



The Influence of Social Media on the Academic Performance of Senior Secondary School Students in Kosofe Local Government Area, Lagos State

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Abstract

The study focused on the influence of social media on the academic performance of senior secondary students of Kosofe Local Government Lagos State. The study was carried out using some selected secondary schools in Kosofe Local Government. The study examines variables upon which data was collected through responses to questions by way of questionnaire. The population of study comprised of 150 senior secondary students of Kosofe Local Government Lagos. Findings showed that there is significant influence of social media use on academic performance, also, time spent on social media significantly influence academic performance of secondary school students. The result also showed that there is significant influence of motives of use of social media on academic performance. It was therefore recommended that students should be conscious of the time they spend on social media sites in order to have more time for their academic activities. Parent should evaluate the sites on which their child wishes to participate to be sure that the site is appropriate for that child's age.

Keywords: Influence, Social Media, Academic Performance, Senior Secondary, School, Students, Kosofe, Local Government, Lagos State.

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INTRODUCTION

Social media (networking) among secondary school students has become more and more popular, over the years, because it is a way to make connections between friends within and outside the school. Due to this popularity, people begin to ask questions whether the performance of students are being affected by how much time students spend on various sites of social networking (Stollak, Vandenberg, Burklund, & Weiss, 2011).

The expansion in technology has also affected internet software, thus leading to chatting sites known by the name “social media”. With social networking sites, one can send and receive messages almost immediately. However, lack of regulation of the internet has led to its excessive use. McQuail (2008:154) avers that the internet penetrates more homes. Secondary school students have always paid a lot of attention to the presentation of self on social media sites. 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. It is a common sight to see a youth chatting in sensitive and highly organised places like church, mosque and lecture venues. Some are so carried away that even as they are walking along the high way, they keep chatting. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as youths no longer need to visit a cybercafé before they send and receive messages. Attention has been shifted from visible to invisible friends, while important ventures like study and writing are affected in the process. This phenomenon has become a source of worry to many who believe in knowledge and skill acquisition.

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 (Olatunde, 2014). Since their introduction, social network sites (SNSs) have attracted a huge followership among teenagers and also university students (Lenhart & Madden, 2007; Salaway & Caruso, 2008). As such, it is not surprising to find social network sites (SNSs) making its way into the educational environments with many claiming that these social applications have even more potential to further improve learning and sharing of information among learners and teachers (Ferdig, 2007; Maloney, 2007; Pence, 2007; Simoes & Gouveia, 2008).

Social networking sites include; Yahoo Messenger, Facebook, Messenger, Blackberry Messenger (BBM), Google talk, Google+Messenger, 2go, Twitter, Skype, Viber, Whatsapp, Xanga, Friendster, Myspace, you tube, my space and so on. Although the growth of social technology has been dramatic, to say the least; the most successful and largest social networking site is the Facebook which comprises more than 500 million active members in July, 2010. Its members are multiplying greatly with each day passing. About 190 million users visit twitter per month 65 million tweets everyday (Ahmed & Qazi, 2011).

Social networking sites (SNS) brought many positive implications to human life. The idea of global village has been translated into reality through these sites connecting millions of people from all around the world. It has been an effective mode of communication to many people in different locations which brings about personal, professional and social benefits not only to the users of these sites but to the society at large (Ahmed & Qazi, 2011). However, these increasing link sand networks online are setting back the real values of life especially for students accepting some adverse impact from using these sites which calls for parental and teacher monitoring of users. According to Fodeman and Monroe (2009), the usage of Facebook has raised the level of anxiety among students such that they are apprehensive about being without their cell phones for a few hours. There seems to be a significant relationship between the time spent by students on social network site (SNSs) and their level of academic

performance. Academic success is paramount issues to any student, with the pressure to belong to social networks. Are they really meeting up with the pressure to succeed academically?

Since the advent of social media sites in the 1990s, as online social networking becomes more popular, literature, however, suggests that there is an ongoing debate on the role of online social networks in the academic performance of users. While many researches claim they can be tempting and addictive with the use of features such as dating, photo and video-sharing, instant messaging, etc., others claim they can be advantageous as they lead to better interaction and cooperation among users.

Online social networks can be seen as a form of ICT. Information and Communication Technologies (ICTs) are generally accepted as a modern instrumental tool that enables the educators to modify the teaching methods they use in order to increase students interest. Its general definition covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form. It consists of hardware, software, networks and media for collection, storage, processing, transmission and presentation of information (voice, data, texts and images). The various social media sites include:

- Face book.
- You Tube.
- Twitter.
- My space.
- Whatsapp.
- 2go.
- Bebo.
- Friendster.
- Linkedin.
- Xanga
- Africhat.
- Meebo.
- Skype.
- Pinterest.
- Google+

How are the students using them? It has been established through research that social media sites can be used for educational purposes. It is a good tool for learning. Social media sites like Tweets improve English Language Education, Blogs improve students' performance (through knowledge sharing and group formation using wikis for content collaboration, (Van-Voreen & Bees, (2013).

It has been shown through some studies that most of these students do not use these social media for educational purposes. They use these social media network for learning about old friends, social connection, management of identity and life style, and to share common interest and ideas.

Relationship between time on social media and studies: It has been recorded that at least one million, seven hundred and fourteen Nigerians are on Facebook with many of them young (Facebook Statistics, 2010). Students are paying more attention towards social networking

activities rather than utilizing their time for their studies and this might affect their academic performance adversely (Ahmed & Qazi, 2011). As observed in senior secondary school certificate examinations result for the year 2010, less than average number of students obtained credit and above in English, as well as, Mathematics. From the total number of candidates who sat the examination, as low as 20.04% obtained credits in English language, Mathematics and at least three other subjects (West African Examination Council, 2010).

In Nigeria, secondary school students are obsessed with social networking that they spend so much time on it to the extent that their academic scores suffer for it. The time students spend on SNSs also affects their participation in class which in turn bears on their academic performance (Ogedebe, Emmanuel & Musa, 2012).

The amount of time students spend engaged in academic work is highly related to academic success, students who spend more time on social media sites will have less time to study and therefore will have less grades. The number of friends they keep on the platform, affects the time spent on it chatting away with friends, how often students update their social network posts, is also a factor to be considered in determining the use of social networking.

Effect of on students' academic performance: Social network access via mobile phones increase the active participation of secondary school students in the social life even during school hours. It is a cause of disturbance to secondary school students when they are busy in their lectures, or projects in classrooms or in libraries, they will be seen busy using their phones. This makes learning and understanding to those categories of students' very difficult task. Those students that are addicted to social media sites, especially those that cannot spend even a day without visiting the sites, makes them neglect most of their school activities. Time spent by students is on non-academic activities (Junco, 2012).

Social media sites provide opportunity for flirting (Bonds-Raacke & Raacke, 2008) sited in (Heyman, 2014). These students go to sites that have nude photographs of people, watch sex and pornographic films, to the extent that the students will want to practice what they have watched in these films and this leads to masturbation on the part of the male student and may lead to unwanted pregnancy on the part of the female student. This can have adverse effect on their academics. Unwanted pregnancy in secondary school can be the end of schooling for the girl child.

The understanding of the use of social networking by secondary school student is an important factor in achieving better performance among students and recovering the glory of secondary school education in Nigeria. While there may be other factors responsible for the less-than-optimal performance of secondary school students, it is believed that social networking use is a major factor of concern over their falling academic performance.

Therefore, the concerns of this study is to examine the effect of social media on the academic performance of Senior Secondary Students of Kosofe Local Government Area, Lagos state, how time spent on social media affects academic performance, and how students can utilize social media for academic purposes.

Scope of the Study

The work is limited to senior secondary students of Kosofe Local government area Lagos state for easy analysis of data. This will reduce cost and avoid complexity that may arise as a result of

having a very large population. Since in most cases the characteristics of secondary school students are generally similar, the result may be generalized thereof.

LITERATURE REVIEW

Relevant literatures were reviewed in the study to accommodate other scholars view and on the following:

Communication

Communication is the transmission of a message from the source to a receiver. The process of communication includes the following:

- **Sender** – the person who sends the information from one person to another.
- **Receiver** – it involves the person who decodes the message.
- **Channel** – they are mediums through which information is sent to the decoder from the encoder.
- **Feedback** – promotes understanding between parties. It facilitates self-assessment and helps us in coping with communication breakdown.
- **Noise** – it is anything that interrupts and disturbs communication. It includes:
 - **Psychological noise:** when one is bodily present but absent minded
 - **External noise:** when something happens outside and draws the attention of those inside a place.
 - **Semantic noise:** communicating with someone in a language he does not understands.

In the 21st century education has shifted to a technology based which is one of the most rapid facilities you can think of. Therefore, social media (networking) technology is an integrating tool of education that improved national development in the education sector.

The New Technology of Information and Communication (New Media)

The technology of information generation, processing and transmission dates back to earliest times. Man has continuously continued to improve on the technology of communication to better human lives and the society at large.

History of social media

According to Napoleon (2013), social networking began in 1978 with the Bulletin Board System (BBS.) The BBS was hosted on personal computers, requiring that users dial in through the modem of the host computer, exchanging information over phone lines with other users. This was the first system that allowed users to sign in and interact with each other, although it was quite slow since only one user could be logged in at a time. Later in the year, the very first copies of web browsers were distributed using the bulletin board Usenet. Usenet was created by Jim Ellis and Tom Truscott, and it allowed users to post news articles or posts, which were referred to as “news”. The first version of instant messaging came about in 1988 with Internet Relay Chat

(IRC). IRC was Unix-based, limiting access to most people. It was used for link and file sharing, and generally keeping in touch with one another.

Concept of Social Media

Boyd and Ellison, (2007) defined social media (network sites) as web-based services that allow individuals to:

- Construct a public or semi-public profile within a bounded system;
- Articulate a list of other users with whom they share a connection; and
- View and traverse their list of connections and those made by others within the system. The nature and nomenclature of these connections may vary from site to site.

Mobile Social Media

When social media is used in combination with mobile devices, it is called mobile social media. Due to the fact that mobile social media runs on mobile devices, it differs from traditional social media as it incorporates new factors such as the current location of the user, time delay between sending and receiving.

According to Kaplan 2002, social media can be divided into four types:

- **Space – timers [location and time sensitive]** – exchange of message with relevance for specific location and time (Face book, 2go, BB chat)
- **Quick – time [time sensitive]** – transfer of traditional social media application to mobile services to increase immediacy (posting twitter messages, status update (2go), and updating display picture(dp) (BBm).
- **Space – locators [location sensitive]** – exchange message with relevance for one specific location which are tagged to certain place (yelp, oype).
- **Slow – timers [neither location nor time sensitive]** – transfer traditional social media application to mobile devices (reading a wiki-pedia entry).

Popular social media sites include Facebook, Twitter, YouTube, LinkedIn, Instagram, Pinterest, Myspace, 2go friendstar, Google+. Around the world, there are some 1.28 billion Facebook users, with 540 million on YouTube, 187 million on LinkedIn, and 255 million on Twitter. The 2go network, one of the social networks in Nigeria is getting tremendous patronage from mobile phone subscribers (Olatunji, 2013).

Unuoha (2011) reported that in a study carried out by students of Whittemore School of Business and Economics, University of New Hampshire, Martin (n.d.), reported that majority of the study respondents use Facebook (96%), YouTube (84%), Blogs (20%), Twitter (14%), MySpace (12%) and LinkedIn (10%). Likewise, the study of Hargittai (2007) revealed that Facebook was the most popular online social network among students, with almost four in every five respondents using it.

The diagram here overview the dated of Social Media sites

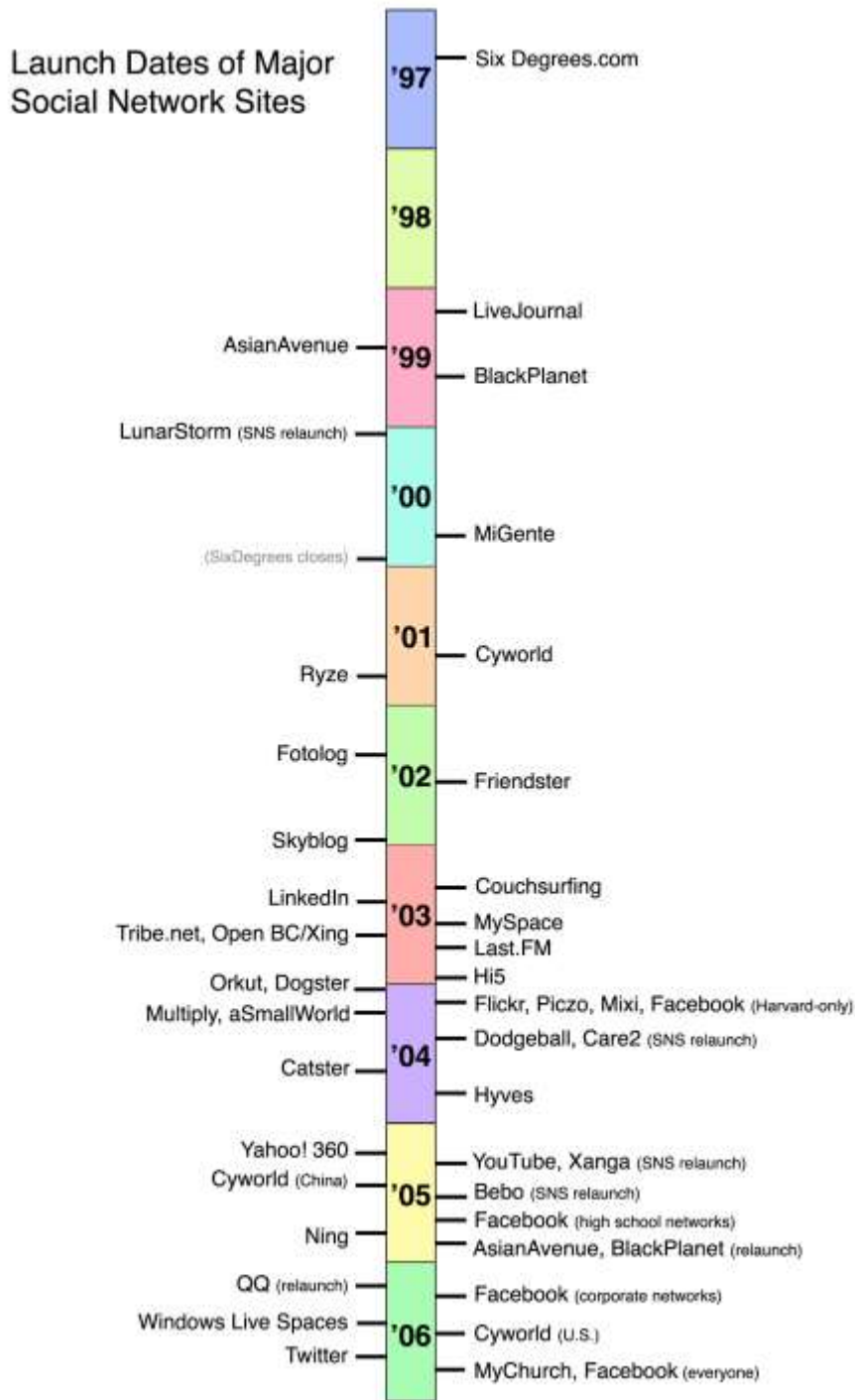


Figure 1. Timeline of the launch dates of many major SNSs and dates when community sites re-launched with SNS features (Boyd & Elison, 2007)

Table 1: The ten world most visited sites

Rank	Website	Visit Share (%)
1	Facebook	64.69
2	YouTube	19.64
3	Yahoo!answers	1.15
4	Twitter	1.11
5	MySpace	0.79
6	Tagged	0.43
7	My Yearbook	0.40
8	Linkedin	0.32
9	My life	0.32
10	Meebo	0.26
11	Others	10.89
TOTAL		100%

Source: Adapted from (Tokunbo & Felix, 2013)

The table shows that about 65% of website visitors visit Facebook. At inception, Facebook was exclusively limited to the undergraduates of Harvard University, but by March same year (2004), it allowed students of other Universities such as Stanford, Colombia, Yale, Boston, etc to use it. And, by September 2005, it allowed high school students in countries such as England, Canada, etc to use it. And by 2006 it allowed everyone above age 13 to use the site.

In Africa, there were about 17 million Facebook users at the start of 2011 and the figure was expected to rise to 28 million by 2012 (Ledgard, 2011). Thus, as at June 2011, Facebook had reached one trillion page viewers, making it the most visited website in the world. (<http://en.wikipedia.org/wiki/facebook>).

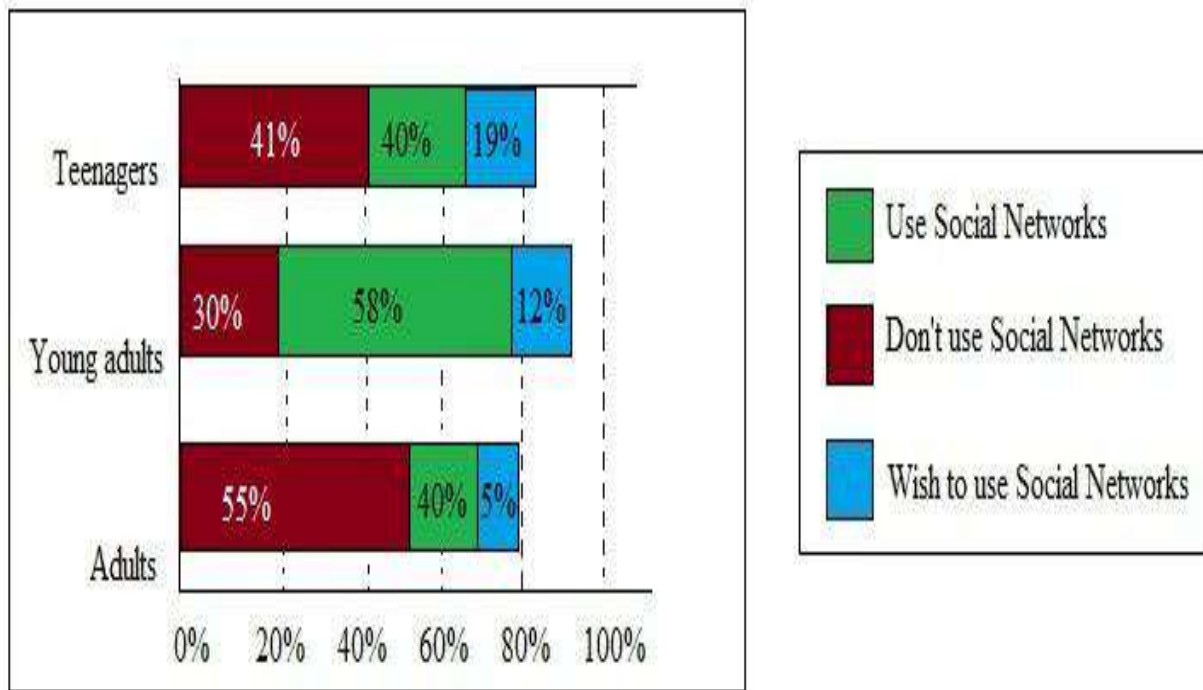


Figure 2: Ratio of teenage, young adults and adults users

This shows ratios of teenage users by categorizing the users into three categories one of which is teenagers (12 - 17) second one is young adults (18 – 21) and the third one is adults 22 and above., the ratios of teenage users with the average of using social networks, not using social networks and wishes to use social networks.

Students and Use of Social Media

According to Oye (2012), Social Networking Sites allow students to express themselves, communicate, and collect profiles that highlight their talents and experience. Also there are so many factors warranting young people and even some adults to use the social network. Oye (2012), asserted that the youths want to use the social networking sites available:

- To get technical and vocational skills which are very important for human development?
- Socializing with friends
- Doing a sort of collaborative study, research or academic work.
- Carrying out informal form of learning i.e. online degree
- Discovering and exploration of interests, both academic and future interest.
- Doing some kind of online marketing, business, seminar known as webinar etc.
- having to be inform will make one not to be deformed hence most youth tends to visit this social networking sites daily to get daily news information about what is going on round the country, within his or her vicinity, about friends, relatives .
- This is also an avenue of a citizen to bring the attention of the government to what is needed in their environment, or by suggesting to the government since it will not be possible for you sometimes to go to the office of whoever is in authority.

Teenagers now use the Internet for the majority of their daily activities and information gathering, as opposed to older generations who used resources like the television or newspaper (Lewis, 2008). 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). Studies of adolescents' use of social networking sites showed that their profiles contained a wealth of intimate, candid, and publicly available information on a wide range of social issues. According to Williams and Merten (2008), university students are often found to be obsessed with their Facebook profile or Twitter page.

The internet has also become the tool used for almost every project or paper that a student will write in high school, and in their later years in college (Alexander & Salas, 2008). In recent studies, adolescents have shown to be the greatest consumers of the Internet, particularly for social interactions (Lin & Subrahmanyam, 2007, DeBell and Chapman, 2006) Social networking sites, as well as email, instant messaging, blogging, and online journals have completely changed the way that adolescents interact and gather information (Raacke & Raacke, 2008). Teenagers 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). In September, 2013, out of total adult internet users (18-29 years) 16% were those who were using any social networking site and this percentage increased to 86% on

May, 2014 (www.marketingcharts.com). The issue of whether social networking helps or hurts a student's academic performance is often depend on the larger issues identified with the overall use of social network service(e.g., its psychological effects; individual self-discipline and self-regulation concerns; human adaptability concerns).

Motives for Social Media Usage

Users gain different kinds of uses and gratifications/satisfactions from online social network sites. Joinson (2008) explained that motives will determine the users and types of services offered in social network sites. The main motives to use include learning about old friends (social searching), to gaining emotional support or as an information resource (social capital) and maintaining or re-connect relations (surveillance). Satisfaction refers to how much they will gain from such use. Social connection satisfaction will lead to the increased frequency of use and content satisfaction to the increased time spent on the social network site. It could be a good change that young Nigerians are embracing the ICT (Information Communication Technology) trend but such change comes with its consequences, as many Nigerian students' assignments and reading times suffer neglect while they spend more time chatting with their friends which affects their academic performances (Olatunde, 2014). But many Nigerian youths see it as a means to get into discussions with their peers and as a way to air their thoughts and hopefully to build relationships (nigerianobservernews.com). Those students who do not have access to the Internet use their mobile phones even while lectures are on-going and students can also access their Facebook accounts on their mobile phones using a mobile browser known as "OPERA MINI". It means while lectures are on, some students still chat with their friends online which affects their concentration. The resultant effect is that it affects their performances academically

Academic Performance

Students who obtained quality and good education contribute hugely to building of any country. Because of the social media platform's widespread adoption by students, there is a great deal of interest in how social network service use is related to academic performance. A small number of prior studies have examined the relationship between social network service use and college grades. In one such study, Santos, Hammond, Durlin and Chou (2009) studied students in Singapore and Brazil, and discovered that many of the Brazilian students used online social networks to socialize and discuss their studies while the Singaporean student used them for social interactions only. While discussing the effects of "Facebooking" on academic performance in his article; Social Networks in Nigeria, Oche (2010), stated that the recently released results for the National Examination Council (NECO) showed that 87 % of the candidates failed English Language and Mathematics which the author attributed to use of Facebook. Vanden Boogart (2006), in a similar study also found out that lower GPAs is associated with heavy use of Facebook (i.e., more time spent on Facebook). In contrast to these findings, Kolek and Saunders (2008) in a study of students from a public Northeast research university found out that there was no correlation between Facebook use and GPA. Likewise, the study carried out by Whittemore School of Business and Economics student researchers, as reported by Martin (n.d.), affirmed that no significant difference was found between the grades of those considered to be heavy users of online social networks and those considered to be light users.

Tuckman (1975) defined performance as the apparent demonstration of understanding, concepts, skills, ideas and knowledge of a person and proposed that grades clearly depict the performance of a student. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. It was proposed in 2001 by Shah, that the effect of internet use is largely determined by the type of internet usage. Also, Oskouei (2010) proposed that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination.

In addition, academic performance defined by (Kobal and Musek, 2001) refers to the numerical scores of a student's knowledge, representing the degree of a student's adaptation to schoolwork and the educational system.

Academic performance is also a term used for students based on how well they are doing in their studies and classes. In other words, it refers to the quantitative results that are obtained in the learning process of knowledge, according to evaluations conducted by the teacher through objective tests, examinations or continuous assessment and other activities. There is no general agreement on how it is best tested or which aspect is most important procedural knowledge such as skills or declarative knowledge such as facts (Wikipedia.org/academia).

Types of Academic Performance

The first type of academic performance is Individual manifested in the acquisition of knowledge, experience, habits, skills, abilities, attitudes, aspirations, which will enable the teacher to make instructional decisions later. It is divided into two types the first one is Overall Performance manifested while the student goes to the Education Center, in learning Action Line Educational and cultural habits and behaviour of the student. And the second one is specific performance that occurs in the resolution of personal problems, development in professional life, family and social life; that are presented in the future. It is evaluated affective life of the student, its relations with the teacher, with himself, with their way of life and with others.

The second type of academic performance is social in which the educational institution influence in an individual, not limited to this but through it influences society in which it operates. It considers social influence factors: the geographical area of society which places the student demographic field constituted by the number of people that extends educational action.

Function of Academic Performance

The tracking of academic performance fulfils a number of purposes. Areas of achievement and failure in a student's academic career need to be evaluated in order to foster improvement and make full use of the learning process. Results provide a framework to talk about how students fare in school, and a constant standard to which all students are held. Performance results also allow students to be ranked and sorted on a scale that is numerically obvious, minimizing complaints by holding teachers and schools accountable for the components of each and every grade.

However, it is necessary to remember that Academic Performance is not only the sum of scores as product of a knowledge test which the student is subjected to check and monitor their learning. Currently, Academic Performance refers to a series of behavioral changes expressed educational action that transcends and is located in the field of understanding and above all in

which are involved the habits, skills, abilities, and others. For that reason there are different types of Academic Performance that have been established in this research from the perspective of education activities in the brain, extracurricular activities, family problems, work and financial, social, age differences, communication skill, proper guidance by parents.

Social media and Academics: According to Adar (2010), social networking services gather information on users' social contacts, to later construct a large interconnected social network and reveal to users how they are connected to others in the network. This extended interconnected network allows Social media or social network sites users to connect and reconnect with others based on their similar interests, background and attributes. In a study by Backstrom, (2008), his findings indicate that there are three types of Internet users who can be classified into groups of long-core, short-core and light users. He also found that this different groups of users exhibited varying degrees of engagement. For example, the average member of a small, private group will be much more engaged than a member of a large, public group.

Benefits of Social Media Use on Students

The issue of whether social networking helps or hurts a student's academic performance is often depend on the larger issues identified with the overall use of SNS (e.g., its psychological effects; individual self-discipline and self-regulation concerns; human adaptability concerns). Research on Internet use has revealed that some online activities have a positive effect and some a negative effect on psychological outcomes; a similar pattern has also been detected related to technology use and academic outcomes (Bliuc et al., 2010; Cotten, 2008; Ellison et al., 2011; Gordon et al., 2007; Junco & Cotten, 2010; Junco et al., 2011; Morgan & Cotten, 2003; Pempek et al., 2009; Rizzuto et al., 2009). Junco's et al. (2011) findings confirmed that some Facebook activities were positively related and some negatively related to student engagement. There have been a number of studies exploring the use and benefits of social media sites for educational purposes (Ajjan & Hartshone, 2008; Arnold & Paulus, 2010; Teclehaimanot & Hickman, 2010; Ferdig, 2007; Kabilan et al., 2010).

Use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely. Shah, Kwak, Holbert (2001) proposed that student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of internet while having drastic impact of recreational use of internet on them.

Positive Effects of using Social Media

- **Effective Learning:** effective learning which has resulted in an easy learning climate among students (Mazer, et al., 2010). Social network media increased students interactions with other students and their teachers, increased students' satisfaction with the course, and improved students' learning and writing ability (Maloney, 2007; Ajjan & Harshone, 2008; Odom, 2010; Roblyer, 2010, Vunus & Salehi, 2012, Lam, 2012). Zaidieh (2012) asserted that social media sites are good tools for learning with entertainment and fun on students using video creating blogs. Many schools have started to use these sites to promote education, keep students up to date with assignments, and

offer help to those in need (Boyd, 2007). It allows students to gather outside of class to collaborate and exchange ideas about assignments.

- **People in Educational Community:** Social media have affected communication between people in educational community positively since the past decades (Oghenetega & Ejedafiru 2014). Now, life is made easy by this media for development academically, socially, and politically for any that is connected to it (Oghenetega, Oyenike & Ugeh, 2014). Social media network is helpful and convenient for discussions and communication (Hamzat, Embi & Hassan 2012).
- **It Provides Greater Access to Information and Information Sources:** with the advent of social network it has become easy to get information on nearly every issue around the globe. Before now it is not easy getting information, you need to buy newspaper, stay close to your TV set or radio to get information. Internet has changed everything and social network has made it more flexible (Lewis, 2008).
- **It gives individuals a sense of belonging among users of the same social network media:** reduces barriers to group interaction and communications such as distance and social/economic status; and increasing the technological competency levels of frequent users of social media (Zwart, Lindsay, Henderson, & Phillips, 2011).
- **Accessing Health Information:** Adolescents are finding that they can access online information about their health concerns easily and anonymously. Excellent health resources are increasingly available to youth on a variety of topics of interest to this population, such as sexually transmitted infections, stress reduction, and signs of depression.

Negative effects of Social edia

Using social media becomes a risk to students more often than most adults realize. Technology is a step towards betterment, no doubt but any technology which can provide ease of social networks can be dangerous for social network addicts. Providing ubiquitous facility of social networks is a straight invitation of addiction to any teenager and even an adult, as academic satisfaction is not enough for those students who suffers from social isolation.

Social networks use with support of different implicit applications by virtue of which it grabs the attention of students and increases the number of users. The applications include games, advertisements, and other online activities like online live television etc. User can use these applications free, so that's why gaming freaks and addicts use to play these games without any installation and any other formality any time anywhere, these free of cost pleasure destruct students from their education, and they do not concentrate on their education. These negative effects include:

Cyber Bullying and Online Harassment

Cyber bullying is deliberately using digital media to communicate false, embarrassing, or hostile information about another person (Mesch, 2009). Criminal internet abuse of social media sites

which involves seeking out individuals who then become victims of sexually related internet crime e.g. online sexual harassment.

Peer Pressure: According to recent research about social media sites and Internet usage by adolescents, social media sites like Facebook and MySpace have become so popular that many high school students will get an account even if they do not want to.

Problems in Schools

Social networking sites, as well as other new forms of communication technology, are also a concern to many school professionals because of the level of distraction they create within the school (Greenfield & Subrahmanyam, 2008). Even though many schools have created many strict rules that forbid the use of handheld technology during school or that block certain social networking websites, many adolescents are still able to connect during school hours as they please (Greenfield & Subrahmanyam, 2008). This has caused distractions during instruction time and has had a negative impact on the learning environment.

The lack of privacy on SNSs can cause many problems in an adolescent's life. Among the networks of people who are linked together on these sites, there is little that is not shared (DeSouza & Dick, 2008). Anything written on the site can be viewed by others, and this can often cause conflict (DeSouza & Dick, 2008). Just like anything else on the Internet, these types of sites are not always secure, and information has a way of being sent from one person to another without prior warning (Karl & Peluchette, 2008). Social media sites make everyone's personal business very public and easy to find (Livingstone, 2008). What is also interesting about social media sites is that even though the majority of members understand that they are public spaces, they still think that they are safe from unwanted people looking at their information (Karl & Peluchette, 2008).

Sexting

Sexting can be defined as "sending, receiving, or forwarding sexually explicit messages, photographs, or images via cell phone, computer, or other digital devices. Many of these images become distributed rapidly via cell phones or the Internet. This phenomenon does occur among the teen population. It involves seeking out individuals who then become victims of sexually related internet crime (e.g. online sexual harassment, cyberstalking, pedophilic "grooming" of children).

Facebook Depression

Researchers have proposed a new phenomenon called "Facebook depression," defined as depression that develops when preteens and teens spend a great deal of time on social media sites, such as Facebook, and then begin to exhibit classic symptoms of depression. Acceptance by and contact with peers is an important element of adolescent life. The intensity of the online world is thought to be a factor that may trigger depression in some adolescents. As with offline depression, preadolescents and adolescents who suffer from Facebook depression are at risk for

social isolation and sometimes turn to risky Internet sites and blogs for “help” that may promote substance abuse, unsafe sexual practices, or aggressive or self-destructive behaviours.

Social Networks grab the total attention and concentration of the students and diverts them towards non educational, unethical and inappropriate actions such as useless chatting, time killing by random searching and not doing their jobs. As social network has introduced many attractive tasks like gaming, advertisements etc. so that people can never get enough of these things. The social network addict becomes a useless node for parents, friends and other associated people.

Other negative impacts include activities such as digital manipulation of images on the internet for the purpose of entertainment and/or masturbatory purposes (e.g. creating celebrity fake photographs where heads of famous people are superimposed onto someone else’s naked body). Internet addiction and concurrent sleep deprivation (Griffiths, 2000).

It is a cause of disturbance to secondary school students when they are busy in their lecture or projects in classrooms or libraries. It may cause increase in decline of moral values. With the use of mobile phone, now students feel no shy to tell a lie. When they are sitting in hotel or park, they tell to their parents or teachers that they are sitting in the library. Loss and misplacement of mobile phone is very common. The student who loses his/ her mobile phone also undergoes tension and this affects their studies (Awaz, 2008).

Parental Involvement

Parent- child conflicts have also become more of an issue since the sudden escalation of online social networking (Greenfield & Subrahmanyam, 2008). Social networking sites have also been in the center of concern for many parents because of safety concerns and/or risks (Tynes, 2009). Many parents today use technology incredibly well and feel comfortable and capable with the programs and online venues that their children and adolescents are using. Other parents just simply do not want their children staring at the computer too long. The fall out of risks associated with social media is evident around us. The risks and dangers of teens Internet usage are constantly flooding television shows, newscasts, and magazines, always warning parents to educate parents on teen Internet behaviors (Tynes, 2009). It is instructive to note that the benefits of social media both in education and private life of adolescents is a function of strict observance of certain policies, awareness and parental involvement.

With adolescents hooked on the Internet and other forms of technology and their language changing with new acronyms and code words that can only be learned through this technology, the gap between parents and children has gotten larger (Greenfield & Subrahmanyam, 2008). Many parents do not understand their teenagers, and cannot find a way to relate to their virtual worlds for several reasons. Such parents may lack a basic understanding of these new forms of socialization, which are integral to their children's lives. They frequently do not have the technical abilities or time needed to keep pace with their children in the ever-changing Internet landscape. In addition, these parents often lack a basic understanding that kids' online lives are an extension of their offline lives. This, in turn, causes distress in the household and may ultimately lead to a barrier between parent, child, and communication about school work and their performance (Greenfield & Subrahmanyam, 2008).

Parents were found to be the most influential on youth decision making apart from peers. Thus, they can influence their on line decisions as they do with their offline decisions. It is what

interest the youth that borders them and that forms their curiosity and what they search for on line.

METHODOLOGY

The survey research design was adopted covering some selected senior secondary schools in Kosofe Local Government in Lagos state. A survey design was adopted because the study intends to examine variables upon which data can be collected through responses to questions. This study adopted the survey design approach. This method was adopted so as to help generate data on sampled size and also to infer facts about the effect of social media on the performance of senior secondary school student of Kosofe Local Government Area Lagos state. A survey is chosen as the method to investigate the guiding question as it is the most suitable method to gather information on behavioral patterns across a large population (Ary et al., 2009). A population is any group of individuals that has one or more characteristics in common and that is of interest to the researcher. In other words, it is a group of individuals with at least one common characteristic which distinguishes them from other individuals (Best and Kahn, 2006).

The population of study is the particular trait, event, people or subject that is being studied (Nwadinigwe, I.P 2012). Such "subject" is well described with regards to its uniqueness so as to differentiate it from all other factors and conditions that are not similar to what is being described. This study targeted Lagos state in South-West of Nigeria. The state has a population of 17,552,942 and a density of 5,100/km² (13,000/sq mi) (Nigerian Population Census, 2006), with twenty (20) Local Government Areas. However, the population for this study was limited to only one Local Government Area (Kosofe Local Government Area) and three senior secondary schools were selected from the area.

Method of Data Collection and Analysis

This study adopted primary and secondary data collection method. Primary data collection involved questioning method. Questions were in the form of a structured questionnaire while the secondary data were collected from student's achievement scores in mathematics and English, stated in the students' academic result provided by each authority, gotten from the immediate past report from the respective school principals.

A total of 150 questionnaires were produced and will be distributed to the sample students of 3 selected schools. The instruments will be administered with assistance of the members of staff of the schools. After the completion, the questionnaires will be collected back for analysis.

Statistical Package for Social Science (SPSS) was used to analyze the data collected. Descriptive such as simple frequency table, simple percentages, and crosstabs were used in summarizing the data. Statistical tests such as regression analysis, chi square were used in explaining and understanding the relationships between the dependent and independent variables. The variables used were measured using a 5-point Likert scale, and were recorded as; strongly agree =5, agree=4, undecided =3, disagree=2 and strongly disagree=1.

Data was used to validate the research questions. In achieving this purpose, descriptive statistical method involving the use of Mean, percentage and Frequency counts was used to analyse the data while inferential statistics – Pearson product moment correlation and t-test statistical test was used to test hypotheses.

Table 2: Demographic characteristics of the respondents

Distributions	Frequency	Percentage
Age		
13-15 Years	64	42.7
16-18 Years	86	57.3
19 Years and more	-	-
Total	150	100
Gender		
Male	59	39.3
Female	91	60.7
Total	150	100
Class		
SS1	46	30.7
SS2	66	44.0
SS3	38	25.3
Total	150	100

Source: field survey 2017

The analysis of the table above shows that 86(34.4%) of the respondents are female while 164(65.6%) the sample constitutes male respondents. Also, distribution of the respondents based on age shows that the most dominate age range where age 13- 16 years and 17 - 21 years which constitutes 92(36.8%) and 86(34.4%) respectively. Others were 9-12 years 55(22%) and those of 22 + years were 17(6.8%).

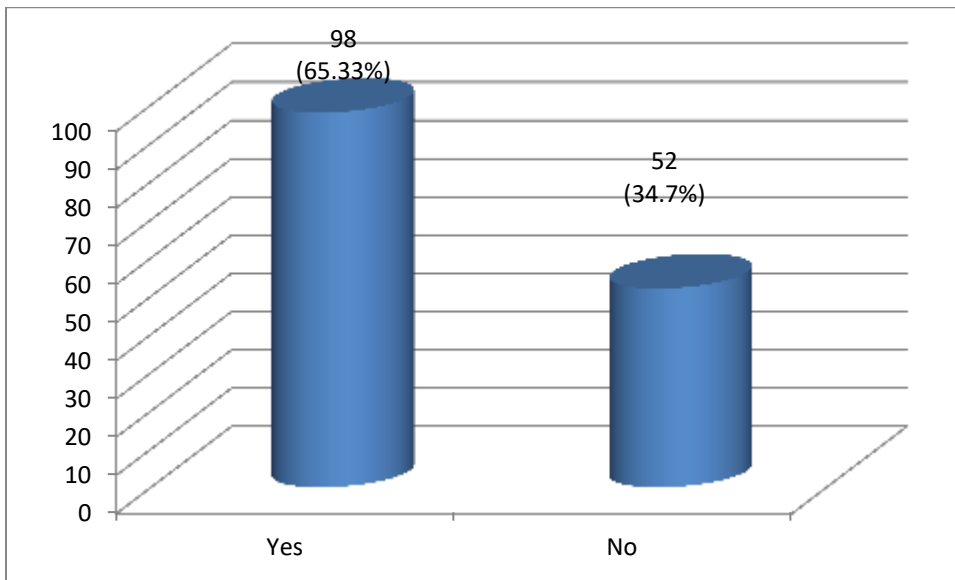


Figure 3: Access for social Media Account:

Figure 3 shows the access to social media account by the respondents. From the result it is indicative that 98(63.33%) of the respondents have social media account while 32(34.7%) of the respondents reported to not have 32(34.7%) account on social media.

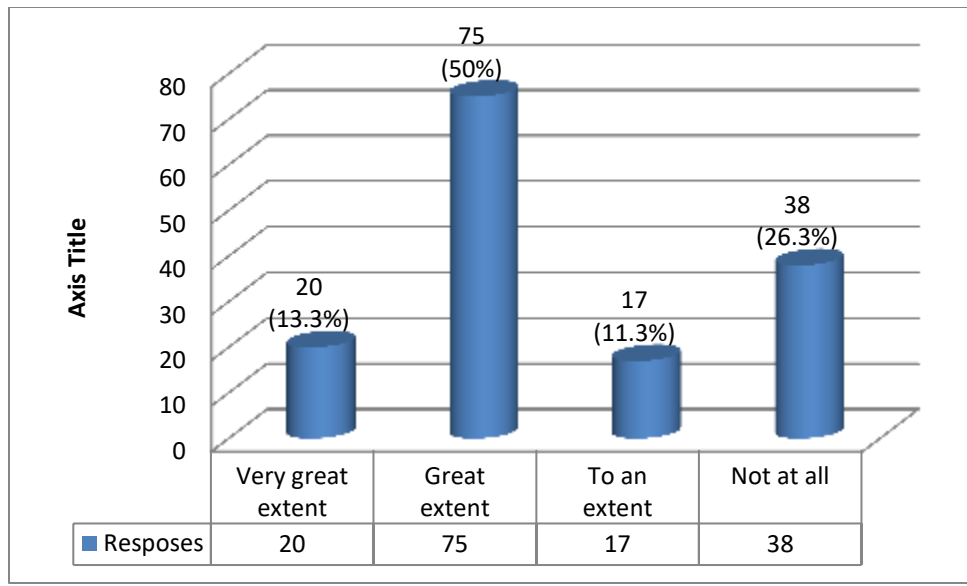


Figure 4: shows the extent of social media use among the respondents.

The result from the figure indicates that 20(13.3%) admitted to use social media to a very large extent, 75(50%) reported that they use social media to great extent while 17(11.3%) and 38(26.3%) of the respondents reported the use of social media to an extent and not all.

Table 3: Time spent on social media and academic performance

S/N	Statement	SA	A	UN	A	SD
1	I spend more time on social media than reading my books	10 (6.7%)	16 (10.7%)	18 (12.0%)	80 (53.3%)	26 (17.3)
2	I spend less time on social media than academic related activities	34 (22.7%)	49 (32.7%)	12 (8%)	49 (32.7%)	6 (4.0%)
3	Time spent on social media interfere with ability to study or complete assignment	4 (2.7%)	30 (20.0%)	25 (16.7%)	54 (36.0)	37 (24.7%)
4	Students who spend more time on social media are likely to perform poorly in their academic activities	16 (10.7%)	83 (55.3%)	29 (19.3%)	16 (10.7%)	6 (4.0%)

The result from table 3 above indicates 26(17.4%) of the respondents admitted that they have spent more time on social media than reading my books, 18(12%) were indifferent in his view while 106(70.6%) of the respondents admitted. This corresponds with Oye, 2012, Shana, 2012, and Moon, 2011 which states that spending more time on social media does not allow students to read their books. In similar vein, 73(55.4%) of the respondents consented that they spend less time on social media than academic related activities, 12(8%) were indifferent in their views while 55(36.7%) of the respondents reported the opposites. With regards to time spent on social media, 34(22.7%) of the respondents of the respondents admitted that time spent on social media interfere with ability to study or complete assignment, 23(16.7%) of the respondents were indifferent in the view while 91(60.7%) of the respondents of the respondents disagreed with this view. Finally, 99(61%) of the respondents of admitted that students who spend more time on social media are likely to perform poorly in their academic activities, this corresponds with

Oche, (2012), which states that students who spend more time on face book perform poorly in their academic activities. 29(19.3%) of the respondents disagreed with this view while 22(14.7%) of the respondents disagreed with this views.

Table 4: social media use and academic performance

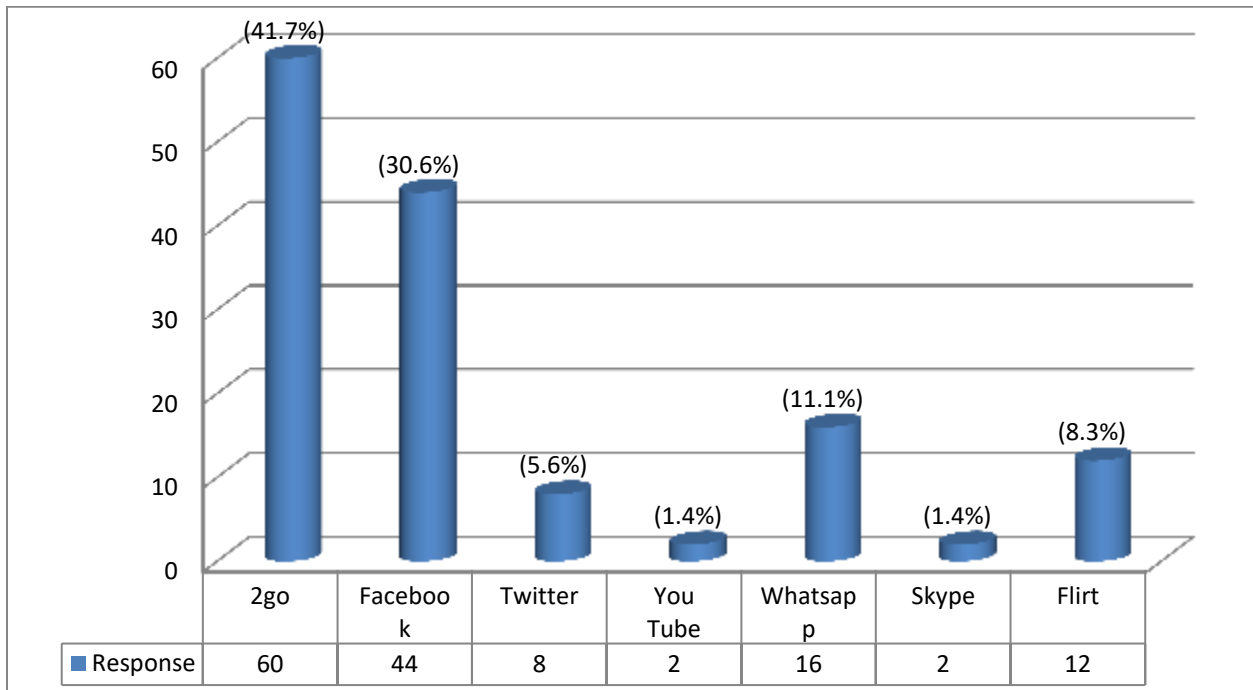
S/N	Statement	SA	A	UN	A	SD
1	I now rely on social media to do my assignment without consulting other sources	14 (9.3%)	44 (29.3%)	10 (6.7%)	58 (38.7%)	24 (16.0%)
2	My exposure to social media have positive effect on my academic performance	18 (12%)	65 (43.3%)	22 (14.7%)	8 (5.3%)	37 (24.7%)
3	The influence of social media website is waste of time which negatively affects my academic life	20 (13.3%)	38 (25.3%)	16 (10.7%)	52 (34.7%)	24 (16.0%)
4	What is learnt on social media website is more important than most of the things learnt in school	23 (15.3%)	41 (27.3%)	26 (17.3%)	46 (30.7%)	14 (9.3%)

The table 4 shows the responses of the respondents on social media and academic performance. The result above indicates that about 58(38.6%) of the respondents admitted that they now rely on social media to do my assignment without consulting other sources, 10(6.7%) were undecided in their views while 82(54.7%) of the respondents did not agree to the statement. In a similar note, 83(55.3%) of the respondents agreed that their exposure to social media have positive effect on their academic performance, this agrees with Oskouei, (2010) which proposed that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination. 22(14.7%) of the respondents were indifferent in their view while 45(30%) of the respondent disagree with the statement. Furthermore, 58(38.6%) of the respondents agreed that the influence of social media website is waste of time which negatively affects their academic life, 16(10.7%) of the respondents were indifferent in their views while 76(50%) of the respondents did not agree to the statement. Finally, about 64(42.6%) of the respondents admitted that what is learnt on social media website is more important than most of the things learnt in school while 26 (17.3%) of the respondents were indifferent while 60(40%) of the respondents differ in their view. In summary, it can be deduced that the respondents believed that there is a link between social media and academic performance.

Table 5: Activities of Social respondents on social media

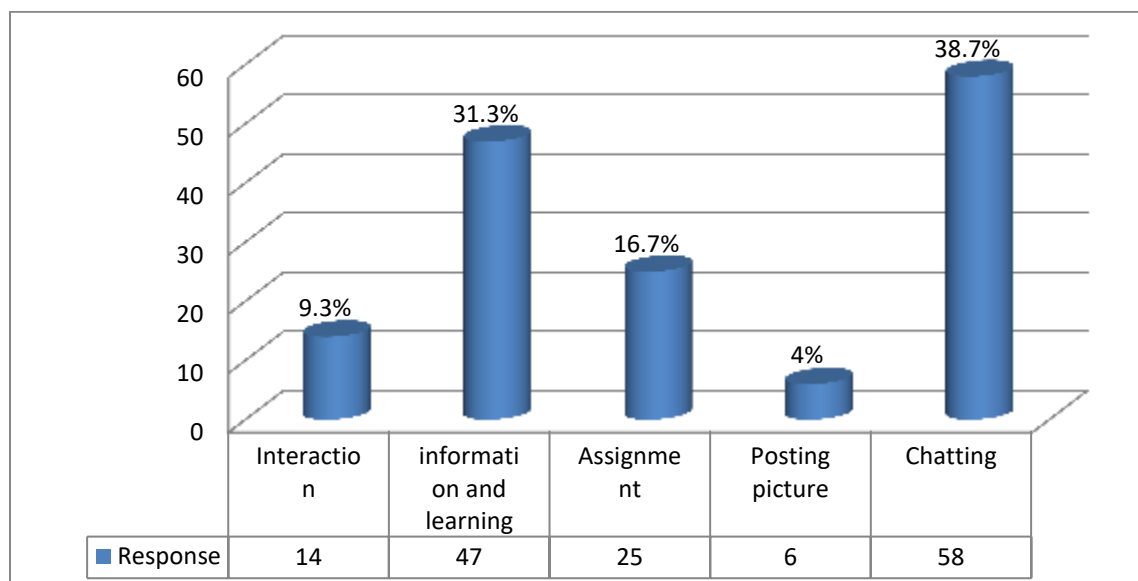
S/N	Statement	SA	A	UN	A	SD
1	I have a lot of friends on my favorite network	37 (24.7%)	72 (48.0%)	2 (1.3%)	26 (17.3%)	13 (8.7%)
2	In general, I often spend time on social network	29 (19.3%)	20 (13.3%)	22 (14.7%)	52 (34.7%)	27 (18.0%)
3	I post comment on friends profile page regularly	14 (9.3%)	34 (22.7%)	20 (13.3%)	61 (40.7%)	21 (14%)
4	I rarely update my wall post	18 (12%)	62 (41.3%)	21 (14%)	34 (22.7%)	15 (10%)
5	I often receive comments about my status message from friends	28 (18.7%)	73 (48.7%)	14 (9.3%)	11 (7.3%)	24 (16.0%)
7	I find it hard concentrating on study knowing that I can visit online social networking site to play game	13 (8.7%)	41 (27.3%)	20 (13.3%)	36 (24.0%)	40 (26.7%)

Table 5 shows activities of social respondents on social media. The result from the data shows that 109(72.3%) of the respondents agreed that they have friends on their favorites network, 2(1.3%) were indifferent while 39 (24%) of the respondents disagreed to the statement. Only 49(32.6%) of the respondents admitted the they often spend so much time on social media, 22(14.7%) of the respondents were indifferent in their view while the remaining 79(52%) of the respondents disagreed with the statement. In a similar view, (48%) of the respondents admitted that they regularly post comment on friends profile page regularly customer service delivery, 20(13.3%) of them were undecided in their view to this statement while 82(54.7%) of the respondents disagreed with this position. As regards to adequate posting messages on their wall post, 80(63.3%) of the respondents admitted that they rarely update their wall post adequate on their platforms while the remaining 21(14%) and 49(32.7%) of the respondents did not agree to the statement. 101(67,4%) of the respondent admitted that they often receive comments about their status message from friends, 14(9.3%) were indifferent in their views while 35(23.3%) of the respondents disagreed with this position. Finally, 54(36%) of the respondents indicated that they find it hard concentrating on study knowing that they can visit online social networking site to play game, 20(13.3%) were undecided while 76 (50.7%) did not agree to the statement. From the responses above, it may be deduced that a majority of respondents admitted that they are involved in many activities on social media.



Figures 5: Favorites Social Media Site used by the Respondents

Figure 5 shows social media sites used by the respondents. From the table it is indicative that 2go ranked first 60(41.7%) among social media site used by respondents. Others according to their use include; Facebook 44(30.6%); Whatsapp 16(11.1%); Flirt 12(8.2%) while Twitter 8(5.6%), Youtube and Skype ranked the least with 2(1.4%) respectively.



Figures 6: Main Reasons why students use Social Media Site

Figure 6 shows the main reason students adopted social media. Key among the reasons include: chatting 58(38.7%) which is ranked first in the categories, others in line of their ranking include retrieving information and learning purposes 47(31.3%), assignment 25(16.7%); interaction 14(9.3%) while posting of pictures was ranked the least reasons for adopting social media 14(9.3%) . This connotes with Kuppuswamy and Narayan, (2010), which argued that the social networks distracts the attention and concentration of the students towards learning and converts it towards non educational activities such as useless and unnecessary chatting; and also (Olatunde, 2010), which states that students spend most of the time chatting on social media.

CONCLUSION

Communication is a basic human need and for that reason, man has always found a means of meeting this need. The media, which is an umbrella term for various means of communication, has become an integral part of human life around the world.

The study shows that students who spend more time on social media perform poorly in their academic activities. Students use social media mostly for chatting, connecting friends and not for educational purposes. The number of friends on social media increases the time spent on social media. The role of the different social media platforms in enhancing socio-cultural, economic, political and technological development of any nation as well as its citizenry can never be overemphasized. Social media platforms could be activated and actively used for the promotion, acquisition and distribution of knowledge-based information.

Recommendations

- Time spent on online social networks should be devoted more to academic than social matters in order to make maximal use of its education potentials. 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.

- School authorities should encourage the students to judiciously use the available computer laboratory in schools for educational purpose. As a way of instilling discipline in students, school managements should restrict the usage of SNS to hours of break- time for students or grant limited access, in terms of time, to school internet where facility is available. It is not advisable to totally disallow it but clear rules and policies may be set to help in this wise.
- Secondary school teachers should provide adequate knowledge and skills to the students on how to use MSNs sites to enhance their learning related activities.
- Seminars, workshops, symposia etc should be organized in the state by management of schools to orientate the students and their parents on the various possible negative effects of SN usage in school on students' academic performance.
- The government, through the Ministry of Education, should maintain the regulatory role in setting out policies on Internet Use with social networking use as a sub-section to be implemented and enforced in private and public secondary schools across its areas of jurisdiction.
- The government, schools and other well to do individuals should encourage hardwork by rewarding successful students through scholarship schemes and other incentives.
- Policy makers in the educational sector as well as stakeholders should develop and encourage policies that will provide required framework for students to understand the essence and use of social networking in the manner that will have no negative effect on their academic performance.
- Parents should monitor their children at home on the excessive usage of mobile phones for social connections. It is important that parents evaluate the sites on which their child wishes to participate to be sure that the site is appropriate for that child's age.

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