INFLUENCE OF SOCIAL MEDIA USAGE ON SELF-IMAGE, GROUP BEHAVIOUR AND ACADEMIC PERFORMANCE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN ILORIN-WEST LOCAL GOVERMENT, KWARA STATE.

BY

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DECLARATION

I hereby declare that the work in this thesis entitled "THE INFLUENCE OF SOCIAL MEDIA USAGE ON SELF-IMAGE, GROUP BEHAVIOUR AND ACADEMIC PERFORMANCE AMONG SENIOR SECONDARY SCHOOL STUDENTS IN ILORIN-WEST LOCAL GOVERNMENT, KWARA STATE" was written by me in the Department of Educational Psychology and Counselling, under the supervision of Dr. Umma Abdulwahid and Prof. E. F. Adeniyi. The information derived from the literature has been duly acknowledged in the text and a list of references provided. No part of this work has been presented for another degree or diploma at any institution.

Sign _____ Date_____

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CERTIFICATION

This thesis entitled Influence of Social Media Usage on Self-image, Group Behaviour and Academic Performance among Senior Secondary School Students in Ilorin-West Local Government, Kwara State meets the regulations governing the award of the degree of Masters of Ahmadu Bello University, and is approved for its contribution to knowledge and literary presentation.

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DEDICATION

This thesis is dedicated to my parents, Alhaji Adam Akanbi and Alhaja Khadijat Adam, who even though they are late they still inspire me greatly.

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ABSTRACT

This study was designed to find out the influence of social media usage on self-image, group behaviour and academic performance among senior secondary school students in Ilorin-West Local Government, Kwara State. The study used ex-post factor design. Purposive and simple random samplings were used to select the sample. Four senior secondary schools with a total population of 1,660 and a sample size of 310 students were drawn and used for the study. Two questionnaires were used for the study: Social Media, Self-Image, Group Behaviour, Questionnaire [SSGBQ] and English Language and Mathematics Test [EMT]. Six research hypotheses were raised and tested. Pearson r, t-test, chi-square and ANOVA tools were used for the statistical analysis. The result shows that there is positive correlation between social media usage and self-image, positive correlation exists between social media usage and group behaviour. The finding shows there is no correlation between social media usage and academic performance. The result also shows significant difference between male and female in social media usage. Recommendations were that: Students should be conscious of the time they spend on social media sites in order to have more time for their classroom activities and homework. Teachers should encourage the students to expend some meaningful hours on social media sites so as to make friends that would help increase their self-image. The comments of these friends are better to boost their self-images and enhance group behaviuor.

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LIST OF ABBREVIATIONS

Adds: Advertisement.

ANOVA: Analysis of Variance.

BFN: Bye for Now.

EMT: English Language and Mathematics Test.

GPA: Grade Point Average.

IM: Instant Messenger.

IMHO: In My Humble Opinion.

LOL: Laugh Out Loud.

SNS: Social Network Site.

SSGBQ: Social Media Group Behaviour Questionnaire.

SSS: Senior Secondary School.

TV: Television

OPERATIONAL DEFINITION OF TERMS.

Academic Performance: It is an outcome and the extent to which students have performed from the test of English and mathematics.

Adolescent Students: These are the set of students whose ages fall between 12 and 17 and above.

Group Behaviour: These are the activities like chatting, texting, uploading and downloading pictures, music and video, playing online games and others that students engage in as a clique on social media to satisfy their needs.

Self-image: It is overall positive or negative physical image of individuals on social media

Social Media: It involves communication and sharing of information among individuals on internet application like Facebook, Twitter, Whatsapp, 2go, Youtube, BBM, Yahoo messenger.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The rapid growth of social media usage that has been observed over the last two to three years is indicative of its entry into mainstream culture and its integration into the daily lives of many people. In parallel with this, there has also been considerable media coverage of the growth of social media usage, its potential positive outcomes and concerns about the way that some individuals are engaging with it.

Social media sites offer people new and varied ways to communicate via the internet, whether through their PC or their mobile phone. They allow people to easily and simply create their own online page or profile and to construct and display an online network of contacts, often called 'friends'. Users of these sites can communicate via their profile both with their 'friends' and with people outside their list of contacts. This can be on a one-to-one basis (much like an email), or in a more public way such as a comment posted for all to see. Social media sites, such as Facebook, 2go, Twitter, Skype, Viber, Whatsapp and MySpace are primary focus of this study.

Of recent, social media has become a way for people to communicate in society and build relationships with others. With the increase of technology used for communication has become a way of life on internet. Social media has become an activity that is done primarily on the Internet, with sites like MySpace, Facebook, Twitter, 2go, Africhat, Tango, Viber Bebo, Whatsapp, Mozat, Friendster, and Xanga.

Secondary school students have always paid a lot of attention to the presentation of self on social media sites. It seems that for most secondary school students creating networks and online content is an integral mode for the management of identity, lifestyle, and social relations. Secondary school students point at the opportunities for self-expression, sociability, community involvement, creativity and group belongings.

The tendency of a student to join a social media community is influenced by both the number of friends he or she has within the community, and more crucially how those friends are connected to one another. Members of a smaller, private group usually have higher engagement than members of a large, public one. The more groups a person belongs to the less likely that they would be heavily involved in all of them.

Students want to express themselves, are socially highly interactive and mobilise around issues very quickly like environmental and social issues such as the Tsunami. Arab's revolutions, Big Brother Africa, Sports world, World economy recess, Technology, and so forth.

Computer access and use among Nigerian secondary school students have grown exponentially over the past decade (Becker, 2000). More than 48% of Nigerian youth 12 to 17 years of age use the Internet, and nearly half log on daily (Lenhart, Madden, &Hitlin, 2005). Once connected, adolescents engage in a wide variety of social media behaviours, including doing schoolwork, playing games, shopping, downloading music, text messaging and chatting and so forth. Secondary school students use the Internet primarily for social reasons (Gross, 2004; Roberts, Foehr, &Rideout, 2005). The Internet has become a virtual meeting place where secondary school students hang out with their peers to pass time.

Social media group behaviour emanates from the causes that contribute to the group's effectiveness. The well-structured, well defined role and status hierarchy, able leadership, well developed norms and strong cohesiveness a group has, the greater is the group think. As groups function and interact with other groups, they develop their own unique set of characteristics including structure, cohesiveness, roles, norms and processes. As a result, groups may cooperate or compete with other groups, and intergroup competition can lead to conflict.

Students join group on social media in order to reduce the insecurity that they face in real world. They feel stronger, have fewer self-doubts, and are more resistant to threats when they are part of a group. Inclusion in a group that is viewed as important by others provides recognition and status for its members. Groups can provide its members with feelings of self-worth. That is, in addition to conveying status to those outside the group, membership can also give increased feelings of worth to the group members themselves. What cannot be achieved individually often becomes possible through group action. There is power in numbers. There are times when it takes more than one person to accomplish a particular task; there is a need to pool talents, knowledge, or power in order to complete a job

Secondary school students spend much of their hours hanging out with friends on social media sites and spend less time studying, thus explaining their lower performance. This idea is called the displacement hypothesis, and has been examined by early television researchers who posited that television took away students' study time (Hornik, 1999). Studies of students' extracurricular activities instead suggest that new media, such as Facebook, replace or enhance other leisure activities, but do not take away time from students (Roberts&Foehr, 2008).

Whether at school, at home, or on the go, today's adolescent students are surrounded by digital media such as computers and the Internet, video games, mobile phones, and other handheld devices. The World Wide Web (WWW) was launched in 1989, providing standards that allowed local computer networks to connect with each other and make it easier for users to sort through the growing mass of information available online. In the relatively brief period since the advent of the WWW, the Internet has had a significant impact on nearly every important area of modern life. The last decade the daily experience of adolescents has been transformed by developments in technology, including the computer, the Internet, and cell phones. The Internet has become an increasingly important factor in the lives of most adolescents, particularly as a medium of communication and social connection.

Although the growth of social technology has been dramatic, to say the least; the most popular website in the world currently is Facebook, a social networking website with more than 500 million registered users worldwide. A large majority of these users are adolescents or young people, labeled the "Millennial Generation" by the PEW Internet and American Life Project (PEW, 2010).

The recent 2010-2013 WAEC and NECO results of the senior secondary school students showed that the students themselves have a good share of the blame for the woeful performances recorded in WAEC and Senior School Certificate examinations. Since the advent of the social media like mobile phones, Blackberry, Facebook, Twitter and others. The Nigerian youth have become so addicted to these gadgets that they no longer have time for reading and preparing for their examinations. Also, the use of the social media short messaging system or texting language which permits all kinds of acronyms or abbreviated words has corrupted many that they sometimes assume that it is normal to use such forms of expression in real situations like examination.

1.2 Statement of the Problem

Secondary school students are increasingly utilizing these social media sites for friends' news feeds, personal updates, events and activities, notes, and messages. The linkage between students on social media sites has opened up channels of communication with people that one may not have the opportunity to meet face-to-face. The voluntary messaging function, commonly known as "status" on Facebook, Whatsapp, Viber, 2go and Myspace and Twitter, allows real-time instant messaging anytime and anywhere in the world.

It is recorded that at least four million, three hundred and twelve thousand and four hundred Nigerians are on Facebook, with a good number of them being secondary school students (Facebook statistics, 2012). Their participation on internet greatly impact on various aspect of life. This study examines the influence of social media usage on self-image, group behaviour and academic achievement of among secondary school students in Ilorin-West.

Social media provides an easy way to receive feedback and communicate with students. Social media sites empower users to take an active role in their own socialization process and in constructing their own self-identity. A personal profile is the way users present themselves; they can include as much information as desired about themselves, including posting pictures. Due to digital technology, users can show considerable information about themselves and their friends. This self-disclosure is a way to use of social media, open up their own identities of how they want others to perceive them. Intimate self-disclosures help produce greater intimacy in computer-mediated communication than in face-to-face contacts. Producing an attractive personal profile for others to admire is a way to improve self-image.

The closeness of students to the social media sites has made them to expend several hours of their time on sites of internet. This social media sites have dramatically changed the

attitude and behaviour of adolescent students of secondary schools towards their academic performance.

The ease of online participation may lead to weaker school ties, because students have less reason to leave their schools and actually interact with other people on social media. The social media allows people to easily form and sustain friendships. This act has made some students to lose focus on their studies. Their discussion about social media activities like how many friends they keep, discussion about latest music, discussion about their points they earn and their status on 2go and other have made to forget about their studies. This social media participation has consumed most hours the students supposed to be in classroom receiving lectures or be in library reading. At homes, they spent hours chatting on their mobile phones without doing homework or reading which seriously affect their academic performance.

1.3 Objectives of the Study.

The followings are the objectives of the study.

1. To investigate the influence of social media usage on self-image.
2. To investigate the influence of social media usage on group behaviours.
3. To examine the influence of social media usage on academic performance.
4. To investigate the relationship between self-image and group behaviour.
5. To find out if there is age difference in social media usage.
6. To find out if there is gender difference in social media usage.

1.4 Research Questions

1. What is the influence of social media usage on self-image?
2. What is the influence of media usage on group behaviours?
3. What is the influence of social media usage on academic performance?

4. What is the relationship between self-image on group behaviour?
5. What is the age difference in social media usage?
6. What is the gender difference in social media usage?

1.5 Hypotheses

1. There is no significant relationship between social media usage and self-image.
2. There is no significant relationship between social media usage and group behaviours.
3. There is no significant relationship between social media usage and academic performance.
4. There is no significant relationship between self-image and group behaviour.
5. There is no significant age difference in social media usage.
6. There is no significant gender difference in social media usage.

1.6 Basic Assumptions of the Study

This study assumes that:

1. Social media usage impacts on the self-image and group behaviours of adolescent students
2. students participate in social media networking in order to feed some needs.
3. social media messages and adds are targeted at behaviour modification.
4. social medial can have positive and negative impact on academic performance.

1.7 Significance of the Study

The study is significant to students, teachers, parents policy makers on the current trends in social media world, in the following ways.

The study will help the students to know that social media can help them improve their self-image and academic performance if used judiciously.

The study will help the teachers to gain additional knowledge on the current issues in social media usage by the students and find the appropriate measures in helping students to maximise gain on these media for academic attainment.

It will also open the eyes of the parents to the challenges encountered by their students in social media usage in relation to their physical and cognitive development and the levels of their performance in education.

This study will be useful to the policy makers on how to design social media sites that suit education of these students for educational purpose and control the access to bad social media sites that affect students' educational attainment.

This study will also create a platform for further research in this field and how it affects spheres of life.

1.8 Scope and Delimitation of the Study

The study is restricted to the influence of social media usage on self-image and group behaviours among students in four secondary schools in Ilorin-West Local Government, Kwara State. Particularly, the study is focused on students' usage of social media and how it influences their self-image, group behaviours and academic performance. For the purpose of this research, four senior secondary schools were purposefully selected from the list of secondary schools in Ilorin-West Local Government. The study only covered senior secondary schools. The reason is that the cyber cafes are situated in the state capital and

computer laboratories are in these senior secondary schools. The study is delimited to senior secondary school students of Ilorin-West Local Government Area, Kwara State.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents conceptual framework, social media usage, self-image, group behaviour, adolescence, academic performance, gender difference in social media usage. Theoretical framework like social exchange theory, social identity theory, gratification theory and social learning theory and review of related studies are presented.

2.2 Conceptual Framework

2.2.1 Social Media

Affilorama (2011) defines social media as a content created and shared by individuals on the web using freely available websites that allow users to create and post their own images, video and text information and then share that with either the entire internet or just a select group of friends. CubixDev (2011) sees social media as the new term for socialising online. It allows people to freely interact with each other online where-ever they are and whenever they want. Investopedia(2011) defines social media as Internet-based software and interfaces that allow individuals to interact with one another, exchanging details about their lives such as biographical data, professional information, personal photos and up-to-the-minute thought. ProPR, 2008, social media are online communications in which individuals shift fluidly and flexibly between the roles of audience and author. To do this, they use social software that enables anyone without knowledge of coding, to post, comment on, share or mash up content and to form communities around shared interests

Coyle & Vaughn, (2008), stated that social media has existed for few years as a way for people to communicate in society and build relationships with others With the increase of technology used for communicating with others and the popularity of the Internet. Social media has become an activity that is done primarily on the Internet, with sites like MySpace, Facebook, Viber, Whatsapp, Twitter, 2go, Africhat, Bebo, Mozat, Friendster, and Xanga (Coyle & Vaughn, 2008). Social networking sites (SNS) may be defined as: Web-based services 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, and (3) view and traverse their list of connections and those made by others within the system (Boyd & Ellison, 2007).

2.2.2 Self-image

In a broad sense, the term self-concept refers to perception of ourselves (Burns, 2003). This perception can be based on attitudes, feelings, abilities, skills, or appearance. However, a wide proliferation of label has also been used (e.g., self-esteem, self-image, self-love, and self-conscience). The definition of self-concept, self-image or self-esteem varies according to the theoretical approach of the author. Domino and Blumberg (1987) point out that there is a great deal of confusion with regard to the precise nature of self-image. For example, Maslow (1954) categorizes it as a need, Coopersmith (1967) refers to it as an attitude and as a necessary condition for achievement, and Fitts (1972c) cites it as an index of mental health. As self-image is a hypothetical construct (i.e. it is not readily observable, but can only be inferred from behaviours), it is relatively easy for definitions to become confused. Wylie (1974) contends that "it has recently become widely fashionable and acceptable to write about such hypothetical constructs as the self-concept and self-esteem without seriously attempting to define it" (p. 316). For this reason, she points out the necessity for authors to

clearly define the concept under investigation, to allow readers to decide if this is in fact the concept in which they are interested.

Self-image is typically defined as the “perception one holds of oneself, totally and with regard to several dimensions and which is influenced by environmental interaction" (Beane & Lipka, 1980; p.1). Self-esteem, on the other hand, is described as the evaluative component (i..e., how good or bad you perceive yourself to be with regard to a particular dimension). Self-Image, Some researchers (e.g., Offer, 1987; Offer, Ostrov, Howard, & Atkinson, 1988; Offer, Ostrov & Howard, 1981a, 1984; Rosenberg, 1965) argue that the period of adolescence is a unique developmental period and that there are many differences between children and adolescents, and between adolescents and adults. The work of Hall (1904) pioneered the study of adolescents.

However, studies of normal adolescents have shown that they are well adjusted and get along well with peers, teachers and families (Block, 1911; Csikszentmihalyi & Larson, 1984: Douvan & Adelson, 1966; Offer & Offer, 1915; Offer et al., 1981a: 1981b; Vaillant, 1971; Westley & Epstein, 1969). Many researchers have pointed out that self-image is a particularly crucial personality dimension for adolescents (e.g., Block, 1911: BIos, 1961: Erikson, 1950; Masterson, 1961; Offer, 1969). Rosenberg (1965) points out that during adolescence individuals make major decisions about their lives (e.g., what am I going to be? Whom am I going to marry?). Secondary school students find themselves in adolescence, a period of major changes--physical, physiological, and psychological. It is during this period that new attitudes develop, peers become more important, and there is a general move away from the family. Empirically, self-image has been directly correlated with the mental health and adjustment of students (Rosenberg, 1965; Offer & Howard, 1972; Offer, Ostrov &. Howard, 1977). Rosenberg (1965) and Coopermith (1967), who both advanced theories of the

development of self-image during adolescence, have implied that high self-image is associated with better adjustment than low self-image. Published research has indicated fairly decisively that low self-image is linked with anxious and/or neurotic behaviours (see Fitts, 1972a, 1972b, 1972c; Wylie, 1961) and less effective performance under stress (Schalon, 1968; Shrauger &. Rosenberg, 1970).

Students see themselves as unique people with distinct strengths and weaknesses in their different roles as family member, student, teammate, and friend. They also begin to perceive themselves as skilled in different domains—such as academic, social, athletic, and recreational with capabilities and weaknesses (Smith, 2009). When asked to describe themselves, therefore, older children often provide perceptive judgments that closely match how they are viewed by others. Psychological well-being of students' self-image often refers to various measures that capture an adolescents' satisfaction with life. A key debate among researchers considers whether higher use of the Internet affects adolescent's self-image and psychological well-being (Kraut et al., 1998; Valkenburg & Peter, 2009a). Such Internet research informs how social network sites researchers examine psychological well-being. The often-cited HomeNet study by Kraut et al. (1998) recorded the number of hours adolescents spent on the Internet (using tracking software on the participant's computers) and its relationship to future measures of social involvement and psychological well-being. The researchers found that longer use of the Internet was related to increased depression, loneliness, and smaller social circles. The results suggest that Internet use isolates adolescents from their friends and family, and has a negative impact on one's psychological well-being. This effect is known as the reduction hypothesis (Valkenburg & Peter, 2009a).

According to Rosenberg (1989), self-image may be conceptualised as referring to an overall positive or negative evaluation of the self. Given that memberships to social groups and

categories comprise an important part of the self-concept, secondary school students who enjoy positive peer relationships, such as quality friendships and peer group acceptance, also enjoy other indicators of well-being, including higher self-esteem (Harman, Hansen, Cochran, & Lindsey, 2005; Hartup & Stevens, 1997; Hogg & Abrams, 1988). Furthermore, while, in the past, students' social interactions with their peers predominantly took place face-to-face, the introduction of various technology-based communication tools has heavily influenced the mode and frequency of these interactions (Ehrenberg et al., 2008). Thus, technology-based communication tools, particularly the recently introduced SNSs, provide a new social context for students' social interactions with their friends and peers. Several studies have investigated the efficacy of the self-image construct in increasing the accuracy of behavioural outcome predictions.

Most of the time, secondary school male and female students post their image photographs online to other friends or opposite friends. These features have both advantages and disadvantages as students enjoy visual images and these network sites provide means of creating meaning and deliberate expressions that are compatible with the users' ideal self as well as their personal self-presentation. The students utilize the opportunity for creating a personal self-presentation on the social networks in order to acquire social interaction. Therefore, signs, stereotypes and language on social sites assist in the formation of social identity among secondary school students; and form part of the way that the transfer of information is sent and/or retrieved from person to person.

According to Erikson (1959), the German developmental psychologist, establishing a coherent identity is the fundamental psycho-social task of adolescence. Adolescents must establish a clear sense of who they are, what they believe in, and where they are headed. Early on, some observers saw the Internet, with its potential for anonymity and disembodied interaction, as a perfect venue for such identity exploration and experimentation. Online, it

was thought, people could be whoever they chose to be and could slip in and out of various identities. But over time concerns were raised that such identity play may hinder, not help, adolescent development.

2.2.3 Group Behaviour

There is no doubt that peers are very important to secondary school students. During this phase of the lifespan, people spend increasing amounts of time in the company of their peers (Brown & Klute, 2003; Collins & Laursen, 2000) and increasingly focus on peer relations as crucial to their sense of identity (Pugh & Hart, 1999).

Group behaviour emanates from the causes that contribute to the group's effectiveness. The well-structured, well defined role and status hierarchy, able leadership, well developed norms and strong cohesiveness a group has, the greater is the groupthink. As groups function and interact with other groups online, they develop their own unique set of characteristics including structure, cohesiveness, roles, norms and processes which they have set for themselves on their various social networks. As a result, groups may cooperate or compete with other groups, and intergroup competition can lead to conflict.

Social media users are also more active in some parts of group activity: They post about group activities on their Facebook pages, and Tweets; they are more likely than others to invit e newbies into a group; more likely than others to be targeted for invitation to groups; more li kely to use the internet to discover groups; more likely to say the internet enables them to part icipate in more groups and more likely to say they spend more time on group activities becau se of the internet. Social media users are significantly more likely than other group participan

ts who go online for group activities, to say that the internet has a "major impact" on their abi lity to engage with their groups. Group pressure has influenced many of the students to also participate in Facebook which is the latest feature on social media, where an individual creates a group and invites a maximum of seven contacts to that group who then all chat together online. Backstrom (2008) examined the preferential behaviour of Yahoo Groups, he found that different types of groups produce varying degrees of engagement and activities on internet seven contacts can see what the others display on the social site. With this feature, a group can be named, e.g. "Kissing Buddies", where the seven individuals may feel part of the group and may express themselves more openly or restrictively in the context of that particular group of friends. In other groups, named e.g. "Maths Class", "Science Freaks", the students reported that they discuss challenging academic work together on Facebook.

The students report that they yearn to be part of something exciting; it is for this reason that they make use of applications that involve being part of a group. Such group applications assist adolescents to discuss issues with the relevant individuals with whom they choose to discuss matters. At present, there is a range of organizational forms on virtual sites such as groups, among them the knowledge-based organization alternatively known as the knowledge-intensive or virtual organization (Hurme 2005:101).

Secondary school student social media users organize themselves into groups for the simple reason that they achieve more when working together that they can do alone. An organization is often defined as a group of people who work together (Hurme 2005:105). It can be for instance large or small, hierarchical or flat, centralized or distributed. The adolescents' groups/organizations, and consequently, the organizational communication forms are decentralized as there is no "real" hierarchy, nor evident boundaries. The students use the informal channels to discuss schoolwork-related issues, e.g. homework and

assignments (Hurme 2005:105). The students benefited from discussing academic work with their friends on Facebook and other social networks, therefore, the adolescents socially exchange with their online contacts and benefit or 'lose' from associating with them.

2.2.4 Academic Performance

According to Kuppuswamy and Shankar (2010) social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including unnecessary chatting. On the basis of the above statement we can say that social networking sites may badly affect the academic life and learning experiences of the student. Whereas on the other hand, Liccardi et al (2007) reviewed that the students are socially connected with each other for sharing their daily learning experiences and do conversation on several topics. Research on social media sites and learning achievement is particularly slight when compared to studies of privacy, safety, social capital, and psychological well-being. To date, two studies exemplify the debate surrounding SNS, adolescents and educational achievement. A conference paper by Karpinski (2009) received much media attention with findings that college social media users have lower GPAs than students who are not users of the site. Karpinski offers several hypotheses for these findings. For example, perhaps Facebook users spend too much time online and less time studying. However, the study did not rigorously examine counter hypotheses and remains a rather exploratory, basic attempt to understand the effect of SNS on learning. Pasek, More, and Hargittai (2009) note several clear limitations of the Karpinski study. First, the sample of students is clearly limited. Second, the study utilizes few control variables in the analysis. And finally, Pasek et al. take issue with the liberal conclusions of Karpinski, namely, that the original study offers strong evidence for a negative relationship between social media use and grades. Pasek et al. offer three additional analyses that use a larger sample of undergraduate

Students, a nationally representative sample of 14–22 year olds, and a longitudinal dataset. The authors utilize more control variables including race, socioeconomic status, and previous academic achievement variables. From this analysis, the researchers find that Facebook usage has no significant relationship to GPA in any of their datasets.

Cognitive engagement depicts the idea that a student is willing to expend the energy to comprehend difficult concepts and learn new skills. As noted in this review, much of the research on SNS suggests that as students more frequently interact with their network, they develop higher quality relationships with others. Education researchers who examine the social context of learning in areas such as out-of-school time, extracurricular activity, and classroom climate also find a link between high-quality relationships, students' academic engagement, and achievement (Eccles & Templeton, 2002; Feldman & Matjasko, 2005; Martin & Dowson, 2009). A major hypothesis among education researchers is that youth participation in extracurricular and school activities increases their social connectedness with teachers and peers (Eccles & Templeton, 2002; Feldman & Matjasko, 2005).

These types of interactions begin to specify how relationship development in SNS may contribute to increased engagement and learning. Perhaps teachers can utilize SNS to engage their students, develop closer relationships, and model positive learning behaviours over time. Such educational hypotheses have yet to be tested in formal studies. For example, Karpinski (2009) offers a possible hypothesis that Facebook users might spend less time studying, thus explaining their lower GPA. This idea is called the displacement hypothesis, and has been examined by early television researchers who posited that television took away students' study time (Hornik, 1981). Studies of students' extracurricular activities instead suggest that new media, such as Facebook, replace or enhance other leisure activities, but do not take away time from youth (Roberts&Foehr, 2008). The critical question for future studies is not

whether youth use one technology or another, but what kinds of interactions and content they experience in these virtual settings.

2.2.5 Gender Differences and Social Media Usage

Studies have shown that male students have been online more than female students in previous years because of earlier forms of technology such as video or computer games (Lin & Subrahmanyam, 2007). Female students have reported that they use the Internet for things like chatting and downloading music (Giles & Price, 2008). Because of this, one may hypothesize that female students will be more likely to be attracted to social networking sites and other online social groups (Giles & Price, 2008). According to most research done on the topic, the amount of teenage girls and boys who are communicating on these social networks is equally divided (Bonds-Raacke & Raacke, 2008).

Research has shown that though female and male students are both likely to have a SNS account, the reasons for the accounts may vary based on gender (Bonds-Raacke & Raacke, 2008).For girls, social networking sites are primarily places to reinforce pre-existing friendships; for boys, the networks also provide opportunities for flirting and making new friends (Bonds-Raacke & Raacke, 2008) Girls are also more likely than boys to post sexually explicit pictures of themselves, and to talk about sexual activity in public forums (Rafferty, 2009). However, boys are more likely to create an account simply because they are trying to meet a significant other, or because they are already in a relationship with someone who has requested them to join (Bonds-Raacke & Raacke,2008).

Girls are also more likely than boys to share personal information about their daily lives (Merten & Williams, 2009). Results of a recent study involving Facebook, MySpace, and Xanga showed that though most teenagers aged 13-17 used these sites for fun and positive

reasons, 55% of girls shared personal stories about depression, anxiety, and relationship problems (Merten & Williams, 2009). Only 15% ofboys shared any personal information besides their hobbies, interests, and friendships (Merten & Williams, 2009

In a recent study, it was shown that male students seem to benefit more from Internet use and communication technology than female students do (Peter & Valkenburg, 2009).This was hypothesized because boys tend to have more difficulty expressing their thoughts and emotions face-to face with others than girls do (Peter & Valkenburg,2009). As previously mentioned, the early stages of social networking included web technology such as AIM, which helped many adolescents "chat" with others on the computer instead of in person (Peter & Valkenburg, 2009). The amount of teenagers, both male and female, participating on social networking on SNSs is staggering, and this may explain why certain problems arise from these sites that have become a major problem in today's society.

2.3 Theoretical Framework

The study applies the following theories: the developmental tasks of adolescent, the modelling theory, the signalling theory, social identity theory and social learning theory for the use of social media by adolescents.

2.3.1 Developmental Tasks of Adolescent

A developmental task is a task that arises at or about a certain period in life, unsuccessful achievement of which leads to inability to perform tasks associated with the next period or stage in life. Rapid physical growth and development, physical, social and psychological maturity, not necessarily at the same time, sexual maturity and onset of sexual activity, urge to experiment/ try out new things, development of adult mental processes and adult identity

and transition from total socio-economic dependence to relative independence. All these mark special attributes of adolescence

Physical development**:** During adolescence, young people go through many changes as they move from childhood into physical maturity. Early, prepubescent changes occur when the secondary sexual characteristics appear. Atkinson et al; (1983), report that at the onset of adolescence, most young people experience a period of very rapid physical growth (the adolescent growth spurt) accompanied by the gradual development of reproductive organs and secondary sex characteristics. These changes occur over a period of about two years and culminate in puberty, marked by menstruation in girls and by appearance of live sperm cells in the urine of boys. The main hormones called androgen in males and estrogen in females govern attainment of sexual maturity in girls, which is marked by the onset of menstruation and in boys by the production of semen. The following physical developments are typical among boys and girls respectively:

- Girls may begin to develop breast buds as early as 8 years old. Breasts develop fully between ages 12 and 18.
- Pubic hair, armpit and leg hair usually begin to grow at about age 9 or 10, and reach adult patterns at about 13 to 14 years.
- Menarche (the beginning of menstrual periods) typically occurs about 2 years after early breast and pubic hair appear. It may occur as early as age 10, or as late as age 15. The average age of menstruation in developed nations like the United States is about 12.5 years.
- Girls have a rapid growth in height between ages 9.5 and 14.5, peaking at around age 12.

Boys:

- Boys may begin to notice that their testicles and scrotum grow as early as age 9. Soon, the penis begins to lengthen. By age 16 or 17, their genitals are usually at their adult size and shape.
- Pubic hair growth -- as well as armpit, leg, chest, and facial hair -- begins in boys at about age 12, and reaches adult patterns at about 15 to 16 years.
- Boys do not start puberty with a sudden incident, like the beginning of menstrual periods in girls. Having regular nocturnal emissions (wet dreams) marks the beginning of puberty in boys. Wet dreams typically start between ages 13 and 17, with the average at about 14.5 years.
- Boys' voices change at the same time as the penis grows. Nocturnal emissions occur with the peak of the height spurt.

All these characteristics of adolescents are being experimented on social media. They try to compare their physical postures with their online friends. These students seek more knowledge on their development of their body systems. They asked questions from their online friends whether their physical development is slow of fast.

Adolescents established intimacy via social media sites with friends, romantic partners, as well as relatives and family members. Although there is some overlap in the challenges faced by adolescents and emerging adults, the two are nonetheless distinct developmental periods with their own unique challenges and opportunities and our focus in this book is on adolescents. Self-disclosure to peers may help adolescents deal with their developmental issues and newer digital media provide opportunities for self-disclosure. Adolescents turn to older media forms for help with core developmental issues. The central premise of this study is that social media forms, which combine peer interaction with a popular medium, may

provide a promising venue for adolescents to explore the developmental challenges they face in their lives

Cognitive Development of adolescent

Cognitive development is a major development process which becomes sharper and more elaborate with age. This point of view indicates that the adolescent becomes capable of formal operations, consisting of the ability to use symbols with flexibility and think in abstract terms in response to the particular demands made on their of life, the only exception being the case of the mentally retarded. As the adolescent grows older, he becomes able to look at himself more objectively and become more introspective. He is capable of self-criticism and self-analysis, starts to become more aware of political and social realities and if not satisfied with the values of his community, may try to change the conditions that hold in it. Through this process of judgment and evaluation, the adolescent is presumed to evolve views of the social order that progress through a series of stages relating to moral development.

Social and Emotional Development in Adolescence

Social maturation may be described as the development from the stage of intolerant discovery of the extent of individual differences to a state in which such differences and divergences are accepted with patience or with smiling appreciation. Meek (1940) describes the adolescent who matures successfully as being one who achieves progress in four fields:

The acceptance of one's self-adjustment in relation to one's appearance and one's ability.The acceptance of one's self in relation to group – recognition of the variability of one's status and of the specificity of leadership

The acceptance of others – their differences and unpredictability of their behaviour. The acceptance of others in relation to oneself – relativity of friendship and the means by which one may make oneself acceptable to others.

Successful adjustment of these kinds according to Meek, is believed by most adolescents to be primary importance to a degree, which many adults remain largely unaware of. Erikson (1959), also submits that appropriate social development in adolescence requires solving the major challenge of **ego-identity vs. role diffusion.** To resolve this life crisis, adolescents must form an ego-identity, a strong sense of "who I am and what I stand for," or they may suffer role diffusion (running from activity to activity), with the increased likelihood of succumbing to peer pressure.

Adolescents, who are shy, lonely, anxious or depressed, indicate that they are able to learn and practice interpersonal skills comfortably online through social networking sites, as it allowed them to experience relating to others without the anxiety of a face to face interaction (Pierce, 2009; Valkenburg & Peter, 2008). These studies demonstrate how social networking media can provide an opportunity for adolescents to communicate, integrate, and participate in social environments. Some adolescents who find it difficult to socialize in face to face situations are able to express themselves and to interact more easily through social networking media, providing them with an opportunity to develop social competence skills for both online and face to face social situations.

One

Emotional development:

Emotion is not the same thing as basic desire or basic need. It is the reaction that accompanies either satisfaction or frustration of basic need. An individual has the need to be

accepted by his age-mates, to be loved by his inmates or to express himself in some way. If these needs are fulfilled, he is happy, joyful, contented, or in love. If the needs are frustrated, he is angry, frightened, worried, jealous, anxious or full of sorrow.

Adolescents are particularly susceptible to emotional stimuli of various kinds. They often overreact; as a result, a very small stimulus can cause a very large explosion.

2.3.2 Signalling Theory

Signalling theory of Dawkin (1991) is one framework used to understand how individuals disclose information on their Social Media Site (SNS) profiles. Donath (2007) observes that, "Whether face-to-face or online, much of what people want to know is not directly observable" (para. 10). She contends that much of human interaction consists of signals that communicate the status and characteristics of an individual. Signalling theory examines how one's self-presentation in SNS develops identity and trust with others. For example, when a user displays a contact as a "friend" he or she is—in an indirect way—vetting that person is in fact who they claim to be. Thus, members who indiscriminately add any and all friend requests (including fake profiles or people they do not know) in an effort to seem popular may instead damage their credibility and trustworthiness to others. Among teenagers, Boyd (2008) finds that "it is cool to have Friends on MySpace but if you have too many Friends, you are seen as a MySpace whore" (p. 129).

In a similar vein, warranting theory suggests that human beings do in fact judge others based on cues in SNS profiles. Walther and colleagues have shown that an individual on Facebook is consistently rated as physically and socially attractive when his or her friends are also attractive (Walther, Van Der Heide, Kim, Westerman, & Tong, 2008). Positive and negative comments left on a person's Facebook wall also greatly influence whether they are seen as

attractive. In addition to judging others based on their profiles, SNS users appear to judge the credibility of profile information quite consistently .On SNS we are judged by the company we keep.

Most teens use online networks to extend the friendships they already have from other areas of their life, such as school, religious organizations, sports and other local activities (Ito, 2008). Social networking sites provide a way for teens to experience connectedness and opportunities to learn from each other (Ito, 2008).

Social media can provide a supportive environment to explore romance, friendship, and social status, while also providing teens an opportunity to share and discuss their taste in music, knowledge of television and movies, online videos/games, and other aspects of teen culture (Ito, 2008).

2.3.3 Social Identity Theory

Tajfel (1982 cited in Taylor, Peplau & Sears 2003:187) proposed that the social identity theory incorporates three basic assumptions: (1) People categorize the social world into in-groups and out-groups; (2) people derive a sense of self-esteem from their social identity as members of an in-group; and (3) people's self-concept depends partly on how they evaluate the in-group in comparison to the out-groups.

2.3.4 Social Learning Theory

Bandura's "social-learning theory" is one of the most well-known of these theoretical mechanisms. It offers sufficient evidence that even when children and adults have not in fact executed a behaviour, they can learn by imitation. Cited by Bandura, three main processes are involved in learning: "direct experience, indirect or vicarious experience from observing

others (modelling), and the storing and processing of complex information through cognitive operations". Bandura's theory proposes that behaviours are learned and that they are influenced by social context: Television and internet are seen as increasingly influential agents of socialization that produce its effects through children's propensity to learn by imitation. The social learning theory is based on life experiences, whether direct or indirect, processing the information and then learning and possibly modelling a behaviour from the gathered information.

According to Morris & Maisto (2002:268), language is a flexible system of communication that uses sounds, rules, gestures or symbols to convey information. The secondary school students revealed that they were used to shortening words when chatting online, e.g., LOL (Laugh Out Loud) is the most commonly used chat expression to illustrate that the user is laughing during a text conversation or that she found something funny. Haig (2001:89-90) singles out LOL as one of the three most popular initialises in Internet slang, alongside BFN ("bye for now") and IMHO ("in my humble opinion"). He describes these acronyms and the various initialise of Internet slang in general, as convenient, but warn that "as ever more obscure acronyms emerge they can also be rather confusing". McGuigan (2005:50) explains that the abbreviated language of text messaging is a new kind of shorthand, which may eventually have an impact on language generally.

Heng (2003), in discussing these acronyms in the context of perform activity utterances, points out the difference between telling someone that one is laughing out loud and actually laughing out loud: "The latter response is a straight forward action. The former is a self-reflexive representation of an action: I not only do something but also show you that I am doing it. Or indeed, I may not actually laugh out loud but may use the locution 'LOL' to communicate my appreciation of your attempt at humour."

Crystal (2001) notes that the use of LOL is not necessarily genuine, just as the use of smiley faces or grins is not necessarily genuine, posing the rhetorical question: "How many people are actually 'laughing out loud' when they send LOL?". Franzini (2002) concurs, stating that there is as yet no research that has determined the percentage of people who are actually laughing out loud when they write "LOL". The adolescents learnt how to use 'internet slang' from interacting with their online contacts. Therefore, the social exchange theory is useful in the study as the adolescents' use of written language is influenced by their contacts.

Social identity is formed when these students begin to use words, phrases and other social concepts to communicate online. Students who use these common "internet slang" words are somewhat 'pressurized' to use these terminologies, whether they are aware of this pressure or not. To be part of the in-group, the students model the behaviors of others on the social sites and learn to use and understand how to communicate online. The ability to use the words indicates to the rest of their peers that they are modern, as LOL, for example, is internet slang derived from the Western world. Therefore, the students feel that they are superior to those who do not know the term and fear being labeled as "backward". The expectation to learn the norms on social networks sites causes the users to be divided into the in-group and out-group. According to the students, those who are not acquainted with the online jargon are the "backward" group, the out-group. The social learning theory is applicable here because the adolescents' social identity online is dependent on the way in-groups form their social identities online.

2.5 Review of Related Studies

The following related studies reveal the level of social media participation among secondary school students. Though, much international studies are reviewed. The study has not been addressed much locally as its effects significantly impact on Nigerian adolescent students.

In a study conducted by Osarenren (2009), peer group influence has seven essential functions. These functions are: a replacement for family (though only to a certain extent); a stabilising influence; a source of self-esteem; a source of behavioural standards; security in numbers; opportunities for practice; and opportunities for modelling. Peer relationships can therefore be a powerful positive or negative influence. This influence can take place when members of a group are compelled to do something they would not otherwise have attempted or when they are stopped from doing something they would have liked to do.

According to a recent study done on visual impression management and social networking sites, approximately 60% of adolescents will spend more time selecting which pictures to post on their profile than actually communicating with others (Siibak, 2009). This shows that these SNSs are not just for keeping in touch with classmates and meeting new people, they are used to build adolescent identities (Siibak, 2009). Because social networking sites are used primarily by adolescents and young adults.

A recent survey showed that approximately ninety percent of teens in the United States have Internet access, and about seventy-five percent of these teens use the Internet more than once per day (Kist, 2008). This study also showed that approximately half of all teens who have Internet access are also members of social networking sites, and use the Internet to make plans and socialize with friends (Kist, 2008). As one researcher stated, "Teens use [the Internet] as an extension of their personality, to show their friends-and the world- who they are, what they care about, and to build connections with other like-minded people" (Goodman, 2007, 84).

The early studies of youth literacy with social media suggest that students do, in fact practice these skills. Ethnographic studies find that teens use social technologies to delve deeper into interest-driven communities and activities (Ito et al., 2009). Perhaps SNS provide a platform

for youth to participate in communities that help them learn, and practice skills, within particular knowledge areas. Greenhow & Robelia (2009) examine the SNS use of 11 low-income youth and find numerous social behaviours that provide a theoretical link to learning outcomes. For example, students in their study use MySpace profiles to display creative work and receive feedback from their network. Youth report experiencing social support for school-related tasks, daily stresses, and problems. SNS help blend school and outside life for the teenagers in this study.

Many students reportedly prefer being online to other media, including the telephone, TV, and radio (2002 Gallup Survey, cited in Heitner, 2002). According to data from the Pew Internet and American Life Project (Lenhart et al., 2005), the vast majority (89%) of teens use e-mail and 75% use instant messaging (IM), which allows them to have multiple simultaneous conversations with a defined group of peers. More than 50% of teens possess more than one e-mail address or screen name, which they can use to send private messages to friends or to participate anonymously in online forums, such as chat rooms (Lenhart et al., 2001).

In empirical support for the inclusion of group norm in the social media, Terry and Hogg (1996) found that group norm for friends and peers significantly improved predictions of secondary school students' intentions to engage in frequent exercise, although this was only the case for individuals who identified strongly with the in-group. More recently, a study by Mason & White (2008) found that inclusion of group norms relating to friends and peers increased the accuracy of predictions of young women's intentions to engage in frequent breast self-examinations. There appears, therefore, to be strong theoretical and empirical support for the inclusion of the group norm construct in the behaviour. In the current study, the role of group norm in the decision-making process for engagement in frequent social

media use among adolescents was examined, and it was expected that adolescents who perceive frequent social media use to be normative among their friends would have stronger intentions to engage in frequent social media use themselves.

In fact, the evidence is mixed as to whether students engage in extensive pretense and identity play online (White, 2008). In one study of twelve- to fifteen-year-olds, of the 175 participants who responded to questions about online pretense, 49 percent had never pretended to "not be yourself," and 41 percent reported pretending a couple of times. Seven participants reported pretending often and two reported that they pretended all the time. Most common was pretending to be older, and was often done in the company of a friend and as a joke. Only 2 percent reported that they pretended to explore a new self or identity.

In a study of Dutch adolescents by MMCC (2010), 246 out of a total of 600 participants reported having experimented online with their identity at least sometimes. Pretending to be someone older was most commonly reported, especially among girls. The most common motives for identity experiments were self-exploration (to observe others' reaction), social compensation (to make up for shyness), and social facilitation (to form relationships). The study does not make it possible to assess exactly what share of the sample pretended often to be someone else.

According to a report from Fact Bound Research Ltd, member of MMCC Group (2011), reported that the rate of consumption and usage of Social Media and its influence on lifestyle of respondents may vary according to gender. Therefore, respondents were asked to state their gender. The survey shows that about 53% of the respondents were Males while the remaining 47% were Females. This means that more male adolescents Nigerian uses the social media tools for various purposes than their female counterpart

Results of a recent study involving Facebook, MySpace, and Xanga (2009), showed that though most teenagers aged 13-17 used these sites for fun and positive reasons, 55% of girls shared personal stories about depression, anxiety, and relationship problems (Merten & Williams, 2009). Only 15% of boys shared any personal information besides their hobbies, interests, and friendships (Merten & Williams, 2009). This study also showed that adolescents use social media sites when dealing with a death of a peer, and use forums and member profiles to help their grieving process (Merten & Williams, 2009). In a recent study, it was shown that adolescent boys seem to benefit more from Internet use and communication technology than girls do (Peter & Valkenburg, 2009).

According to a survey by the Pew Internet and American Life Project (2001), 48 percent of online teens believe that the Internet has improved their relationships with friends; the more frequently they use the Internet, the more strongly they voice this belief. Interestingly, 61 percent feel that time online does not take away from time spent with friends.

A recent survey of 881 Dutch adolescents assessed how using a friend networking site (CU2) affected their self-image and well-being (Kist, 2008). The study's authors concluded that feedback from the site influenced self-image, with positive feedback enhancing it and negative tone decreasing it. Although most adolescents (78 percent) reported receiving positive feedback always or predominantly, a small minority (7 percent) reported receiving negative feedback always or predominantly. The study, however, was based entirely on participants' self-assessments as to the kind of feedback they received; there was no independent assessment of whether it was positive or negative. It is impossible to tell whether negative feedback per se reduced self-esteem or whether participants with lower self-esteem typically perceived the feedback they received as more negative, which in turn caused a

further dip in their self-image. Nor did the analysis take into account whether friends or strangers provided the feedback.

2.6 Summary

Conceptual framework explains in detail the variables that make up the study. Social media, self-image, group behaviour, academic performance. The study used Piaget's cognitive developmental theory, the signalling theory, and the social identity theory, the social learning theory to describe in detail how students involved in social media usage. The review of related studies employed in this study revealed how senior secondary students involved in social media usage and how it influences their academic performance. The study also revealed most of the woks done on social media usage and how they are in line with this study. However, it exposed the levels of interaction of secondary school students with social media and academic performance, that some literatures were not addressed.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter is concerned mainly with the procedures employed in carrying out the study. These include: Design, Population, Sample and Sampling procedure, Instrumentation, Procedures for data collection and analysis.

3.2 Research Design

The research design for this study was ex-post facto design. This is used for descriptive studies in which the researcher seeks to measure and discover causes even when he cannot control the variables and is not possible or acceptable to manipulate the characteristics of human participant. In other words the design can be seen as a way of describing attitudes, behaviours, situations, opinions or characteristics of people which is relevant to the study at hand. This design helped the researcher to collect the relevant data used to discuss issues extensively about the target population.

3.3 Population of the Study

The population of this study comprised of all the senior secondary school students in Ilorin-West Local Government Area, Kwara State. Of all seventeen (17) senior secondary schools in Ilorin-West Local Government, four (4) senior secondary schools, with the population of 1,660 secondary school students met the requirement for the participation in the study. The schools were equipped with computer laboratory and internet connection. Also, many cyber cafes were situated outside these schools and the schools are of male students only, female students only and mixed students.

3.4 Sample and Sampling Techniques

Purposive and simple random sampling techniques were involved in this study to select 310 secondary school students from the four(4) senior secondary schools in the local government, because they were situated within the metropolis where internet facilities are accessible.

The schools comprised male only, female only and mixed. According to Krejice and Morgan (1971) when the number of population is 1,660, the samples to be selected can be 310 from the given population.

Table 3.4.1 Distribution of Sample from Schools in Ilorin-West Local Government Area.

S/N	Name of School	SSS1	**SS**	SSS2	**SS**	Total	Total Sample Size
1	Ilorin Grammar School, Ilorin,	202	**38**	214	**40**	416	**78**
2	Baboko Com. Sec. Sch, Baboko, Ilorin	195	**36**	211	**39**	406	**75**
3	Mount Camel Coll, Oloje, Ilorin (Boys)	182	**34**	198	**37**	280	**71**
4	Queen Elizabeth School, Ilorin (Girls)	214	**40**	244	**46**	458	**86**
Total		**793**	**148**	**867**	**162**	1,660	**310**

Source: Kwara State Ministry of Education, Ilorin (2012)

3.5 Instrument for Data Collection

Questionnaire and performance test were used for the study. The questionnaire was tagged Social Media, Self-Image, Group Behaviour, Questionnaire [SSGBQ]. The self-Image, group behaviour and social media questionnaire focused on involvement and consumption of social media with 36-items and four sections. Five (8) items on Bio Data, Five (5) items on social

media usage, eight (8) items on social media self-image and fifteen (15) items on social media group behaviour.

Different academic performance tests on English Language and Mathematics [EMT] were conducted for SS1 and SS2 participating students. Two (2) different 20-items were set on English Language for SS1 and SS2 and two (2) different 10-items were set on Mathematics for SS1 and SS2 students. The questions on both English Language and Mathematics were set by the qualified subjects teachers based on the subjects' syllabus of the current year. The test of English was graded 100% and Mathematics 100%. Average of both scores was considered. From (0-39) considered fail and (40-100) considered pass. The questionnaire was constructed by the researcher in line with the research questions and hypotheses raised for the study. The social media questionnaire provided with 3 point scales; always =3, sometimes =2 and never =1. Both self-image and group behaviour questionnaires were provided with question items to give the best feeling of the respondent on the 4 point likert scale i.e. strongly agreed, agreed, strongly disagreed, and disagreed. The scale was scored as follows: strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1.

3.6 Pilot Testing

3.7 Validity and Reliability of the Instruments

3.7.1 Validity of the Instrument

The face and content validity were established for the instrument used in the study. The questionnaire was given to the experts in the Department of Educational Psychology and Counselling and some specialists in research studies to validate. 50 item questions were on the questionnaire for the validation and with the critical efforts of the experts in the Department of Educational Psychology and Counselling and some specialists. 14 items on the

questionnaires were considered inappropriate for the study. While 36 items questions were retained

3.7.2 Reliability of the Instruments

To ensure the reliability of the instrument, pilot testing was conducted in Government Day Secondary School, Alore, Ilorin, which was not part of the four selected schools for the main study but within the same environment. 50 questionnaires were distributed to the senior secondary students, 25 male and 25 female. The data collected were coded and analyzed using Guthman split-half reliability coefficient to measure the internal consistency.

To establish the reliability index of Social Media, Self-image and Group Behaviour Questionnaires (SSGBQ) and English and Mathematics Test (EMT), the researcher analyzed the data collected for the study using Guthman split-half reliability coefficient on SPSS v20 statistical software. The statistical output shows 0.89 reliability index for SSGBQ and 0.83 for EMT.

3.8 Procedure for Data Collection

An introductory letter was collected from the department of Educational Psychology and Counselling for the students' field research to be allowed access to certain relevant documents and some valuable information which researcher needed for the study. The introductory letter was handed to the principals of sample schools. A total of 310 copies of questionnaires were produced by the researcher and distributed to the sample students of 4 selected schools. The instruments were administered with assistance of the members of staff of the schools, who were trained on questionnaires distribution and test administration. The data collection exercise lasted for a week. After the completion, the researcher collected back the questionnaires for analysis.

3.9 Procedure for Data Analysis

The data obtained from this study were subjected to statistical analysis. Frequency and simple percentage were used to enumerate the total number of respondents who correctly completed the questionnaires while Pearson Product Correlation Moment (PPMC) r was used to determine the relationship between the variables. T-test, Chi-square and Analysis of Variance (ANOVA) were used to measure significance different between variables being measured. The .05 level of significance was used in rejecting or retaining the 6 hypotheses. The researcher employed SPSS 20.0 version software for that data calculation and data storage

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results and discussion of findings from the investigation conducted on the influence of social media usage on self-image, group behaviour and academic performance among senior secondary school students in Ilorin-West Local Government, Kwara State. The research questions asked at the beginning of the study were explored by administering the questionnaire and academic performance test to 310 respondents that constituted the sample for the study. Descriptive statistic was used for personal information of the respondents and responses to questionnaire items, while chi-square, t-test, Pearson correlation r and ANOVA statistics were used to test the six hypotheses stated. The data are presented in two segments. The first segment contains information on personal characteristics of the respondents and the second segment presents tests of hypotheses.

4.2 Personal Information of Respondents

The personal information of the respondents is presented in the tables as follows.

Table 4.2.1 Hours spent per day on internet by respondents

Hours spent per day on social media	Frequency	Percentage
Less than 1 hour	181	58.4%
1-3 hours	72	23.2%
4-7 hours	16	5.2%
8 and above hours	41	12.2%
Total	310	100%

Table4.2.1 shows that 58.4% of respondents spent less than 1 hour on internet. 23.2% spent 1-3 hours and 5.2 0%spent 4-7 hours. The respondents that spent 8 hours and above formed 12.2% of the sample. There is a clear distinction between those that log in less than 1 hour and those that log in above 8 hours.

Table 4.2.2 Respondents' number of Friends on social media,

Friends you have on social media	Frequency	Percentage
1-19	13	4.2%
20-49	81	26.1%
50-99	131	42.3%
100 – above	85	27.4%
Total	310	100%

Table4.2.2 shows that 4.2% of respondents have 1- 19 friends on social media. 26.1% 0f respondents have 20-49 friends. 42.3% of the respondents had 50-99 friends. 27.4% of respondents had 100 friends and above. The majority of the students, 67.7% have 50 friends or more on social media.

Table 4.2.3 Number of Respondents by Age

Age	Frequency	Percentage
12-14	95	30.6%
15-17	112	36.1%
18-20	103	33,3%
Total	310	100.0%

Table 4.2.3 shows that 95(30.6%) of the respondents were between ages of 12-14. And respondents between ages 15-17 constituted the highest number 36.1% (112). While 103

(33.3%) are between ages of 18-20. This indicates that majority of students on social media were between ages of 15-20, 215 (69.4%)

Table 4.2.4 Number of Respondents by Gender

Gender	Frequency	Percentage
Male	**191**	**61.6**
Female	**119**	**38.4**
Total	**310**	**100**

Table 4.2.4 shows that 61.6% (191) of the respondents were male and 38.4% (119) were female. The sample consisted of all SS1 and SS2 students in four schools.

Table 4.2.5 Hours spent per day on social media and self-image

Social Media Usage	Self-image		Total
	Agree	Disagree	
less than 1 hour	149	32	181
1 - 3 hours	65	7	72
4 - 7 hours	12	4	16
8 and above hours	35	6	41
Total	261	49	310

Table4.2.5 shows that 112(80.6%) respondents that spent between 1to 8 hours and above per day on social media agreed that social media boost their self-image against 17(12.4%) of respondents who disagreed.

Table 4.2.6 Hours spent per day on social media and gender

Social Media	Gender		Total
	Male	Female	
less than 1 hour	112	69	181
1 - 3 hours	41	31	72
4 - 7 hours	11	5	16
8 and above hours	27	14	41
Total	191	119	310

i. Table4.2.6 shows that of 139 active respondents who spent between 1to 8 hours and above on social media, 79(56.8%) were male against 60 (43.26%) of female students.

4.3 Hypotheses Testing.

Hypothesis 1: There is no significant relationship between social media usage and self-image of students

Table 4.3.1: Pearson Correlation between social media usage and self-image of students

Variables	N	Mean	SD	DF	Pearson's r	P	Decision
Social Media Usage	310	9.5935	1.56704	308	.160*	.005	Rejected
Self-Image	310	18.2065	3.50441				

***Correlation is significant at the 0.05 level (2-tailed). α=0.05**

The table 4.3.1 shows a significant positive correlation between social media usage and self-image r= .160, *P*=.005. Therefore, the hypothesis which states that there is no significant relationship between social media usage and self-image is rejected. The more the usage of social media the better the self-image.

Hypothesis 2: There is no significant relationship between social media usage and group behaviour of students

Table 4.3.2 Pearson correlation between social media usage and group behaviour of students

Variables	N	Mean	SD	DF	Pearson's r 1	P	Decision
Social Media Usage	**310**	**9.5935**	**1.56704**	**308**	**0.130***	**0.022**	**Rejected**
Group Behaviour	**310**	**51.4258**	**7.18273**				

*Correlation is significant at the 0.05 level (2-tailed). α=0.05

The table 4.4.2 shows that there is significant positive correlation between social media usage and group behaviour r=.130, P=0.022. Therefore, the hypothesis which states that there is no significant relationship between social media usage and group behaviour is rejected. The more the usage of social media the better engagement in group behaviour.

Hypothesis 3: There is no significant relationship between social media usage and academic performance of students

Table 4.3.3: Chi square Test of Association between social media usage and academic performance.

Hours spent on internet	Academic Performance		Total
	Pass	Fail	
less than 1 hour	90 49.8% 49.7%	91 502% 70.5%	181 100.0% 58.4%
1 - 3 hours	52 72.2% 28.7%	20 27.8% 15.5%	72 100,0% 23.2%
4 - 7 hours	12 75.0% 6.6%	4 25.0% 3.1%	16 100.0% 5.1%
8 and above hours	14 34.2% 7.7%	27 65.8% 20.9%	41 100.0% 13.2%

	181	129	310
Total	58.4%	41.6%	100.0%
	100.0%	100.0%	100.0%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.664	.197
N of Valid Cases		310	

Table 4.3.3 shows a comparison between the reported hours spent on using social media and the respondents' academic performance. Of 310 respondents to this item, 181 (58.4%) indicated that they spent less than 1 hour using social media and considered less active participants. The less usage of social media the less academic performance. The more the usage of social media the more academic performance.

Hypothesis 4: There is no significant positive relationship between self-image and group behaviour of students

Table 4.3.4: Pearson correlation between self-image and group behaviour

Variables	N	Mean	SD	DF	Pearson r l	P	Decision
Self-image	310	18.2065	3.50441	308	.274**	.000	Rejected
Group Behaviour	310	51.2968	6.64658				

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4.3.4 shows a significant positive correlation between self-image and group behaviour, r(308)=.274,*P*=.000. Therefore, the hypothesis which states that there is no significant relationship between self-image and group behaviour is rejected. The more self-image is boosted the more engagement in group behaviour.

Hypothesis 5: There is no significant age difference in social media usage.

Table.4.3.5a ANOVA of difference between social media usage based on age

Number of Respondent by Age

Age	N	Mean	Std. Deviation
12-14	95	6.112	1.010
15-17	112	7.295	1.605
18-20	103	6.359	1.494
Total	310	7.598	1.566

Variables	Sum of Squares	DF	Mean Square	F	P	Decision
Between Groups	46.964	2	23.482	3.150	.044	Rejected
Within Groups	2288.291	307	7.454			
Total	2335.255	309				

α=0.05

Table 4.3.5a shows a significant age difference among students in social media usage $F(2,307)=3.150$; P= .044.Therefore, the hypothesis which says there is no significant difference between social media usage based on age stands rejected. Age 15-17 and 18-20 were found to differ in social media usage.

Table 4.3.5b Turkey post hoc tests showing mean differences in social media usage based on age

(I) Age	(J) Age	Mean	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
12-14	15-17	7.295	.36992	.276	-1.4391	.3034
	18-20	6.359	.37726	.598	-.5235	1.2536
15-17	12-14	6.112	.36992	.276	-.3034	1.4391
	18-20	6.359	.36206	.028	.0802	1.7856
18-20	12-14	6.112	.37726	.598	-1.2536	.5235
	15-17	7.295	.36206	.028	-1.7856	-.0802

Table 4.3.5c shows that students of ages 15-17 are significantly different from students of ages 18- 20 in social media usage (p=.028) but do not differ from students of ages 15-17. This means that students of ages 15-17 are the most social media users.

Hypothesis 6: There is no significant age difference in social media usage.

Table 4.3.6: t-test of difference in social media usage between male and female students.

Variables	N	Mean	SD	DF	T	P	Decision
Male	**191**	**9.9021**	**1.87907**	**308**	**1.98**	**0.049**	**Rejected**
Female	**119**	**9.4798**	**1.35409**				

α=0.05

The table 4.3.6 shows significant difference between male and female on the level of social media usage t=0.121; p=.049. Therefore, the hypothesis which says there is no significant difference among students' levels of social media usage based on gender stands rejected. Male students were found of using social media.

4.5 Summary of the Findings.

The findings of the study are summarized below;

ii. The finding shows that there is a relationship between social media usage and self-image, (r=.160, p=.005).The evidence shows that 261 (84-2%) of the respondents agreed that the more hours they spent on social media, the more it boost their self-image.

iii. The finding shows that there is relationship between social media usage and group behaviour, (r=.130, p=.022). This reveals that 227 (73.2%) of the respondents agreed that social media friends influenced their behaviour and online participation.

iv. Furthermore, the finding reveals that no significant relationship exist between social media usage and academic performance, (r=.034, p=.553). The evidence shows that

78(60.4%) of students who spent between 1 hour to 8hours and above per day on social media were found to have better academic performance score because the more time they spent, thus the more time they have for their academic programme.

v. The finding also shows that there is significant relationship between self-image and group behaviour, (r=.274, *p*=.000). The evidence shows that 288 of the respondents agreed to have high self-image when chatting with friends on social media sites.

vi. The findings shows significant age difference in social media usage, (F=3.150, *p*=.044). The evidence reveals in post hoc test that student of ages 15-17 and 18-20 were found to differ in social media usage.

vii. Finally, the finding indicates that there is significant gender difference in social media usage, (*t*=1.98, *p*=.049). The evidence reveals that, of 139 respondents who spent between 1to 8 hours and above on social media, 79(56.8%) were male against 60(43.2%) of female students.

4.6 Discussion of the Findings.

The study aimed at investigating the influence of social media usage on self-image, group behaviour and academic performance among students in senior secondary schools in Ilorin-West Local Government, Kwara State. Six research questions were examined that offered this study a path. After data analysis, the findings of the study are discussed as follows

Research hypothesis seeks to investigate the influence of social media usage on self-image. The finding indicates that significant positive correlation exists between social media usage and self-image. The result shows that the more the students spent good numbers of hours on social media connecting to their online friends and the better it boosts their self-image. The finding agrees with that of Gonzales and Hancock (2011) who investigated 300 college students in Cyberpsychology, Behaviour and social Network, Cornell, in their study students were asked to look at their own Facebook page for just two hours and the result

showed a boost in self-esteem compared with control group who sat in a room for two hours without looking at their Facebook page. The finding is agreement with with finding of Carpenter (2012) who in a study of student personality and social media, in Western Illinois College, found that student who updated their Facebook status frequently scored high on self-esteem inventory than students who visited sites casually. A study by Kraut et al. (1998) recorded the number of hours students spent on the Internet (using tracking software on the participant's computers) and its relationship to future measures of social involvement and psychological well-being. The researchers found that longer use of the social media was related to increase friendship and social group. They also found that the Internet significantly enhanced students' self-image and closer relationships with friends.

The research hypothesis seeks to investigate the influence of social media usage on group behaviour. The finding indicates that significant positive relationship exists between social media usage and group behaviour. The study reveals that adolescent students hang out with friends, presented themselves, articulated their social networks activities and established or maintained connections with their online group. They stayed on internet for longer hours per day coordinating group activities. They developed their own unique set of characteristics including structure, cohesiveness, roles, norms and processes which they have set for themselves on their various social networks. The finding is similar to that of King (2008) in a study of social network and group activity, he found that adolescent internet users tend to form cliques to achieve their objectives, he concluded that those that stayed longer on internet tried to complement group activities and express themselves more openly or restrictively in the context of that particular group of friends.

The research hypothesis seeks to examine the influence of social media on academic performance. The finding shows that there is no significant relationship between social media usage and academic performance. The fewer hours students spent on social media the

poor their score on academic performance. The finding is agreed with the studies conducted by Karpinski (2009), who discovered that 53% of college Facebook users having GPA that ranges between3.0 to 3.5 spent between 1 to 5 hours per day surfing internet. Also, this finding is supported by Jason (2011) in study of college students on SNS site, reported hours spent on using SNS and the respondents' GPA in previous semester (spring semester 2010). Of 366 respondents, 127 (34.7%) indicated they spent less than 1 hour using SNS and earned at least 3.01 GPA on a 4.00 grade scale. Alternatively, 44% of the 366 respondents reported using SNS for more than 6 hours in a typical day and earned a 3.01 GPA in the same semester. In total, 66.4% of these respondents earned at least a 3.01 and above GPA in spring semester 2010. Based on the results, no significant relationship was obtained between time spent on using social media sites and GPA earned in spring semester 2010.

The research hypothesis seeks to examine the relationship between self-image and group behaviour. The finding shows a significant positive correlation between self-image and group behaviour. This finding reveals that students have as many friends as possible to boost their self-image. Students with high self-image engage in group activities and such group activities assist them to discuss issues with the relevant individuals with whom they choose to discuss matters. The finding is agreed with the study of Valkenburg et al. (2006) in a study of over 800 Dutch secondary school students; found that SNS use is related to self-esteem. Adolescents who frequently use social media sites have more friends on the site and also more reactions on their profiles (i.e., friends posted more comments and wall posts. The finding is supported by study conducted by Lenhart, Purcell, Smith, and Zickuhr, (2010), found that students use social media in large numbers and engaged in different online activities. They found that the more friends they have on social network the high their self-image. The finding is agreed with the study of Williams and Merten (2008), found in their

study that college students are often found to be obsessed with their Facebook profile or Twitter pages.

The research hypothesis seeks to examine age difference in social media usage. The finding shows that there is significant age difference in social medial usage. The differences are reflected between adolescents of ages15-17 and 18-20 age groups having the lowest mean (6.359) and 15-17 having the mean (7.295) of three groups. It can therefore be seen that ages 15-17 are the highest of social media users. The result is consistent with that of Sung (2008) who found, in a research where a total of 168 were surveyed, the respondents whose ages range between 15 and 18 mostly used social networking website whose total average is 55.4% of total population.

The research hypothesis seeks to find gender difference in social media usage. The finding shows that there is significant gender difference in social media usage. This indicates that male respondents are slightly higher than female respondents in social media usage. The finding is supported by Williamson (2011) in a research conducted at St. Cloud, Minnesota, where it's found that 191 males used social media sites, while 171 females used social media sites

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study, conclusion, recommendations, limitation of the study and suggestion for further study.

5.2 Summary

The study was intended to find the influence of social media usage on self-image, group behaviour and academic performance among senior secondary school students in Ilorin-West Local Government, Kwara State. To achieve this, the study was structured in to five chapters.

Chapter one dealt with background to the study where argument for justification to this study was presented. Objectives, research questions and hypotheses were raised. Assumptions based on the study and scope and delimitation were presented

Chapter two covers the review of related studies, where numerous materials were accessed. The independent variable; social media and other dependent variables; self-image, group behaviour and academic performance, adolescence and developmental tasks of adolescents were all thoroughly defined and reviewed. Theory of social identity, Bandura's social learning theory, signalling theories were used to offer the study a theoretical backing. Several empirical studies were also reviewed.

Chapter three presents the methodology used to carry out this study. Ex-post facto survey design and purposive and simple random sampling were used to draw 310 sample for the study. Krejcie and Morgan table was used for determining sample size. Four secondary

schools were selected purposively for the study. Data were collected, using two different instruments; the social media usage, self-image and social media group behaviour questionnaire and academic performance tests on English Language and Mathematics.

Chapter four presents results and discussion. Data collected were statistically analysed and result presented in a tabular form. Descriptive statistics of frequency was used for analysing demographic characteristics of respondents such as age, sex, hours spent per day on social media item responses while chi-square, t-test, Pearson's r and ANOVA were used to analyse the six null hypotheses stated in the study. Summary of the findings and discussion were presented.

Of the six null hypotheses stated, five were rejected while one which sought to establish a relationship between social media usage and academic performance was retained

Finally, chapter five presents summary of the study, where each chapter discussed was summarised in detail. Conclusion is also presented based on the findings. And recommendations are also made for students, teacher, parents and policy makers who may be interested in the use of social media and its effect on the personality and academic performance of students.

5.3 Conclusion.

Based on the findings of the study, the following conclusions are made;

This study has shown that social media usage influences self-image. It has been observed that the more the students engaged in social media the more it boosted their self-image. Also, social media usage increases group activities of students, the more time they spent the more activities they engaged in. However, social media usage did not influence academic

performance of less passive users. In addition, positive feed backs on self-image influenced students to engage more on group activities on social media. There is also age difference in social media usage. And male student social media users were found of using social media than their female counterparts.

5.4 Recommendations

With regard to the outcome obtained in this study, the followings recommendations were made;

1. Students should be conscious of the time they spent on social media sites in order to have more time for their classroom activities and homework.
2. Teachers should encourage the students to expend some meaningful hours on social media sites so as to make friends that would help increase their self-image. The comments of these friends are better to boost their self-images and adjust to the social activities.
3. School authorities should encourage the students to judiciously use the available computer laboratory in schools for educational purpose.
4. Parents should encourage and monitor students to use educational social media sites that will help them to maximise their educational attainment and keep them away from harmful influences
5. Policy on access of students to social media should be such that encourages educational and useful information rather than uncontrolled access to the internet that may be harmful to students' social and intellectual development.

5.5 Limitations of the Study

In the course of the study, a number of challenges were encountered. The first of these was the unavailability of adequate empirical studies on social media usage.

The study was also limited because it was restricted to senior secondary school students and literature revealed that both out-of–school students, young and old, primary and university students involved in social media usage.

The study was also limited to schools that have computer laboratories with internet connections and internet cyber cafes. While some students in schools without these facilities also engaged in social media usage.

5.6 Suggestion for further studies

It is suggested that;

i. Researchers should conduct research on the influence of social media on such personal issue like emotions and motivations.
ii. Researchers should carry out research one computer based test and academic performance.

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Appendix 1

SOCIAL MEDIA, ADOLESCENT SELF-IMAGE AND GROUP BEHAVIOUR

QUESTIONNAIRE (SAGBQ)

This questionnaire is a part of the research for a Master thesis related to social media in educational sector. The results of this survey will be used for academic purposes only. The information you provide will be used strictly for the purpose of this research and will be treated with utmost confidentiality

SECTION A

BIO-DATA

Instruction; (Please tick '✓' one answer only)

1. Class

SS1 ( ), SS2 ( ), SS3 ( )

2. Gender

Male ( ), Female ( )

3. Age

12-14 ( ), 15-17 ( ), 18-20 ( )

3. Residential Area

Rural ( ), Suburban ( ), Urban ( )

4. Hours spent per day on the internet?

Less than1 hour ( )

1-3 hours ( )

4-7 hours ( )

8 and above hours ( )

5. Friends you have on social media (Facebook, 2go, and others)?

1-19 ( )

20-49 ( )

50-99 ( )

100 and more ( )

6. Parent occupation?

Professional and managerial ( )

Clerical and sales ( )

Skilled ( )

Semi-skilled and unskilled ( )

7. Parental Education?

Primary school ( )

Secondary school ( )

Post-secondary academic education ( )

8. How many internet cafés are around your home?

100meters - 500 meters ( )

600meters –1000meters ( )

2 kilometres and above ( )

Please tick (✓) **Either, Sometimes or Never**

S/N	**B. SOCIAL MEDIA QUESTIONNAIRE**	**Always**	**Sometimes**	**Never**
1	Do you use a cell phone with internet connection?			
2	Do you use a computer that is connected to the internet at home or school or both?			
3	Do you go to cyber café for browsing?			
4	Do you participate in social media network?			
5	Do you use the social media for academic purposes?			

Please tick **(✓)** any option suitable to you.

S/N	**C. ADOLESCENTSELF-IMAGE QUESTIONNAIRE**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
1	My social media friends say I am good-looking.				
2	I think I am popular among my social media friends.				
3	Posting my image on social media makes me happy.				
4	I feel happy to have virtual friends on social media.				
5	Feedback from social media makes me feel attractive.				
6	I am able to be truthful to social media friends than real live friends.				
7	I feel relaxed and enthusiastic when I am chatting online.				
8	Social media friends know me better than real live friends do.				

s/n	**D. SOCIAL MEDIA GROUP BEHAVIOUR QUESTIONNAIRE**	**Strongly Agree**	**Agree**	**Disagree**	**Strongly Disagree**
1	We feel sad or happy on whatever affects one of us.				
2	Social media friends influence my behaviour online.				
3	Social media friends encourage me to try things I learn.				
4	Social media friends incite me to bad behaviour.				
5	Social media allows me to interact with important people online				

6	Most decisions I make on real life are influenced by my social media friends.				
7	Social media reduces my relationship with my real live friends				
8	Social media enables me to solve problems of online friends				
9	My friends and I often take collective decisions online.				
10	We discuss schoolwork-related issue on social media				
11	We often get fulfilled when we chat with very knowledgeable people online				
12	We often loose sense of time when we visit websites of interest.				
13	We post social issues to online friends on social media.				
14	We always in the chat-room for online friends.				
15	Being online entices us to know more about issues of interest.				

Appendix 2

Achievement Test on English Languagefor SS One Students

Instruction: Answer all questions by choosing any of the options.

(1) Bola drank…….. (a) Some water (b) a water (c) many waters.

(2) The principal gave us……(a) a piece of advice (b) an advice (C) some advice

(3) …… book is not yours. (a) This (b) These (c) Those

(4) ……student has a book in his bag. (a) Each (b) All (c) Many

(5) She and ……..went to them. (a) I (b) me (c) us

(6) Four students argued with …….. (a) one another (b) themselves (c) each other

(7) The twins are selfish; they care only for…….. ..(a) each other, (b) another (c) himself

(8) The pen is ……. (a) mine (b) my (c) me

(9) A chameleon changes…….colour. (a) its (b) it (c) his

(10)…….ruler was stolen (a) Thomas; (b) Thomas's (c) Thomas

(11) Each boy and girl…… severely punished. (a) were(b) was (c) are

(12) Nigeria, like most other African countries…… fertile land for farming. (a) have (b) has

(c) had

(13) The bird……. West every year (a) fly (b) flies (c) flew

(14) The wrestler has…….. his appointed to the ground. (a) throw (b) thrown (c) throw

(15). Put the umbrella…….. the corner. (a) on (b) at (c) in

(16). He was charged……. thef. (a) by (b) with (c) on

(17). We have finished……? (a) have (b) haven't we (c) don't we

(18). He is taller than……. (a) me (b) I (c) them

(19). Okonkwoattempted to…… smarty like a soldier. (a) walking (b) walk (c) walked

(20). A ……was appointed to discuss the matter. (a) comitte (b) committee (c) comittee

Appendix3

Achievement Test on Mathematics

for S.S One Students

Instruction: answer all questions by choosing any of the options.

1. Express 0.006596 correct to 3 significant figures

(a) 0.00660 (b) 0.00661 (c) 0.0066490

2. Convert 16 to percentage of 200 (a) 20% (b) 25% (c) 30%

   20

3. If 30 out of 50 students in a class are boys, what percentage of the class are girls? (a) 50 (b) 60 (c) 70

4. Use this question to answer 4, 5, and 6

   In a football competition season a club recorded the following goals 3, 4, 0, 2, 1, 3, 4, 0, 3, 3, 4, 0, 1, 2, 0, 2.

4. Find the mean goal. (a) 2 (b) 4 (c) 6

5. Find the media goal. (a) 2 (b) 5 (c) 7

6. Find mode scored by the club (a) (0,3) (b) (1,2) (c) ((3,4)

7. Three perfect coins are tossed. Determines the probability that they are all tails.

(a) $\frac{1}{8}$ (b) $\frac{1}{6}$ (c) $\frac{1}{4}$

8. Find the value of x if (2x+1) – (x+9) = 3

(a) 11 (b) 22 (c) 33

9. Simplify $\left(5\frac{9}{7} \div 3\frac{1}{2}\right) - \frac{5}{6}$ (a) $\frac{2}{3}$ (b) $\frac{3}{4}$ (c) $\frac{5}{6}$

10. Express 3.195 correct to 2 decimal places (a) 3.20 (b) 3.00 (c) 3.105

Appendix4

Achievement Test on English Language

For SS2 Students

Instruction: answer all questions by choosing any of the options.

1) I…… him to work hard. (a) advice (b) advise (c) adviced
2) We ……..what you say. (a) belief (b) believe (c) belives
3) He fights like a him (a) metaphor (b) simile (c) irony
4) I ……..to do it in those days. (a) use (b) used (c) uses
5) The three girls fought ……..yesterday. (a) themselves (b) one another (c) each other
6) These books …….mine (a) is (b) are (c) was
7) Either Dele or Mope …….mine. (a)have(b) has (c) will
8) One of the girls……. Coming. (a) were (b) is (c) are
9) I am……..sincerely. (a) your (b) yours (c) yours
10) We……go home. (a) better (b) had better (c) best
11) Lodi's suggestion in the topic was <u>inevitable</u>. (a) useful (b) useless (c) unrealistic
12) He has <u>surmounted</u> all his difficulties. (a) overcome (b) accepted (c) fought
13) Bola gave answer…… (a) off had (b) off head (c) off nose
14) The ceremony was rounded …….very early. (a) up (b) off (c) of
15) A murderer will pay the ultimate ……for his crime. (a) price (b) prize (c) fine
16) My ten-year old car is……then new car. (a) much stronger (b) strongest (c) very strong
17) …….a miracle happens, Abu can't pass his final examination. (a) unless (b) however, (c) when
18) If I……. you, I would not do that.(a) were (b) was (c) am
19) Isn't high time you…….. office? (a) lift (b) leave (c) living
20) The bird……..away when it had seen me. (a) flew (b) fly (C) flown

Appendix5

Achievement Test on MathematicsFor S.S Two Students

Instruction: answer all questions by choosing any of the options.

1. A box contains 7 red, 10 blue and 11 white beads. If a beads taken at random from the box, find the probability that it is white.
   (a) $\frac{11}{30}$(b)$\frac{11}{28}$(c)$\frac{11}{25}$

2 . Simplify 3. $\underline{125 \times 10^{-6}}$in standard form 16×10^{-4}

   (a) 1.935×10^{-2} (b) 1.953×10^{-2} (c) 1.752×10^{-3}

3. If 10 men can load 5 lorries of goods in 3 hours, find the rate of loading in lorries per man – hour. (a) 0.57 (b) 0.17 (c) 1.27
4. If 57: 95 = 12: x, evaluate x. (a) 25 (b) 20 (c) 15
5. Tuned bought 400 Alpha company shows at ₦1.50 each and sold them at ₦2.50 each, what was his gain? (a) ₦250 (b) ₦220 (c) ₦200
6. Find x if $\log_2 16 = x$. (a) x = 3 (b) x = 4 (c) x = 5
7. Expand (b-2y + z) (-x). (a) x-bx+zx (b) x-bx+zxy-xz (c) x+bx+2xy
8. If t∝ s and t = 30 when s = 50, find the value of t when s = 15
   (a) 70 (b) 90 (c) 95
9. $\frac{1}{4}$of$\frac{1}{5}$ of a number is 3. Find the number correct to 3 significant figure (a) 10 (b) 15 (c) 20
10. Express 40 as a percentage of 200 (a) 30% (b) 20% (c) 10%

Appendix6

RESULT OF ACHIEVEMENT TEST ON ENGLISH LANGUAGE AND MATHEMATICS FOR SS ONE STUDENTS OF FOUR (4) SELECTED SCHOOLS IN ILORIN-WEST LOCAL GOVRNMENT, KWARA STATE.

S/N	ENG	MATH	S/N	ENG	MATH	S/N	ENG	MATH	S/N	EGN	MATH	S/N	ENG	MATH	S/N	ENG	MATH
1	35	40	**23**	35	45	**45**	35	40	**67**	35	35	**89**	35	40	**111**	20	20
2	25	35	**24**	25	55	**46**	25	35	**68**	25	25	**90**	25	35	**112**	35	35
3	45	40	**25**	45	30	**47**	45	20	**69**	35	45	**91**	45	20	**113**	35	30
4	50	35	**26**	50	15	**48**	50	35	**70**	35	50	**92**	50	35	**114**	25	25
5	45	20	**27**	45	35	**49**	45	45	**71**	25	45	**93**	45	45	**115**	45	55
6	30	35	**28**	30	30	**50**	30	15	**72**	45	30	**94**	30	15	**116**	50	40
7	25	45	**29**	25	30	**51**	25	40	**73**	50	25	**95**	25	25	**117**	45	40
8	35	15	**30**	35	20	**52**	30	35	**74**	45	30	**96**	40	45	**118**	30	25
9	55	25	**31**	25	30	**53**	40	20	**75**	30	20	**97**	35	50	**119**	25	40
10	30	45	**32**	45	45	**54**	30	35	**76**	25	35	**98**	25	45	**120**	40	35
11	25	50	**33**	50	30	**55**	35	45	**77**	35	25	**99**	45	30	**121**	35	15
12	65	45	**34**	45	20	**56**	25	15	**78**	30	45	**100**	50	25	**122**	20	35
13	55	30	**35**	30	15	**57**	45	30	**79**	20	50	**101**	45	35	**123**	35	30
14	60	25	**36**	25	35	**58**	50	35	**80**	25	45	**102**	30	30	**124**	45	45
15	35	35	**37**	25	25	**59**	45	35	**81**	25	30	**103**	25	20	**125**	15	55
16	35	30	**38**	45	35	**60**	30	25	**82**	15	25	**104**	40	25	**126**	25	60
17	20	20	**39**	50	30	**61**	25	45	**83**	20	40	**105**	35	25	**127**	45	30
18	10	25	**40**	45	30	**62**	40	50	**84**	15	35	**106**	20	15	**128**	50	45
19	25	25	**41**	30	20	**63**	35	45	**85**	30	20	**107**	35	20	**129**	45	40
20	45	15	**42**	25	30	**64**	35	30	**86**	25	35	**108**	45	15	**130**	30	40
21	45	20	**43**	20	25	**65**	20	25	**87**	40	45	**109**	15	30	**131**	25	35
22	30	15	**44**	35	25	**66**	30	35	**88**	25	15	**110**	30	45	**132**	40	25

S/N	ENG	MAT	S/N	ENG	MATH	S/N	ENG	MATH	S/N	ENG	MATH	S/N	ENG	MATH	S/N	ENG	MATH
133	20	35	**155**	20	35	**177**	45	35	**199**	20	35	**221**	20	20	**243**	35	30
134	35	25	**156**	35	25	**178**	55	25	**200**	35	25	**222**	35	35	**244**	25	25
135	30	45	**157**	30	45	**179**	30	45	**201**	30	45	**223**	30	30	**245**	45	30
136	25	50	**158**	25	50	**180**	15	50	**202**	25	50	**224**	25	25	**246**	50	35
137	55	45	**159**	55	45	**181**	35	45	**203**	55	45	**225**	55	55	**247**	45	35
138	40	30	**160**	40	30	**182**	30	30	**204**	40	30	**226**	40	40	**248**	30	25
139	40	25	**161**	40	25	**183**	30	25	**205**	40	25	**227**	40	40	**249**	25	45
140	25	35	**162**	25	30	**184**	20	30	**206**	25	30	**228**	25	25	**250**	30	50
141	40	30	**163**	40	40	**185**	30	40	**207**	40	40	**229**	40	40	**251**	40	45
142	35	20	**164**	35	30	**186**	45	30	**208**	35	30	**230**	35	35	**252**	30	30
143	15	25	**165**	15	35	**187**	30	35	**209**	15	35	**231**	15	15	**253**	35	25
144	35	25	**166**	35	25	**188**	20	25	**210**	35	25	**232**	35	35	**254**	25	35
145	30	15	**167**	30	45	**189**	15	45	**211**	30	45	**233**	30	30	**255**	45	30
146	45	20	**168**	45	50	**190**	35	50	**212**	45	50	**234**	45	45	**256**	50	20
147	55	15	**169**	55	45	**191**	25	45	**213**	55	45	**235**	55	55	**257**	45	25
148	60	40	**170**	60	30	**192**	35	30	**214**	60	30	**236**	60	60	**258**	30	25
149	30	35	**171**	30	25	**193**	30	25	**215**	30	25	**237**	30	30	**259**	25	15
150	45	25	**172**	45	40	**194**	30	40	**216**	45	40	**238**	45	45	**260**	40	20
151	40	40	**173**	40	35	**195**	20	35	**217**	40	35	**239**	40	40	**261**	35	15
152	40	35	**174**	40	35	**196**	30	35	**218**	40	35	**240**	40	40	**262**	35	35
153	35	45	**175**	35	20	**197**	25	20	**219**	35	20	**241**	35	35	**263**	20	15
154	25	15	**176**	25	30	**198**	25	30	**220**	25	30	**242**	25	25	**264**	30	20

S/N	ENG	MATH	S/N	ENG	MATH	S/N	ENG	MATH	S/N	ENG	MATH	S/N	ENG	MATH	S/N	ENG	MATH
265	20	35	**287**	30	45	**309**	30	35									
266	35	25	**288**	45	55	**310**	55	45									
267	30	45	**289**	30	30												
268	25	50	**290**	20	15												
269	55	45	**291**	35	35												
270	40	30	**292**	55	30												
271	40	25	**293**	35	30												
272	25	35	**294**	25	20												
273	40	30	**295**	45	30												
274	35	20	**296**	50	45												
275	15	25	**297**	45	30												
276	35	25	**298**	30	20												
277	30	15	**299**	25	15												
278	45	20	**300**	35	35												
279	55	15	**301**	30	25												
280	60	20	**302**	20	35												
281	30	15	**303**	25	30												
282	45	30	**304**	25	30												
283	40	25	**305**	15	20												
284	40	20	**306**	20	30												
285	35	30	**307**	15	25												
286	25	30	**308**	30	25												

Appendix7

Table 4.3.8 Responses to Social Media Questionnaire

S/N	B. SOCIAL MEDIA QUESTIONNAIRE	Always		Sometimes		Never	
		f	%	*f*	%	*f*	%
1	Do you use a cell phone with internet connection?	210	66.7	43	17.3	57	8.1
2	Do you use a computer that is connected to the internet at home or school or both?	35	11.1	87	27.6	188	54.7
3	Do you go to cyber café for browsing?	31	9.8	109	35.2	170	54.0
4	Do you participate in social media network?	119	37.8	191	60.6	-	-
5	Do you use the social media for academic purposes?	51	16.2	106	34.4	153	47.4

Table 4.3.9 Responses to Adolescent Self-Image Questionnaire

Responses	Agree		Disagree	
Items	*f*	%	*F*	%
1. My social media friends say I am good-looking.	233	75.2	77	24.8
2. I think I am popular among my social media friends.	257	82.9	53	17.1
3. Posting my image on social media makes me happy.	269	86.8	41	13.2
4. I feel happy to have virtual friends on social media.	218	70.3	92	29.7
5. Feedback from social media Makes me feel attractive.	283	91.2	27	8.8
6. I am able to be truthful to social media friends than real live friends.	226	72.9	84	27.1
7. I feel relaxed and enthusiastic when I am chatting online.	227	73.2	83	26.8
8. Social media friends know me better than real live friend do	215	69.4	95	30.4

Responses to Social Media Group Behaviour Questionnaire

Responses	Agree		Disagree	
Items	***f***	**%**	***F***	**%**
1. We feel sad or happy on whatever affects one of us.	228	73.5	82	26.5
2. Social media friends influence my behaviour online.	227	73.2	83	26.8
3. Social media friends encourage me to try things I learn.	239	77.1	71	22.9
4. Social media friends incite me to bad behavior.	228	73.5	82	26.5
5. Social media allows me to interact with important people online	223	71.9	87	28.1
6. Most decisions I make on real life are influenced by my social media friends.	218	70.3	92	29.7
7. Social media reduces my relationship with my real live friends	212	39.9	98	26.7
8. Social media enables me to solve problems of online friends	227	73.2	83	26.8
9. My friends and I often take collective decisions online.	232	74.8	78	21.2
10.We discuss schoolwork-related issue on social media	217	70.0	93	30.0
11. We often get fulfilled when we chat with very knowledgeable people online	190	61.3	120	38.7
12. We often loose sense of time when we visit websites of interest.	199	64.2	111	35.2
13. We post social issues to online friends on social media.	210	67.7	100	32.3
14. We always in the chat-room for online friends.	206	66.5	104	33.5
15. Being online entices us to know more about issues of interest.	182	58.7	128	41.3

Appendix8

Scale: Social Media, Self-Image and group Behaviour Reliability

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	Part 1	Value	.791
		N of Items	2[a]
	Part 2	Value	1.000
		N of Items	1[b]
	Total N of Items		3
Correlation Between Forms			.973
Spearman-Brown Coefficient	Equal Length		.986
	Unequal Length		.988
Guttman Split-Half Coefficient			.892

a. The items are: VAR00039, VAR00040.

b. The items are: VAR00040, VAR00041.

Appendix9

Scale: English Language and Mathematics Test Reliability

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	Part 1	Value	.791
		N of Items	2[a]
	Part 2	Value	1.000
		N of Items	1[b]
	Total N of Items		3
Correlation Between Forms			.973
Spearman-Brown Coefficient	Equal Length		.986
	Unequal Length		.988
Guttman Split-Half Coefficient			.832

a. The items are: VAR00039, VAR00040.

b. The items are: VAR00040, VAR00041.