



Social Media and Examination Malpractices in Secondary Senior Schools in Rivers State

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Abstract

This study investigated social media and examination malpractices in secondary senior schools in Rivers State, Nigeria. In the first place, it was aimed at investigating how social media have impacted positively and negatively on the educational development of schools in Rivers State. This study is grounded in the Media Systems Dependency Theory. A four Likert type questionnaire titled titled “Social Media and Examination Malpractices (SMEM)” of totally agree, agree, disagree and totally disagree were pre-tested and the participants commented on the items before it was finally administered to the respondents. The study population included all the students in senior secondary schools in Rivers State. The sample size was 510 respondents. The research instrument was valid; the researcher has taken time to comply with the formalities and procedures recommended in framing a questionnaire. The reliability of the research instrument was statistically tested using SPSS version 25. The reliability estimate for group variables of .789 for social media and positive influence on students learning; .812 for how social media impact negatively on students learning; .789 for how social media enhances examination malpractices among students; and .814 how to curb the menace of social media propelled examination malpractices in rivers state. The data for this study was obtained by means of questionnaires. The data collected were analyzed to answer the specific research questions. The analysis of data involved the use of the following procedures: Percentages mean point value, standard deviation, variance, cross-tabulation and regression. The major findings from this study revealed that social media have both positive and negative effect on students’ educational development. The respondents showed considerable positive and negative attitude in their responses. Recommendations were proffered.

Keywords: Social Media, Examination, Malpractices, Secondary Senior Schools, Rivers State.

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INTRODUCTION

Social media has brought the world together. The world is now a global village with the advent of social media. Whatever happens in any part of the world can be accessed, heard and seen through social media within seconds all over the world. There are so many benefits human beings as a whole have derived from the advent of social media. From developed nations to underdeveloped countries, every nation is utilizing the power of social media to enhance lifestyles for the betterment of the people. Some of these benefits are employment avenues, advertisements, business, educational opportunity, connectivity, crime fighting, awareness, help, etc.

However, social media has also affected the society in some negative ways. Just as it affects our social life positively, it also affects our social, economic, political, and religious life negatively. Despite the huge impact of information technology to the development of education worldwide, the menace of examination malpractice with the use of social media has become a major concern to stakeholders all over the world.

In Nigeria, students go into the examination halls, not armed with the knowledge of what they will be examined on, but armed with their phones, and other electronic devices, while the candidates sit in the halls in readiness to commence the exercise, some other Nigerians who are usually called “mercenaries” sometimes including even parents of some of the candidates are scattered outside the halls, preparing the answers to the questions and getting the answers across through the various social media. This is the pathetic trend in the Nigerian education sector.

According to Dr Uyi Uwadiae, the registrar of WAEC, “the most notorious challenge facing examining bodies and other educational institutions in WAEC member countries is examination malpractice”. Currently, the malaise has assumed very dangerous and criminal dimensions on the heels of some advancement in technology which created the smart phones, social media among others. Misguided candidates and their collaborators sometimes including school authorities, teachers, parents, and most recently, operators of rogue websites have continued to devise ingenious and sophisticated methods of cheating, leading to an exponential increase in reported cases of fraud in public examinations. He also said “waging war against examination malpractices has become very expensive and more difficult, particularly with the advent of the social media.”

Social media are computer mediated technology that facilitate the creation, formation as well as a medium of sharing of information, ideas, career interests and other forms of expression and interests by the use of virtual communities and networks. Social network can also be referred to as a map of specified ties such as friendship between the nodes being studied. The nodes to which an individual is thus connected are the social contacts of that individual. The network can also be used to measure social capital which represents the value that the individuals get from the social network. Social media or networking sites include WhatsApp, Yahoo messenger, Facebook, messenger, blackberry messenger, Google, Twitter, Instagram, etc.

Examination malpractice is a crime and punishable offence, not only by the school, but also by the federal government. The Examination Malpractice Act of 1999 in Nigeria is an Act to create offences relating to examination malpractices and to prescribe penalties for such offences. These offences ranging from cheating at examination to conspiracy, aiding, impersonation, etc. The punishment for these offences also ranges from payment of fine or jail term or both, depending on the severity of the malpractice.

Just like other crimes, examination malpractice has kept pace with intellectual and scientific development, aimed at perfecting the act and avoiding detection. It is no longer that of mere paper leakages, there has been technical advancement of this unwholesome act. Hackers now breach or hack into the security system of examination bodies to have access to examination questions and answers, which they sell to prospective candidates or their agents via social media platforms.

Shehu Olayinka of the Nation Newspaper reported on July 26, 2018 that a certain Mrs. Bamidele Olateju requested via Facebook that some websites be shut down. The websites she was referring to were those which had allegedly posted on their sites questions and answers to the then ongoing West Africa School Certificate Examination (WASCE). The websites include NaijaClass.com, ExamCrown.com, Exponet.com, examsort.com, Gurus.com, examloaded.com, easyrunz.com, waecexpo.com, examclass.net, realbase.net, guruswapaz.com, codedclass.com, Jambito.com.

In carrying out their nefarious activities, they use both payments through banks and exchange of recharge cards. For instance, to get an ‘expo’ on nine subjects, interested students are told what to do. Those who want to receive the ‘expo’ by short message service (SMS) are charged 6500 naira, whilst WhatsApp is 5000 naira and to get a password link into the website open ended is 3500 naira, depending on the websites. On all these websites, mobile numbers are listed with instructions on how to contact them. Their most preferred social media platform is WhatsApp.

Statement of the Problem

Computer and aeroplane have brought the world together and boundaries are eliminated by these awesome discoveries. The world is now a global village. Of the many ills bedevilling Nigeria’s tertiary education sector, one which has been grossly undermined in its effect on the quality of education that obtains in the country is examination malpractice and this is so not only because of the impact of malpractice on the quality of candidates who gain admission to these institutions but also because of its import on the quality of education received in Nigeria’s stained ivory towers.

More worrisome is the fact that the examination regulatory bodies such as the Joint Admissions Matriculation Board (JAMB) and the West African Examination Council (WAEC) seem not to have the antidote to this menace that has become a cancer, eating deep and rapidly eroding credibility of these bodies to organize examinations devoid of malpractices and the multifaceted nature of this particular problem brings to the fore the desperation of students to pass exams at all costs.

Chairperson of the West Africa Examination Council (WAEC), Dr. Evelyn Kandakai, has said the persistence of examination malpractice and its devastating effects on educational assessment and evaluation in the sub-region have worsened with the advent of Social Media. She stated this at the Maiden Edition of the body’s two-day International Summit on Examination Malpractice organized by the Board, in Lagos, tagged; ‘Examination Malpractice: The Contemporary Realities and Antidotes’.

Dr. Kandakai said the social ill has been a challenge for the Council, noting that the Board has intensified its fight against examination malpractice:

“We have made frantic appeals to all stakeholders in the education sector to partner us in the fight against this scourge that is endangering the quality of academic achievements and human capital development in our sub-region. Schools, Society and WAEC are all suspects”.

Dr Kandakai described the consequences of examination malpractice on National Development as critical, adding that its effect on National Economy was destructive. She expressed displeasure that school authorities and teachers have continued to create a favourable environment for the social ill to thrive.

Aims and Objectives of the Study

The main aim and objective of this study is to find out how social media have impacted positively and negatively on the educational development of schools in Rivers State. In more specific term, the study is intended:

- To determine the positive impact of social media on learning among secondary school students in Rivers State.
- To determine the negative impact of social media on education generally.

Research Questions

To ensure an in-depth investigation into this study, the following research questions guided the study:

- How does social media positively influence learning among secondary school students in Rivers State?
- How do social media impact negatively on education among secondary school students in Rivers State?

Hypotheses

The following hypotheses guided the study:

- There is no significant relationship between the use of social media and the positive influence of learning among secondary school students in Rivers State.
- There is no significant relationship between the use of social media and the negative influence among secondary school students in Rivers State.

REVIEW OF RELATED LITERATURE

Concept of Social Media

Social media is the collective of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and applications dedicated to forums, microblogging, social networking, social curation, and wikis are among the different types of social media.

According to wikipedia, social media are interactive computer-mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expression via virtual communities and networks.

Merriam-webster defined social media as forms of electronic communication such as websites for social networking and micro blogging through which users create online communities to share information, ideas, personal messages and other contents such as video, photos, etc.

Social media also refers to websites and applications that are designed to allow people to share content quickly, efficiently and in real time. The ability to share photos, opinions, events, etc. in real time has transformed the way we live as it has created a social network which connects us all.

In recent decades, the introduction of the World Wide Web has taken social networking to larger, richer and more complex levels. As such, when we consider social networks today, we are referring to Web-based services that are set of people or organisation that use computer mediated communication to generate a community (Garton, Haythorn, Thwaite & Wellman, 1997).

In its simplest form, social network services are computer applications that support the complex arrangement of nodes (people). These applications include tools for storing and presenting information as well as communicating, connecting, and interacting with others.

Connecting with people requires a little effort within modern social networking systems. Never before has making “friends” been so quick. A new friend is a click or two away. For example, to make a new “friend” on Facebook, you use the Find Friends tool, which allows user to scroll through lists of people who may be of interest based on shared sub-network connections with other users within the same network. It even gives room for users to narrow down their search by category like employer, hometown, current city, college/university, mutual friends and more. Once a desirable prospective friend is identified, a user just need to click the “add as friend”. The prospective friend makes the decision to either confirm or delete the friend request.

TYPES OF SOCIAL MEDIA

Social media has expanded over the years to include six primary categories, each with it is own unique set of characteristics. They include the following:

Social networks

A social networking site is a social media site that allows users to connect and share with people who have similar interests and backgrounds. Facebook, Instagram and LinkedIn are three of the most popular examples of a social network website.

Bookmarking sites

These sites allow users to save and organise links to any number of online resources and websites. A great feature of these sites is the ability for the users to “tag” links, which makes them easier to search and invariably share with their followers. Stumble upon is a popular example of a bookmarking site.

Social news

A social news site allows its users to post news link and other items to external articles. Users then proceed to vote on said items and the items with the highest number of votes are most prominently displayed. A good example of a social news site is Reddit.

Media sharing

Media sharing websites allow users to share different types of media, such as pictures and videos. Most of these sites also offer social features, like the ability to create profiles and the option of commenting on the uploaded images. As we all know, You Tube still remains the most well-known media sharing site in the world.

Microblogging

These are just what they sound like, sites that allow the users to submit their short written entries, which can include links to product and service sites as well as links to other social media sites. These are then posted on the ‘walls’ of everyone who has subscribe to that user’s account. The most commonly used microblogging website is Twitter.

Blog comments and forums

An online forum is a site that lets users engage in conversations by posting and responding to community messages. A blog comment site is the same thing except being a little more focused. The comments are usually centred around the specific subject of the attached blog. Google has a popular blogging site aptly titled Blogger. However, there are a seemingly endless number of blogging sites, particularly, because so many of them are niche-based, unlike the universal appeal of general social media sites

Benefits of Social Media

Greenhow and Robelia, (2009) identified four major benefits of the use of social networking services in education:

- Providing students with social, emotional and cognitive support;
- Challenging students to express themselves;
- Fulfilling various social learning functions through collaboration and students to like-minded learners;
- Building students’ communication and technology skills and understanding different points of view.

Also, Social networks are being used to foster teacher-parent, parent-parent, student-student, teacher-teacher and teacher-student communication and cooperation. This in turn is supporting and strengthening relationships while enhancing learning activities.

Social media has gained credibility over the years as a trusted source of information and platform where organisations can interact with audiences. Education institutions are adapting

these developments into their systems and relying on group resources and mechanism to improve the student life.

The use of social media in education provides students with the ability to get more useful information to connect with learning groups and other educational systems that makes learning convenient.

Social network tools afford students and institutions with multiple opportunities to improve learning methods. Through these networks, you can incorporate social media plugins that enable sharing and interaction. Students can benefit from online tutorials and resources that shared through social networks.

There is valuable knowledge to be gained through social media such as analytics and insights on various topics or issues for study purposes. Social media is also a medium where student can establish beneficial connections for their careers.

Whether students are working on an assignment, working on a project or trying to gain more insight on a subject, some of the best information and results can be extracted from social media. Learning management system (LMS) is a networking software that delivers educational programs and gives institutions other administrative activities. Social media learning in LMS can include instant chat functions, video forums to share information and other learning resources to help students.

Learning colleges have the ability to connect with students through social media networks such as Facebook, Google Plus groups and YouTube. These channels can be used to communicate campus news, make announcements and provide students with useful information (<https://www.lcibs.co.uk>).

In today's high-tech world, information is rightly to be considered the most powerful tool. Getting new information and sharing it with others has become much easier with the help of social media. Creating a group for the discussion of college projects, posting important advertisements for classmates or group mates, providing information about upcoming seminars, etc. All these things can be done in a blink of an eye thanks to online platforms. Students spend hours online using media for entertainment and educational purposes.

They communicate with friends via popular social networks, do homework using Internet resources, and buy research papers online if lacking either time or original ideas for projects or homework. When social networks first began, most educators didn't approve of students using them. Today, teachers can't imagine the educational process without social media.

This is due to the fact that online technology can provide both students and teachers with many benefits. They include:

- **Provides every student with the possibility of learning online.** Why spend money on travel and renting an office if you can study from the comfort of your home? These days, the wish to study and access to the Internet is sufficient for getting a top-notch quality education. Distance learning is an effective method for getting a degree from any educational establishment, regardless of its location.
- **Makes it easy to get instant access to reliable information.** Instead of going to the library, it is possible to save time and find the necessary information using Google. Moreover, Internet resources are very helpful when the information isn't available in the library. It is possible to find sample papers online as well as useful guidelines on how to do complete assignments the right way. If a student is ill and misses several classes, it will be easier for him/her to learn the subject with the help of educational sites.

- **Serves as an effective device for academic performance.** Social media platforms can be successfully used for the teamwork. For example, if you are assigned to conduct research on a certain topic together with a group, it is easier to meet online and discuss the assignment together. It makes it easier to communicate with classmates or groups for educational purposes. Teachers also create accounts to inform their students of any changes in curriculum, to share lectures online, and to get student feedback.
- **Helps to improve writing skills.** Many students lack the necessary skills for writing essays and other academic papers. The most effective way to solve this problem is to start a blog. Free writing helps students to practice regularly, free from the worry that their thoughts will be strictly evaluated. Today, many teachers encourage students to share ideas via a class blog which serves as the initial step in teaching students to develop writing and analytical skills. Moreover, this is how future bloggers are born.
- **Helps to become an expert in the use of innovative technologies.** It is no secret that today it is impossible to find a good job if you're unfamiliar with computer technologies. When using social media for communication, students learn more about electronic devices and gain the basic skills to design portfolios when creating accounts on social networks.
- **Enhances creative activities.** Often a student's talent is revealed when he/she starts taking pictures for Instagram, making videos for Youtube, etc. Many students have interesting hobbies that they share, which can help them to realize their potential for making it a career.

Social media in the classroom can be a great educational tool that is able to inspire students to gain knowledge. Using online technology, the right way makes for a successful education.

THE NEGATIVE EFFECT OF SOCIAL MEDIA ON EDUCATION

The popularity of the social networking sites increased rapidly in the last decade. This is probably due to the reason that college and university students as well as teens used it extensively to get global access. These social networking sites such as Twitter and Facebook have become a raging craze for everyone nowadays. The negative effects of these social networking sites outweigh the positive ones. These sites have caused some potential harm to society. The students become victims of social networks more often than anyone else. This is because of the reason that when they are studying or searching their course material online, they get attracted to these sites to kill the boredom in their study time, diverting their attention from their work. Other negative side effects of social networking websites include the following:

Reduced Learning and Research Capabilities

Students have started relying more on the information accessible easily on these social networking sites and the web. This reduces their learning and research capabilities.

Multitasking

Students who get involved in activities on social media sites while studying result in reduction in their focus of attention. This causes reduction in their academic performance, and concentration to study well.

Reduction in Real Human Contact

The more time the students spend on these social media sites, the less time they will spend socializing in person with others. This reduces their communication skills. They will not be able to communicate and socialize effectively in person with others. The employers are getting more and more unsatisfied with the communication skills of the fresh graduates due to this reason. The effective communication skills are key to success in the real world.

Reduces Command Over Language Usage and Creative Writing Skills

Students mostly use slang words or shortened forms of words on social networking sites. They start relying on the computer grammar and spelling check features. This reduces their command over the language and their creative writing skills.

Time Wastage

Students, while searching and studying online, get attracted to using social media sites and sometimes they forget why they are using internet. This wastes their time and sometimes students are not able to deliver their work in the specified time frame.

Low Grades

Students get low grades in school due to lack of the desired information and writing skills.

Loss of Motivation in Students

The student's motivational level reduces due to the use of these social networking sites. They rely on the virtual environment instead of gaining practical knowledge from the real world.

Effect on Health

The excessive use of these sites affects the mental as well as physical health. Students do not take their meals on time and take proper rest. They take excessive amount of coffee or tea to remain active and focused which effects negatively on their health. The overuse of these sites on a daily basis has many negative effects on the physical and mental health of students making them lethargic and unmotivated to create contact with the people in person.

Stegner (2012) identified 7 negative effects of social media on people and users. These include:

Depression and Anxiety

Many students spend several hours daily browsing through social media. Students who spend too much hours on social networking sites adversely affect your mood. In fact, long-lasting users of

the social media are likely to present poor mental health, symptoms of anxiety and above all depression. It does not take much to realize why social media negatively affects students, which also negatively affects their personal life. Most students want to compare themselves to other people, and that way is a sure path to anxiety because social media has made it easier.

Cyberbullying

Before the advent of social media, bullying was something that was only done face-to-face. Recently, people are bullied online—anonymous. Today, it is a common knowledge what cyberbullying is, and we have seen what it can do to a person (student). Social media has made it easier and possible to meet new people and make friends. Those who get involved in the act of bullying can use anonymity of social networks to gain people's trust and then terrorize them in front of their peers.

FOMO (Fear of Missing Out)

Fear of Missing Out (FOMO) is a phenomenon born around the same time as the rise of social media. Unsurprisingly, it is one of the most prevalent negative effects of social media. FOMO is just what it sounds like. It is a form of anxiety that get people scared of missing out on a positive experience that someone else is having. This fear receives continuous and endless fuel from what people see on social media. With the increased presence social network and its users, there are better chances that people are having more fun than others do.

Unrealistic Expectation

It is common knowledge that social media forms unrealistic expectations of life and friendships in people's minds. Most social media sites do not have online authenticity. People use Snapchat to share their exciting adventures, post about how much they love people significantly on Facebook, and load up their Instagram pages with profoundly staged photos. But in reality, one do not have any way of knowing whether this is real. It may look great on the surface, but ugly are the bottom.

Negative Body Image

Speaking of Instagram celebrities, if you look at popular Instagram accounts, you will find unbelievably beautiful people wearing expensive clothes on their perfectly shaped bodies. Today, body image is an issue for everyone. Of course, seeing so many people who are supposedly perfect (according to society's standards) on a daily basis makes you conscious about how different you look from those pictures. And not everyone comes to healthy conclusions in this situation. Therefore, it is really important to remember that everybody is human. No one wakes up every day looking like a supermodel, and while many people have gone to great lengths to train their bodies, that is not the case for everyone who looks fit.

Unhealthy Sleep Patterns

The incidents of anxiety and depression occur most with people who use social media. Spending too much time on social media can lead to poor sleep. Numerous studies have shown that increased use of social media has a negative effect on your sleep quality and this affects students who use social media often.

General Addiction

Social media is more addictive than cigarettes and alcohol according to Stegner (2012). It has a powerful draw for many people that leads to checking it all at a time without even thinking about it.

SOCIAL MEDIA AND EXAMINATION MALPRACTICE

At the Maiden Edition of a two-day International Summit on Examination Malpractice organized by the West Africa Examination Council (WAEC) in Lagos, tagged; *‘Examination Malpractice: The Contemporary Realities and Antidotes*, it was noted that examination malpractice has worsened in the sub-region with the advent of social media. The immediate past chairperson Dr. Evelyn Kandakai said the social ill has been a challenge for the Council, noting that the Board has intensified its fight against the malaise.

The Minister of Education, Adamu Adamu also described examination malpractice as a challenge to the five member countries of WAEC, especially with the arrival of Social Media and Smart Phones. Dr. Kandakai described the consequences of examination malpractice on National Development as critical, adding that its effect on National Economy was destructive. She expressed displeasure that School Authorities and Teachers have continued to create a favourable environment for the social ill to thrive. Dr. Iyi Uwadiae, who was the registrar of WAEC also lamented that perpetrators of examination malpractices have continued to devise new technologically advanced ways of carrying out their acts.

West African Examinations Council, WAEC, said Nigeria has the highest level of examination malpractices among the five countries. Kogi State has the highest rate of examination malpractice with 22.53%.

It is often the case that while some candidates are in the hall, in readiness to commence an examination, some other candidates are scattered outside preparing the answers to the already leaked questions gotten from various Social Media platforms.

In July 2016 and May 2017, Ethiopian Government shut down the use of internet by students, especially during examinations to prevent malpractices. There is also a similar ban by the Algerian Government, in an attempt to fight cheating students in Secondary Schools.

The report from Algeria said almost half of students in the country were forced to retake the baccalaureate exam after an online leak that discredited the first session. According to the report, many of the students accessed questions on Facebook and other social media platforms ahead of the examination in early June. In the case of Ethiopia, it decided to block Facebook, Twitter, Instagram and Viber after a massive leak of examination questions on social media. The government says its action is to force students to study hard for the academic exercise instead of to focus on rumour.

Though the action is eliciting widespread condemnation from citizens of the country, analysts think it is a better way to curb the dangerous slide in academic activities engaged in by those considered as leaders of the future. Some also think the action of Algeria and Ethiopia

would just be an eye-opener for countries including Nigeria where the Joint Admission and Matriculation Board is almost at a fix as to how best to conduct examinations without squabbles.

Facebook, Twitter, Viber, Instagram and even dating sites including Twoo, Eskimi and their likes have become very useful for the country's students. All that is needed is a proper knowledge of the usability of the particular medium to be used. And the candidate goes to sleep. Here is the true story: some of the candidates are successful and happy while others are mourning their failure. While the circle goes on, students go further into higher institutions becoming a general embarrassment to the nation extremely poor performances in examinations and academic works. Such is the pathetic tale of the sliding fortune of education now attracting lamentation from every part of the country and among stakeholders.

The menace of exam malpractice is not limited to African continent alone. Recently, UK exam boards have set up dedicated teams to monitor social media as part of moves to clamp down on cheating.

According to BBC News, the head of the exam board in the United Kingdom has said a huge amount of time and effort is spent looking for signs and indications of malpractice in exams online. The comments came as the Joint Council for Qualifications (JCQ) - which represents the boards - announced an independent inquiry into exam cheating. Although, the exam boards insisted that malpractice was extremely rare, but official figures released in January showed that last year, 2,715 penalties were issued to candidates (0.01%), along with 895 to school staff and 120 to schools and colleges. The JCQ said Sanctions issued to candidates were overwhelmingly for possession of a mobile phone in an exam.

THEORETICAL FRAMEWORK

The Media Systems Dependency Theory

This study can be explained, using the media systems dependency (MSD) theory. The media systems dependency theory was first proposed by Sandra Ball-Rokeach and Melvin Defleur in 1976, and consists of a complex system in which the media, individuals, their personal environment, and the social environment have dependency relationships with each other. Each component depends on the others components in a system by drawing on resource in order to satisfy goals. Particular attention is given to the resources of media systems in modern society and the consideration conditions which will increase or decrease individual's reliance on media system. In another way, media systems dependency theory is a relationship in which the capacity of individuals to attain their goals is contingent upon the information resources of the media systems (Ololube, 2011).

According to Baran and Davies (2015), media systems dependency theory assumes that the more a person depends on having his or her needs met by media use, the more important will be the role that the media play in the person's life, and therefore, the more influence the media will have on the person. People turn to the media to communicate or make sense of what is happening, as the world becomes complex. People will become more dependent on the media that meet a number of their needs than on the media that touch only a few needs. The more an individual relies on the media for the expression of thought and sharing of ideas, the more that individual is influenced by the media. Again, the more we depend on social media, the more our attitudes, cognition, emotional states or behaviour will change. As individuals develop expectations that the media system can provide assistance toward goal attainment, individuals

generally develop dependency relations with the media or medium perceived to be the most helpful in the goal pursuit. Media systems dependency theory also rests on the fact that industrialization have decreased the influence of inter personal communication and, therefore, increased the role of media system (Ololube, 2011).

METHODS

Research design

This study's research design is a descriptive and correlational approach. The choice of this design is as a result of the purpose of the study, which is to report whether social media is related to examination malpractices in schools in rivers state. First, the study evaluated the role of social media and examination malpractice in secondary schools in Rivers State. Second, it highlighted on how social media impacted negatively on the education of secondary school students in Rivers State.

Population of the Study

The population of this study include all senior secondary school students in Rivers state.

Sample and Sampling Procedure

The study sample consisted of students of ten randomly secondary schools in Rivers State of Nigeria. The students are in SS2 and SS3 in the selected schools. The empirical part of this chapter included the collection of data from 510 respondents through a structured questionnaire. Data were analyzed using the statistical package for the social sciences (SPSS) version 25. Initially, 625 questionnaires were spread amongst the students of the selected schools, 115 questionnaires were excluded from the ones used because the respondents did not answer some of the questions. Data for this study were collected between October 2019 to January 2020, through the help of three research assistants.

Instrument for Data Collection

The instrument used for gathering of data was a self-structured questionnaire titled "Social Media and Examination Malpractices (SMEM)" in secondary senior schools in Rivers State, which was directed at measuring whether social media influence examination malpractices in schools. The instrument consisted of a total number of 10 items which were stated to answer the research questions and hypotheses. The items on the instrument used a 4-point Likert scale ranging from 1 = totally disagree (TD), 2 = disagree (D), 3 = agree (A), and 4=totally agree (TA).

Section one of the instrument deals with the issues of respondents' demographic variable such as age and gender. Section two includes information on how social media enhance learning among secondary school students in rivers state (five items), how social media impact negatively on the education of secondary school students in Rivers State (five items).

Validity of the Instrument

The instrument (questionnaire) used for this study was measured in two ways. First, the questionnaire was validated by experts in measurement and evaluation from the Ignatius Ajuru University of Education, Port Harcourt, Nigeria. Second, the instrument was administered to 10 persons outside the sample used in this study to get their opinion of how valid the instrument is for this study.

Reliability of the Instrument

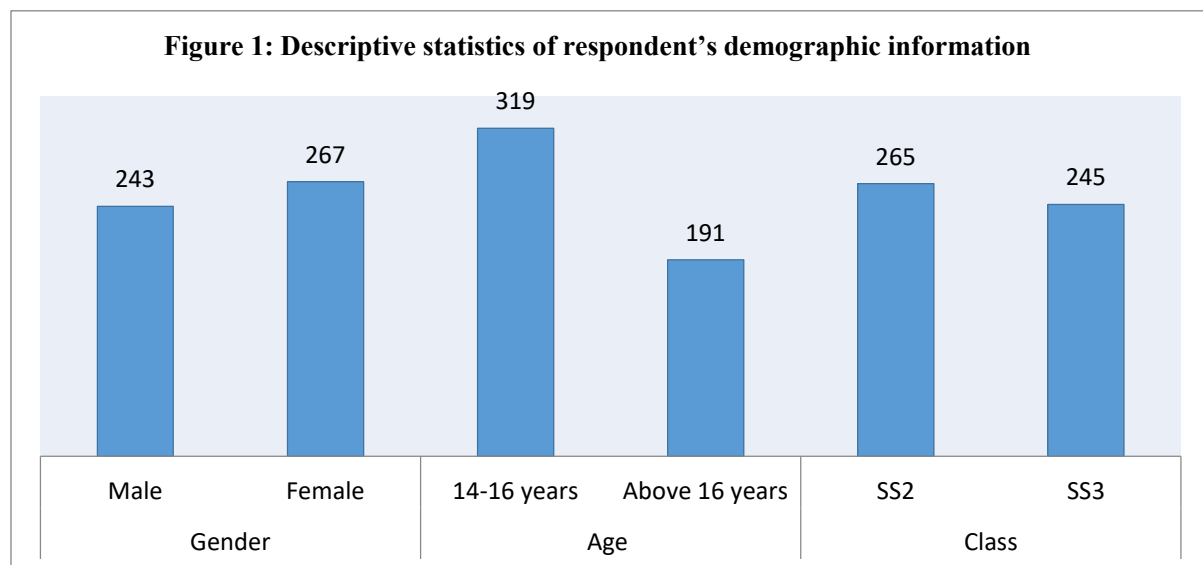
The reliability of the instrument used for this study was first measured against the variables in the instrument. Second, the internal consistency of the questionnaire was examined by calculating Cronbach alpha, which provided a reliability estimate for group variables of .789 for social media and positive influence on students learning; .812 for how social media impact negatively on students learning.

Data Analysis Method

The statistical analyses used in this study were done through the use of statistical package for the social sciences (SPSS) version 25. Descriptive statistics (mean and cross tabulation) were performed. Regression analysis was used to determine the relationship between variables, and Cronbach's α reliability analysis was used to measure the reliability of the questionnaire.

The mean scores were used to determine the acceptance or rejection of the rating items. In order to make decisions from the results obtained, the mean responses were computed on the basis of the 4-point Likert scale of the questionnaire, thus: $1+2+3+4 = 10$. $10 \div 4 = 2.5$. From the above computation, any mean score that is equal to and more than 2.5 indicates that the null hypothesis is rejected, while the mean scores that are less than 2.5 will be accepted. Thus, the regression analysis was set at $p. < 0.05$ significance level.

RESULTS



Information about respondents demographic information (Figure 1) revealed that male were 243 (47.6%), while female were 267(52.4%), data for respondents age showed that those who are between 14-16 years were 319(62.5%), while those that are above 16 years were 191(37.5%). Information on that of the student's class revealed that those in SS2 were 265(52.0%), whereas those in SS3 were 245(48.0%).

Answer to Research Questions

Research Question One: How does social media positively influence learning among secondary school students in Rivers State?

Table 1: Respondents answer to positive influence of social media on students learning

s/n	Positive Influence of Social Media on Students Learning	Mean	Remark
1	Social media provides students with social, emotional and cognitive support	3.8020	Agree
2	Social media challenging students to express themselves	3.3824	Agree
3	Social media fulfills various social learning functions through collaboration and students to like-minded learners	3.5392	Agree
4	Social media builds students' communication and technology skills and understanding different points of view	3.3431	Agree
5	Social media provides every student with the possibility of learning online	3.1725	Agree
6	Social media makes it easy to get instant access to reliable information	3.1804	Agree
7	Social media serves as an effective device for academic performance	3.4196	Agree
8	Social media helps to improve writing skills	3.4471	Agree
9	Social media helps you to become an expert in the use of innovative technologies	3.5196	Agree
10	Social media enhances creative activities	3.6255	Agree
	Grand mean	3.4314	Agree

Data in Table 1: Respondents answer to positive influence of social media on students learning revealed that respondents agree that social media provides students with social, emotional and cognitive support ($M = 3.8020$), they also were of the opinion that social media challenging students to express themselves ($M = 3.3824$). Respondents views hold strong that social media fulfils various social learning functions through collaboration and students to like-minded learners ($M = 3.5392$), they were equally of the view that social media builds students' communication and technology skills and understanding different points of view ($M = 3.1725$). Respondents agree that social media makes it easy to get instant access to reliable information ($M = 3.1804$), they equally were of the opinion that social media serves as an effective device for academic performance ($M = 3.4471$). Their opinion stands out clear that social media helps them to become experts in the use of innovative technologies ($M = 3.5196$) and finally, respondents totally agree that social media enhances creative activities ($M = 3.6255$). Thus, they agree with a

grand mean of 3.4314 that all the variables presented here are in line with the fact that social media positively influence learning among secondary school students in Rivers State.

Research Question Two: How do social media impact negatively on education among secondary school students in Rivers State?

Table 2: Respondents answer to negative influence of social media on students learning

s/n	Negative Influence of Social Media on Students Learning	Mean	Remark
11	Social media reduces learning and research capabilities.	3.4922	Agree
12	Social media brings about multitasking.	3.3216	Agree
13	Social media reduces in real human contact.	3.6020	Agree
14	Social media reduces command over language usage and creative writing skills.	3.7157	Agree
15	Social media brings about time wastage.	3.3000	Agree
16	Social media results in students low grades.	3.3200	Agree
17	Social media results in loss of motivation in students.	3.3235	Agree
18	Social media results health issues like addiction, obesity, etc.	3.6353	Agree
19	Social media results in plagiarism: reproduction of someone's work without any sort of attribution or references to the original author.	3.2118	Agree
20	Social media result in lying: giving wrong information to the students	3.5314	Agree
Grand mean		3.4453	Agree

Information in Table 2 evaluated respondents answer to negative influence of social media on students learning. Data in items 11-20 tallied along agree and disagree revealed that respondents agree that social media reduces learning and research capabilities ($M = 3.4922$), also, they agree that Social media brings about multitasking ($M = 3.3216$). Same is true that social media reduces in real human contact ($M = 3.6020$). They further showed that social media reduces command over language usage and creative writing skills ($M = 3.7157$) and that social media brings about time wastage ($M = 3.3000$). They went further to highlight that social media results in students low grades ($M = 3.3200$) and social media results in loss of motivation in students ($M = 3.3235$). In addition, respondents were of the opinion that social media results health issues like addiction, obesity, etc. ($M = 3.6353$) and social media results in plagiarism: reproduction of someone's work without any sort of attribution or references to the original author ($M = 3.2118$), as much as they agreed finally the social media result in lying and gives wrong information to the students ($M = 3.5314$). On the whole on whether social media impact negatively on education among secondary school students in Rivers State, respondents agreed that social media has negative influence on students education, using a grand mean of 3.4453 to affirm their position.

Test of Hypotheses

Hypothesis One: There is no significant relationship between the social media and the positive influence of learning among secondary school students in Rivers State.

Table 3: Regression analysis of positive influence of learning among secondary school students in Rivers State

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.477 ^a	.227	.212	.44390		

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.891	10	2.889	14.662	.000 ^b
	Residual	98.327	499	.197		
	Total	127.218	509			

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.727	.199		3.651	.000
	1. Social media provides students with social, emotional and cognitive support	.193	.028	.277	6.804	.000
	2. Social media challenging students to express themselves	.023	.032	.043	3.706	.011
	3. Social media fulfills various social learning functions through collaboration and students to like-minded learners	.079	.035	.136	2.275	.023
	4. Social media builds students' communication and technology skills and understanding different points of view	.161	.040	.281	4.073	.000
	5. Social media provides every student with the possibility of learning online	-.015	.024	-.029	2.613	.040
	6. Social media makes it easy to get instant access to reliable information	-.044	.038	-.080	2.258	.048
	7. Social media serves as an effective device for academic performance	-.286	.046	-.480	-6.235	.000
	8. Social media helps to improve writing skills	-.010	.042	-.018	2.252	.041
	9. Social media helps you to become an expert in the use of innovative technologies	.069	.042	.116	3.653	.000
	10. Social media enhances creative activities	.035	.039	.041	2.903	.007

Data in Table 3 regression analysis of positive influence of learning among secondary school students in Rivers State revealed that the ANOVA result showed significant relationship between the use of social media and the positive influence of learning among secondary school students in Rivers State ($F = 14.662$; p -value .000). In addition, the results in the Coefficients show the highest t value 6.804 and the lowest at -6.235, and the highest p -values of .048 with the lowest at .000. Thus, hypothesis one was rejected because significant relationship exist between the use of social media and the positive influence of learning among secondary school students in Rivers State.

Hypothesis Two: There is no significant relationship between the social media and the negative influence among secondary school students in Rivers State.

Table 4: Regression analysis of negative influence among secondary school students in Rivers State

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	
1	.359 ^a	.129	.111	.47133	

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.366	10	1.637	7.367	.000 ^b
	Residual	110.852	499	.222		
	Total	127.218	509			

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.935	.237		3.941	.000
	11. Social media reduces learning and research capabilities.	-.081	.037	-.137	-2.203	.028
	12. Social media brings about multitasking.	-.014	.024	-.029	3.589	.006
	13. Social media reduces in real human contact.	-.158	.041	-.186	-3.832	.000
	14. Social media reduces command over language usage and creative writing skills.	.032	.047	.035	3.679	.008
	15. Social media brings about time wastage.	.025	.043	.041	3.577	.004
	16. Social media results in students low grades.	-.041	.034	-.082	-2.186	.036
	17. Social media results in loss of motivation in students.	-.003	.027	-.006	3.114	.009
	18. Social media results health issues like addiction, obesity, etc.	.134	.039	.156	3.480	.001
	19. Social media results in plagiarism: reproduction of someone's work without any sort of attribution or references to the original author.	.082	.031	.162	2.602	.010
	20. Social media result in lying: giving wrong information to the students	.193	.040	.231	4.854	.000

Table 4 revealed the regression analysis of negative influence among secondary school students in Rivers State. The ANOVA analysis ($F = 7.367$; with a p-value of .000) and the constant Coefficients of ($t = 3.941$; p-value of .000) shows significant relationship between the use of social media and the negative influence among secondary school students in Rivers State. Thus, hypothesis three was rejected, which means that significant relationship between the use of social media and the negative influence among secondary school students in Rivers State.

Summary of Finding

- Social media positively influence learning among secondary school students in Rivers State?
- Social media impact negatively on education among secondary school students in Rivers State?
- There is significant relationship between the use of social media and the positive influence of learning among secondary school students in Rivers State.
- There is significant relationship between the use of social media and the negative influence among secondary school students in Rivers State.

DISCUSSION

Positive Influence of Social Media on Students Learning

In spite of the fact that social media is controversial and it is relatively new and with all new phenomena, the terminology describing it is in a state of transformation. However, there have been series of controversies associated with it. Nevertheless social media has a lot of benefits which include but not limited to keeping distant family and relationship intact by exchange of images, videos and text updates easily, informal and self-taught learning about almost any topic on earth in any media format of your choice, meeting new people from around the world, sharing different perspectives and different cultures, participating in interactive and creative rather than only passive, entertainment, creating personal identities for employment, and social interaction and generally living life in social media rich learning environment.

Thus, this study's finding is in line with Kalasi (2014) because of the positive values associated with social media on students educational development. He stated that the formal use of social media in teaching and learning can be recognized as a combination of online and traditional classroom teaching. It is evidenced that such a combination enhances teaching and learning environment, in addition to technology literacy of both students and teachers (Kalasi, 2014). Social media helps learners to create independency and autonomy as necessary learning styles to be successful online learners. It creates online learners' characteristics such as the ability to identify, participate in and be able to manage learning experiences that fits their individual learning needs, so that they can gain benefits from the new learning mode.

Social media motivates students to participate in their own learning. Social media is well positioned to provide motivation and engagements because majority of students spend average of more than 30 minutes a day on Facebook (Stollak et al., 2011).

Therefore social media used extensively by the young people help in personal use, participation in peer discussion and expressing opinions (Groff, 2013).

In line with this study, Greenhow and Robelia (2009) four major benefits of the use of social networking services in education comes very handy here:

- Providing students with social, emotional and cognitive support;
- Challenging students to express themselves;
- Fulfilling various social learning functions through collaboration and students to like-minded learners;
- Building students' communication and technology skills and understanding different points of view.

Negative Influence of Social Media on Students Learning

The popularity of the social networking sites increased rapidly in the last decade. This is probably due to the reason that college and university students as well as teens used it extensively to get global access.

There has been a lot of genuine concern about social media. Such problems as privacy, inappropriate or falsified identity creation particularly by children and teenagers and those who might prey on them, overconsumption or additive behaviours leading to avoidance of face-to-face relationship, information overload and the impossibility of multitasking well and excessive marketing and tracking of social media users by large companies and governments.

Nonetheless, the findings of this study is in line with Armstrong (2012) when he opined that students who frequently use technology including the social networking sites tend to have more stomach aches than those who do not, they also have sleeping problems, besides anxiety and depression. Such students also display more of narcissistic tendencies as well as many other psychosomatic disorders, together with various antisocial behaviours as well as aggressive tendencies. Daily overuse of these social media sites tends to have a negative health situations and it makes them more susceptible to various health problems in the future.

In addition, students are attempting to multi-task when studying. They try to check various social media sites and networking sites while studying. The negative effect of these is that it leads to reduced academic performance on the part of the students. The other negative effect on students is that they spend too much time on social sites, and much lesser time on reading and socializing in person (Armstrong, 2012; Stegner, 2020).

CONCLUSION

This research has outlined social media complex role and explicitly stated the significance of the need for students' learning and academic performance. The joy and enthusiasm observed in this study led the researcher to think that using social media teaching and learning process may be a very good course of action, not only because the students will enjoy the instructional activities, but because they are valuable factors that will enhance the intellectual growth of the students. However, the negative side of social media proliferate. From the study, it was gathered that social media aid examination malpractice, anxiety, lack of sleep, etc.

The respondents support the idea that social media training are important factors in in students educational development. Nigeria like other developing counties needs effective social media education programs. Urgent action is required in the field of education and training. Social media training is broadly divided into what is provided before and during students' education. Thus, the negative effects of social media may lead to low intellectual capacity.

Recommendations

This study recommends that:

- Since social media positively influence learning among secondary school students in Rivers State, it should be encouraged and monitored;
- Aspects of social media that impact negatively on education among secondary school students in Rivers State should be discouraged.

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