



ENUGU STATE UNIVERSITY OF SCIENCE & TECHNOLOGY

JOURNAL OF SOCIAL SCIENCES & HUMANITIES

Volume 8
Number 2,
2023

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PUBLISHED BY

**Faculty of Social Sciences,
Enugu State University of Science And Technology**

Social media and academic performance of secondary school students in Enugu East Local Government Area, Enugu State, Nigeria.

Aniagolu, Hyacinth N.

Enugu State College of Education, Technical, Enugu.

haniagolu@yahoo.com

Abstract

Social media has become the world's fastest means of communication. It provides a variety of information to consumers such that hardly a day passes without recourse to social media by both the young and the old alike. However, the uncontrolled use of social media by young people in secondary school seems to have a devastating effect on their academics. This study therefore investigated the use of social media and its implication on the academic performance of secondary school students in Enugu East Local Government Area. The study was guided by three research questions and the corresponding research objectives. It was a cross-sectional survey. The population of the study was 13605 from which a sample size of 400 students was generated using the Taro Yameni formula for sample size determination. Data was analysed using mean. It was found that the use of social media affects the class participation of government secondary school students in Enugu East Local Government Area. It was equally found that the use of social media affects the study habits of government secondary school students. It was also found that the use of social media affects the behavioural patterns of government secondary school students. It was recommended that schools place an outright ban on the use of gadgets that distract students while in school, particularly those in secondary schools. Again, the Government should be stricter on the laws prohibiting the underaged from having subscriber identification modules (SIM cards) and or e-mail addresses. More so, teachers should be very watchful of the students while in the class to identify students using cell phones. This would reduce the problems of distractions that emanate from the use of social media.

Keywords: Addiction, academic performance, social media, secondary school,

Introduction

Social media are a collection of online communication channels dedicated to community-based input, interaction, content-sharing and collaboration. Websites and applications dedicated to forums, micro blogging, social networking, social bookmarking, social creation, and wikis are among the different types of social media. Some prominent examples of social media are Facebook, Twitter, Google, Wikipedia, LinkedIn, Reedit, and Punters (Rouse,2015). Ufuophu and Ayobami (2012) noted that the ICT is the technological driver of social media and it includes internet, satellite, cable data transmission and computer assisted equipment. Social network is a social structure comprising of individuals or organizations called "nodes", which are tied electronically (connected) by one or more specific types of interdependency, such as friendship, kinship, common interest, financial exchange, dislike, sexual relationships or relationships of beliefs, knowledge or prestige. Social media has emerged to be one of the most vital communication means. It exist so as to ease communication among people regardless of the expanse, making it open to people to easily share information, files and pictures and videos, create blogs and send messages, and conduct real-time conversations. These systems are referred to as social, simply because they allow communication with friends, course mates,

teachers, project supervisors, lecturers, etc., so easily and effectively. Social media which are a form of electronic communication has become the highest activity on the internet.

Today the Internet has taken a firm place in people's lives. It is difficult to imagine a young man or woman who at least once a day did not check for updates in social networks and did not go through the news lines. The modern reality requires one to stay in touch and keep abreast of the latest news and trends. However, does this trend affect the performance of students? Kolan, Dzandza(2018) noted that when social media such as Facebook, YouTube and Twitter appeared, our world was divided into online and offline. Social media are online technology platforms that help to connect people together far and near. It is used to build relationship among people. With their help, we can communicate with each other, even on different continents, listen to music, read books, look at photos and much more. Social media have greatly simplified our lives and tightly tied us to ourselves (Jubail, 2017). During the time spent discovering individuals for acquaintances, youngsters go into different connections and get the chance to speak with a relatively boundless number of individuals and premium gatherings, with a wide range of identities, take in a considerable measure of stories, have the opportunity to trade suppositions and talk about issues important to them. Therefore, users of social networks, in most cases, are a representative of the younger generation. +++International Journal of Advanced Information Technology (IJAIT) Vol. 8, No.4/5, October 2018 28+++S According to scientists, social networks are especially dangerous for teenagers, as they form a false impression that love and friendship are easy to conquer and just as easy to destroy (East, 2016) In addition, to many young people who are acquainted with the fast stream of Internet life, the truth may appear to be excessively dull, and they can have a go at, making it impossible to "restore" it by making imprudent activities. Some are supporters of the use of social media. They claim that the latter provide access to knowledge and help students exchange information quickly. Others think that students 'use social media primarily to communicate about everything except studies and that they only distract students from the learning process.

One of the fundamental attributes of social media is that it enhances the class participation of students. The use of social media by students helps to have access to essential information as quickly as possible through e-learning and other internet learning activities like the use of projectors and personal computers. Through these processes, students are often attracted to the medium, and as such, class participation is enhanced. Kolan and Dzandza (2018) affirmed that many universities and schools around the world restrict access to social networks within their buildings. They justify this by helping students get connected and concentrate on their studies even when they are not able to be present in class. Umeh (2010) maintained that in higher institutions of learning in Nigeria and elsewhere in third-world countries, lecturers teach more than three thousand students seated in an auditorium. In such a situation, there is always a breakdown in communication making students' participation very boring and ineffective. However, with the invention of information and communication technology, a more significant percentage of the problem is solved. For instance, students are taught with the aid of overhead projectors which makes it easy for active participation in class. Arolasafe (2011) maintained that access to computer and internet facilities is very fundamental for the overall efficiency in teaching and learning activities, stressing that the use of computers in class and elsewhere acts as a catalyst for interest involvement and enthusiasm.

Again, through social media, students can access materials that will attract them to their studies. There are certain equipment that are not easy to procure. Through social media, students can access the use and the relevance of the equipment. For instance, in schools where students learn agriculture, such schools may find it difficult to procure heavy-duty machines like tractors, and

harvesters, among others. In third-world countries, the situation of impoverishment has always been the case. Social media help students from poor schools to see and appreciate the components of the machines and their practical uses. Moreover, the easy communication among students makes them appreciate and encourage one another on the need to be studious. Through this medium, students can make enquiries on certain courses from colleagues in another school to find out their level of coverage. This no doubt will make students to be committed more to their studies. Smith (2013) affirmed that the use of social media like computers allows for more independent exploration, more personally tailored activities and significantly, less didactic instruction. This is quite unlike the pre- social media era where students depended on instruction from the teachers. Today, social media makes it possible for students to access solutions to their academic problems with less teacher involvement. Begum (2014) maintained that the use of social media like the internet provides access to unlimited information and search engines are continuously being upgraded to provide efficient ways to help users find what they want. Implicit from this posit is that learners not only find it pleasurable to read but can also prepare for other lessons before the teacher teaches it in class.

The behaviour of the teachers, students and other school subjects is quite crucial in any learning encounter. It is the range of actions and mannerisms made by organisms, systems or artificial entities in conjunction with their environment, including the other systems or organisms around us and the physical environment. On the other hand, academic performance suggests the learning outcome of students after a particular unit of lesson or the entire unit. It is the measurement of students' achievement across various academic subjects. Teachers and other educational officials use class performance to determine students' academic performance. Implicit to this is that students who want to excel should be dedicated and consistent with his or her studies. Both social media and academics require time to be successful in them, respectively.

Statement of the Problem

The use of social media provides students with the ability to get more useful information to connect with learning groups and other educational systems that make education convenient. Social network tools afford students and institutions multiple opportunities to improve learning methods. In school, using online platforms such as school websites gives students the right access to quality information about the school environment, departments, faculties, rules, and regulations. It has been observed that students go out of their way to abuse the use of social media. For instance, it is no longer news that students use social media as a platform for watching pornographic and indecent pictures both motional and static and in so many instances go to practice what they have learnt. The problems of incest, and teenage pregnancy, among others have continued to be a reoccurring decimal in our society today. It is again not news that students, through the collaboration of more advanced persons in society use social media to defraud unsuspecting individuals, especially across climes. Teachers often find it challenging to understand the intellectual ability of students when homework is given because of students' high levels of plagiarism. According to news agency Newspoll (2015), 99% of teenagers aged 16 to 17 years use social networks, and 78 per cent of children aged 8-9 visit sites like Facebook; young people spend up to 7 hours a day in them. Truth be told, a considerable number of individuals today do not feel satisfied without everyday visits to interpersonal organizations, draw data from the news sources of Internet destinations, and convey through remarks from different networks. Against this backdrop, the study investigated the impact of

social media on students' academic performance in government secondary schools in Enugu East Local Government Area.

Purpose of the Study

The study's general purpose was to investigate social media's impact on students' academic performance in government secondary schools in Enugu East Local Government Area. The specific purpose of the study includes

1. To investigate how the use of social media affects the class participation of government secondary school students in Enugu East Local Government Area.
2. To find out how the use of social media affects the study habit of government secondary school students in Enugu East Local Government Area.
3. To determine how the use of social media affects the behavioural pattern of government secondary school students in Enugu East Local Government Area.

Research Questions

1. How does the use of social media affect class participation of government secondary school students in Enugu East Local Government Area.?
2. How does the use of social media affect study habit of government secondary school students in Enugu East Local Government Area.?
3. How does the use of social media affect the behavioural patterns of government secondary school students in Enugu East Local Government Area. ?

Review of Related Literature

Social Media and Behavioural Patterns

Davies and Cranston (2008) affirmed that there are some risk factors associated with social media, which include criminal activities such as identity theft and fake contracts which is prevalent today, sexual abuse or harassment and unsuitable advertising. Okeefe and Clake-Pearson (2010) equally maintained that cyber bullying, online harassment, sexting, facebook depression and privacy concerns are some of the challenges associated with social networking. Indeed, students are not in any way exempted from this challenge either as victims or offenders. It is no longer news that students take pictures of colleagues while in nude. Some of them without knowing the implication of their actions post such pictures in the social media. This has attracted several legal battles between and among families who have students in schools.

Guman(2015) noted that there are lots of inappropriate contacts involving social media .The author affirmed that students engaging in a private relationship outside the classroom circles beg for inappropriate behaviour to commence. There is the likelihood of users not being courteous and respectful of others, such that profanity, vulgarity, obscenity or language that is harassing, derogatory, or otherwise inappropriate to the school environment sometimes circulate on these platforms. Users could easily display, send, retrieve or download any item that is sexually explicit or contains hate-based or discriminatory materials without the notification of a teacher, school administrator or even the peers in the event. Davis and Cranston (2008) affirmed that one of the risks associated with social media included criminal activities such as identity theft and fake contacts, which is prevalent today. O'Keeffe and Clake Pearson also mentioned that cyber bullying, live harassment, sexting, Facebook depression and privacy concerns are part of the challenges faced by the youths.

Seyi (2012) stressed that, Social media gained popularity as it has been used for entertainment, networking and academics. The study noted that, the social media was given a boost as a result of ideas from youths. The study criticized seriously the obsessive attitude of Nigeria youths towards social media. It pointed out that the rate at which youths devote their quality time in chit chatting, calls for urgent attention. Some guys now find social media soothing to propagate harmful schemes. The study however, traced the incessant incidents of murders and gang-rapping of girls by guys whom they interacted with through social media. It gave an instance with the case of a girl; Cynthia who was gang-raped when she went visiting a friend she met through social networking site (2go), and whose nude pictures were displayed on the net by the perpetrators. Another case in question is that of a girl who paid a visit to her face book friend in Lagos and based on their arrangement; she lodged and waited for his arrival. On his arrival, he asked her for sex and she refused and out of annoyance, he plugged off one of her eyes and sliced her nipple and escaped. Every effort made to get him proved abortive because he had a fake identity.

The study also observed that some students are always busy pinging and 2going while lectures are on. Time ought to be channeled towards learning, academic research and-innovations have been wasted by the passion of meeting friends and discussing trivial issues, hence, most students' academics suffer setbacks as a result of distraction.

Social Media and Class Participation.

Social media involves the use of handset, computers and other electronic gadgets that have internet enablement. Minocha and Schneider (2010) noted that the driving factors that lead to the adoption of social media are the progressively ubiquitous access, convenience, functionality and flexibility of social technologies. These factors have made the adoption of social media very easy and have tremendously improved mankind's life by exposing him to different ways of living and sharing information. Brown (2010) stressed that an additional benefit of social technologies provided on the internet is that they are frequently free or require marginal investment thereby posing little barrier to adoption. Agatha and Owusu (2015) noted that a majority of students in Ghana were engrossed in networking sites and that most users utilized these sites for chatting and downloading purposes only which affected their academic performance negatively. Dewing (2010) observed that the cell phone numbers and Wechat are very good medium to get in touch with the teachers quickly during school day if a student is going to be late for class or absent or complete outside the school in an emergency. Such helps the teacher to plan for the class and be in full knowledge and control of the class. Liccardi (2007) argued that there are four basic advantages of social media use in higher education. These include enhancing relationship, improving learning motivation, offering personalized course materials and developing collaborative abilities. Kuppuswamy and Shankar (2010) revealed that the social network websites grab students' attention and then diverts it towards non-educational and inappropriate actions including useless chatting. Implicitly, a student who is allowed to use social media without close monitoring may fall into the dangers of using that while in the class. Apparently, when that happens, the students will have divided attention which ultimately leads to poor class participation and poor learning outcome. Maya (2015) observed that media use contribute to lower academic performance, low self-perception and less interest in college oriented curricula. Davies and Crauston (2008) enumerated some of the challenges associated with social media which include students' mind being absent from class because they want to make a reply of one social media message or the other.

Seyi (2012) affirmed that some students are always busy pinging and going while lectures are on. Time ought to be channelled towards learning, academic research and innovations have been wasted by the passion of meeting friends and discussing trivial issues, hence, most students' academic suffer setbacks as a result of distraction. The reviewed study and present study were both centered on the use of social media by students. The author emphasized on the statement of the problem suggesting the need for more time to be channeled to academics to prevent setback that might be caused by the use of social media. The reviewed study was not based on any theory. It also failed to provide possible solutions for the way forward in solving issues relating to student's academic performance and social media. Brown (2010) observed that there have been various overview and opinions which recognized four major advantages of social media use in higher education. These include, enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities. This means that social networking activities have the possibility of enhancing student contact and is used to improve their participation in class, particularly where introverted students are involved. Ronaldo (2019) affirmed that the one common bad effect of social media is addiction – the constant checking of snapchat, instagram, facebook, twitter or other social media updates. Experts believe that knowing what is going on with friends and what they are thinking or feeling can be addicting.

The author equally referenced a research carried out by UCLAS's Brain Mapping Centre that being appreciated in social media through 'likes' was seen in brain scans to activate the reward centres of brain. This reward circuitry is particularly sensitive during adolescence and this may partly explain why teenagers are more into social media. For the kids and teens, knowing how many people like what they posted, how many followed or un-followed, what [people say about them also leads to compulsive checking. This addiction to social media the author maintained could disrupt other worthwhile activities like concentrating on school work, reading or engaging in schoolwork. The result of a survey from the University of Glasgow shows that social media use particularly at night with strong involvement of emotions leads to poor sleep quality, lower self-esteem and higher level of anxiety. This constitutes a challenge because kids or teens with low self-esteem grow up as depressed adults. (Ronaldo 2019)

Social Media and Study Habits of Students

Fagbemi (2013) posited that the degree of learning depends on the amount of time the child is actively engaged in learning. It is the time spent in studying that helps the student retain the materials learnt which will eventually boost academic performance. In many parts of the world today, students' academic performance is facing neglect and challenges since the advent of social networking sites because they dedicate more attention to social media than they do with their studies (Apuke, 2016). According to Olubiyi's (2012) observation, students are so engrossed in the social media that they are almost 24 hours online. The utilization of social networking sites such as Facebook, Twitter, and YouTube is now common among students' in Nigerian universities. An array of studies conducted on the impact of social media in research demonstrated that social media contributed significantly to the ease of research through materials online. Media, events, and news are now known within split seconds after they are shared. If students adopt appropriate use of social media in their academics, they will go a long way in improving their performance. However, on the other side, the use of social media will have negative effect on students' academic performance if students over indulge themselves to it.

Students can function in online group learning, with less or no anxiety of needing to raise questions before peers at school (Wheeler, Yeomans, and Wheeler, 2008). Oye, Helou and Rahim (2012) observed that as a result of more time being dedicated to the use of Social networking sites for non-academic usage and less time to academic usage by students, it tells considerably on what becomes their academic output. In view of this, the authors affirmed that the use of Social networking sites has raised dust among researchers. Some see it as distraction to learning for the student as it involves multitasking, while others attest to the potentials of Social networking sites for learning. There are also those who argue that young adult learners view and use Social networking sites as a platform for socializing more than learning. Ganiyu, and Akinreti, (2011) assert that “the emergence of social media has increased interactivity among people, making them to be producers and consumers of information in a simultaneous manner”. Social media such as Facebook, Twitter, 2go etc have brought tremendous improvement in the communication system which enhances learning, it has provided different entertainment functions which serve as a tool for social change and fast exchange of information. With the aid of the internet students can form their own page, access to news and lectures notes via email sent to him/her by a lecturer. An additional benefit of social technologies provided on the internet is that they are frequently free or relatively cheaper to compare with other source (Brown (2010).

There has been various overview and opinions which recognized four major advantages of social media use in higher education. These include, enhancing relationship, improving learning motivation, offering personalized course material, and developing collaborative abilities. This means that social networking activities have the possibility of enhancing student contact and is used to improve their participation in class, particularly where introverted students are involved. Students can function in online group learning, with less or no anxiety of needing to raise questions before peers at school (Wheeler, Yeomans, and Wheeler, 2008). However the obvious positive attributes of social media seems not to suggest that it has to severe challenges on the students. Secondary school students are in adolescence stage. Unachukwu and Ebenebe noted that it is the most difficult stage to pass in life, A child at this [point in time] would want to assert authority and become independent. The connections he or she has made through social media networking constitute a major challenge.

Theoretical Framework

The following theories have been reviewed for the purpose of the study: functionalist theory, operant conditioning theory and social exchange theory.

Functionalist Theory

The theory is sometimes referred to as system theory. It is a brain child of a French sociologist Emile Durkheim (1858-1917). He theorized that the society is like a biological organism which has parts and these parts are interrelated. When one part is affected, it will affect the other component units. For Durkheim, society works on the maintenance of order and equilibrium of the component units that make up the society. The functionalist believes that change could occur but that should not destabilize the state of equilibrium that leads to growth and development. The functionalist theory is criticized on the basis of viewing the society to be static. Society is ever dynamic and change, whether revolutionary or gradual, will definitely affect the social system. Relating the theory to the present study, the use of social media has gained a world-wide acceptance and across all strata of society because of its ability to be applied to solve a wide range of social and technological problems. Its positive role in

generating and resolving academic problems is quite overwhelming. Yet, when left unrestricted, in the hands of teens and adolescents, social media could become detrimental to academic endeavours thereby creating a dysfunction in the education sub-system of the society.

Methodology

Research Design.

The researcher adopted cross sectional survey design. Ezeah (2004) affirmed that cross sectional survey design is an aspect of descriptive survey. It is that type of research design where the researcher collects data at one point in time. Cross sectional survey design takes a photographic situation report of an event or phenomenon. For him, such survey is appropriate when one is on opinion, belief systems, knowledge, values and demographic characteristics of people. The study under reference by the opinion is by no means no exception as it investigates the impact of social media on academic performance of government secondary school students

Area of the study

The area of the study is Enugu East Local Government Area. The local government was created on the 27th August 1991 following the carving out of Enugu state from the old Anambra state. Enugu East local government is one of the three Local Government Areas in Enugu education zone. Others are Enugu North and Isi-Uzo. The choice of the area by the researcher is because it is classified as urban-rural government area and with the trend of events and its high level of urban-rural population and exposure to the world of globalization her youths are more likely to be influenced by social changes especially those in the secondary schools.

Population of the Study

According to the office of Research and Statistics, Post Primary School Management Board(2019), Enugu East local government has a total of 10 schools and a student population of 13605. Out of this numbers 6138 are males while 6534 are females

Sample and sampling technique

The sample size for the was 400 students. This was determined using Yaro Yamen formula thus:

$$N = \frac{N}{1 + N(e)^2}$$

$$N = \frac{13605}{1 + \sqrt{13605} \times 0.0025}$$

$$N = \frac{13605}{1 + 1360.8}$$

$$N = \frac{13605}{34.015} = 3999.9 = 400$$

A multistage sampling procedure was adopted in the study. The Fishbowl method of simple random sampling technique was used to select 04 schools out of the ten secondary schools in Enugu East Local Government Area. The four schools randomly selected were CSS Ugwogo Nike, CHS Emene, New Heaven Boys Secondary School Enugu, and GSS Abakpa Nike, Enugu. To determine the appropriate sample size for each of the selected schools, a proportionate sampling technique was adopted.

Instrument for Data Collection

The instrument used for the collection of data was a questionnaire. The instrument was structured in a Likert Four-point Scale of strongly agree (SA), Agree (A)disagree (D), and strongly disagree (SD). The instrument has 20 items, with each cluster having five questionnaire items. The substantive issues in the research questions include How does the use of social media affect the class participation of government secondary school students in Enugu East Local Government Area.? How does the use of social media affect study habit of government secondary school students in Enugu East Local Government Area. How does the use of social media affect take-home assignment of government secondary school students in Enugu East Local Government Area.? How does the use of social media affect the behavioural patterns of government secondary school students in Enugu East Local Government Area?

Method of Data Collection

The instrument was administered and collected through the help of three research assistants; one male and two females whom the researchers trained for two weeks. The criteria for the selection of these research assistants were that they possessed a minimum qualification of Nigeria Certificate in Education and resident in the area.

Method of Data Analysis

Data was analysed using mean. The decision rule is that when the calculated mean is equal to or above 2.5, the questionnaire item is accepted. It is rejected when the calculated mean is less than 2.5 Also; the researcher adopted the grand mean in order to determine the cumulative opinion of the respondents in each of the research questions.

Data Presentation, Analysis and Findings

Thus the research questions were analysed using 365 questionnaire.

Research Question 1 How does the use of social media affect class participation of secondary schools in Enugu East Local Government Area?

**Table 1: Social Media and Class Participation of Secondary School Student
Field survey 2019**

S/N O	Questionnaire Items	Responses							Decision
		SA	A	D	SD	N			
1	Students who engage in chatting with handset still pay full attention in class	18 72	12 36	186 372	149 149	365	629	1.7	Rejected
2	When a student is engaged in facebook activities he/she still find it easy to participate in class activities	26 104	31 93	132 264	176 176	365	637	1.7	Rejected
3	Students that engage in continuous browsing while the class is on find the lesson easy	71 284	44 132	117 234	133 133	365	781	2.1	Rejected
4	Where students engage in chatting or other social media activities, they still ask valid questions while in class.	68 272	47 141	134 268	116 116	365	783	2.1	Rejected
5	Use of handset while the lesson is on increases students learning outcome.	62 248	37 111	139 278	127 127	365	797	2.0	Rejected
	Grand Mean							1.9	

Field survey

Research question 1 sought to find how the use of social media affect class participation of government secondary school students in Enugu East Local Government Area. Data were elicited in a cluster of five questionnaire items as contained in numbers 1,2,3,4 5 and presented in table 1. Questionnaire items had mean of 1.7, 1.7, 2.1, 2.1 and 2.0 respectively. The calculated grand mean is 1.9. Since all the questionnaire items had mean that is less than the 2.5 critical region, and the calculated 1.9 grand mean is also less than 2.5, it implies therefore that use of social media negatively affect class participation of government secondary school students.

Research Question 2: How does the use of social media affect study habit of secondary school students in Enugu East Local Government Area

Table 2: Social Media and Study Habit of Secondary School Students

S/NO	Questionnaire Items	Responses							Decision
		SA	A	D	SD	N			
6	Where students engage in social media activities like charting or face booking, they still have time to engage in their studies.	24 96	31 93	166 332	144 144	365	665	1.8	Rejected
7	The time students spent in social media charts does not affect the time used in reading	31 124	20 60	179 358	135 135	365	677	1.8	Rejected
8	Students who are habitual in the social media activities still carve out time to engage in serious studies	42 168	16 48	183 366	124 124	365	706	1.9	Rejected
9	Students who engage in social media activities like whatsapping are not distracted from achieving set target in reading.	31 124	18 54	181 362	135 135	365	675	1.8	Rejected
10	Students find learning pleasurable when they combine studying and charting simultaneously. Grand Mean	28 112	41 123	172 344	124 124	365	703	1.9 1.7	Rejected

Field survey 2022

Research question 2 sought to investigate how the use of social media affects study habit of secondary school students in Enugu East Local Government Area. Data were elicited in a cluster of five questionnaire items as contained in questionnaire items number 6, 7, 8, 9, 10 and presented in table 2. Each of the questionnaire items had mean of 1.8, 1.8, 1.9, 1.8, 1.9 respectively. The calculated grand mean was 1.7. Since all the questionnaire items had mean less than 2.5 and the calculated grand mean is less than the 2.5 mean bar, it therefore implies that the use of social media negatively affect study habit of government secondary school students.

Research question 3: How does the use of social media affect the behavioural pattern of secondary schools students in Enugu East Local Government

Table 4: Social Media and Behavioural Pattern of Secondary School Students

S/N O	Questionnaire Items	Responses							Decision	
		SA	A	D	SD	N				
11	Students' engagement in social media charts does not lure them to delve into pornographic and other sex related issues.	31 124	42 129	129 258	163 163	365		671	1.8	Rejected
12	Students' age and disposition makes them visit social media sites that trigger off unacceptable behaviours.	28 112	20 60	161 322	156 156	365		650	1.7	Rejected
13	Students that use handsets often do not use it as a tool for learning criminal acts	36 144	22 66	178 356	129 129	365		695	1.9	Rejected
14	Students who engage in media activities often do not use that to attract bad friends.	28 112	31 93	137 274	169 169	385		648	1.7	Rejected
15	Students who engage frequently in social media are often not exposed to bad manners like not responding to instructions.	29 116	36 108	118 236	182 182	365		642	1.7	Rejected
	Grand Mean								1.7	

Field survey 2022

Research question 3 sought to find how the use of social media affect behavioural patterns of government secondary school students in Enugu East Local Government Area. Data were elicited in a cluster of five questionnaire items as contained in numbers 11,12,13,14 15 and presented in table 3.The Questionnaire items had mean of 1.8, 1.9, 1.7, 1.7 and 1.7 respectively. The calculated grand mean is 1.7. Since all the questionnaire items had mean that is less than the 2.5 critical region, and the calculated 1.7 grand mean is also less than 2.5, it implies therefore that the use of social medial negatively affects behavioural pattern of government secondary school students.

Findings and Discussions

Research question 1 sought to find out how the use of social media affects participation of government secondary school students. It was found that the use of social media negativeiy affects class participation of government secondary school students. For learning to be effective in class, a student needs to have full concentration and very alert on the views as expressed in the class by the teacher. However where a student uses phone to chart with friends, or browse unnecessary information while the class is on, there is every tendency for the student to lose concentration hence poor class participation, The finding corroborators with Kuppuswamy and Shankar (2010) that social network websites grab students' attention and then diverts it towards non-educational and inappropriate actions including useless chatting.

Research question 2 sought to find out how the use of social media affects study habit of government secondary school students. It was found that the use of social media affects study habit of government secondary school students negatively. A student who before he starts to

make use of smart phone may be giving more time to studied than any other activity within the school. Once he or she is exposed to the use of phone or other electronic device to communicate or browse, there is the tendency of giving more time to irrelevant issues through the use of phone than the studies. The finding is in tandem with Olubiyi's (2012) who observed that students are so engrossed in the social media that they are almost 24 hours online. The utilization of social networking sites such as Facebook, Twitter, and YouTube is now common among students' in Nigerian universities.

Research question 3 sought to find out how the use of social media affects the behavioural pattern of secondary schools students in Enugu East Local Government Area. The finding was that the use of social negatively affects behavioural pattern of government secondary school students. Many students seem to have been addicted to the use of phone. It is either playing music with it or chatting with friends. Most times such devices are used as a show of affluence. Being young in their age and reasoning students use the platforms to engage in dangerous cyber activities which most of the time are not monitored by parents or the elderly ones. The finding is in tandem with Davies and Cranston (2008) who affirmed that there are some risk factors associated with social media which include criminal activities such as identity theft and fake contracts which is prevalent today, sexual abuse or harassment and unsuitable advertising. Okeefe and Clake-pearson (2010) equally maintained that cyber bullying, online harassment, sexting, face book depression and privacy concerns are some of the challenges associated with social networking.

Conclusion

Social media have assisted students in enhancing teaching and learning but the use of it have contributed in poor academic performance among secondary school students. Instead of using the platform to enhance their learning outcome students are found abusing the use of social media. Such abuse of the use of social media affects them in class participation where much concentration is highly needed. It equally affect the students learning habit as much time is given to social media activities that have nothing to contribute in their learning process. The use of social media also is challenge to students because little or no time is given to take-home assignments. Students abandon their studies to engage in immoral cyber activities many of them may not know the consequences of their activities.

Recommendations

The study recommended the following:

1. Schools should place outright ban on the use of gadgets that distract students while in school particularly those in secondary schools.
2. Government should be stricter on the laws prohibiting underage from having subscriber identification module (SIM card) and or e-mail address.
3. Teachers should be very watchful on the students while in the class to identify students who are using cell phones. This would reduce the problems of distractions that emanates from the use of use of social media.
4. There is the need for parents to monitor the use of social media by their children and wards. This will guard against derailment from the academic activities which the gadget should primarily serve for the students.

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