	179	80	84	2.82	1.057
9	It gives room for student to access information that helps to do most of their academic tasks	140	160	158	44	2.79	.949
10	During the engagement in online social networking activities, students dwell more on social information than academic information which may foster academic performance.	141	159	158	44	2.79	.951
11	Students can easily do assignments	241	218	20	23	3.35	.763

	through the information provided by classmates during online social networking.						
12	Frequent use of social networking gives room for procrastination of academic activities	199	179	120	4	3.14	.805
13	Online social networking also helps students to elaborate on the content materials they read.	119	319		4	3.34	.522
14	It helps them to expatiate on knowledge gained through learning and study.	222	180	60	40	3.16	.925
15	Personal disclosure of identity is students interest during networking than academic discussion which may built up their academic progress.	221	181	60	40	3.16	.924
16	Online social networking exposes students to develop self academic concepts and improved performance.	142	220	60	80	2.84	1.009
17	Social networking has resulted to academic decline among secondary school students.	141	261	80	20	3.04	.774
18	Frequent use of online social networking exposes students to information relevant to their academic assignment.	178	160	159	5	3.02	.884
19	The negative influence of online social networking outweighs the positive influence of online social networking on academic performance.	182	160	120	40	2.96	.960
20	Varieties of academic information are passed across to me by my friends during online social networking thereby broadening my academic capacity.	218	259	20	5	3.37	.612
21	Anti-social behaviour could be as a result of the influence of online social networking thereby negatively affecting academic performance.	120	237	121	24	2.90	.814
22	Online social networking among secondary school students enhances virtual empathy which encourages academics learning among one another.	259	102	99	42	3.15	1.013

23	Over dose of online social networking among students seems to cause low rate of reading and retention.	199	159	60	84	2.94	1.088
24	Students develop their self esteem and identity through online social networking as it helps students to built up confidence in their academic exposure.	220	178	80	24	3.18	.870
25	Often online social networking is hugely distracting from academic pursuit.	181	180	81	60	2.96	1.000
26	On line social networking gives shy children a way to socialize and learn within academic setting.	198	219	81	4	1.22	.736
27	Over dose of online social networking results in emotional and physical ill health thereby causing low retention and performance in academic endeavour.	158	199	121	24	2.98	.865
28	Online social networking improves student language communication which accelerates academic understanding and progress.	197	221	60	24	3.18	.820
29	Frequent online social networking among students causes low concentration on academic activities.	181	220	61	40	2.68	1.121
30	Student concentration and personal study time are taken over by on line social networking with friends thereby affecting their academic performance.	181	220	61	40	3.08	.892
	Cumulative mean					3.04	

Decision mean = 2.50

The table above shows that the respondents general perception regarding influence of social networking on academic performance is in agreement as the cumulative mean responses on all the items was 3.05 which was found to be higher than the decision mean of 2.500.

Specifically, item 7 which states that “Online social networking makes it easy forstudents to acquire modern skills and techniques that can enhance their academic progress”

attracted the highest mean agreement level of 3.50 with details showing that a total of 340 were in strong agreement while 98 were in agreement as against 40 that disagreed and the rest 24 in strong disagreement.

In the same vein, they believe that Online social networking facilitate access to current educational issues that help to achieve academic progress. As this view attracted the second highest mean response of 3.49 with details showing that while 298 were in strong agreement, 159 were in agreement as against 40 and 5 that disagreed and strongly disagreed respectively.

It was also of the belief that All the online social networking activities provide the opportunity to exchange ideas on academic issues, as this response drew the third highest mean response of 3.44 as details showed that while 258 were in agreement, 217 were in agreement as against 19 that disagreed and the rest 8 in strong disagreement.

On the negative influence of on line networking, is the belief that "Student concentration and personal study time are taken over by on line social networking with friends thereby affecting their academic performance" as this item attracted a high mean response of 3.08 with details showing that while 181 were in strong agreement, 220 were in agreement as against 61 that disagreed and the rest 40 in strong disagreement. Another negative influence of online networking is the belief that Over dose of online social networking results in emotional and physical ill health thereby causing low retention and performance in academic endeavor as this attracted a mean response of 2.98 with details showing that 158 were in strong agreement while 199 were in agreement as against 121 that disagreed and the rest 24 in strong disagreement.

In summary, the positive influence of online networking includes among others, the belief that Online social networking makes it easy for students to acquire modern skills and techniques that can enhance their academic progress, while on the negative influence of online networking is the belief that Over dose of online social networking result in emotional and physical ill health thereby causing low retention and performance in academic endeavour.