**INFLUENCE OF SOCIAL MEDIA IN THE PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN ENGLISH LANGUAGE IN NSUKKA EDUCATION ZONE OF ENUGU STATE**

**BY**

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**U14/EDU/ELS/018**

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**ENUGU STATE**

**JULY 2018**

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**BEING A RESARCH PROJECT SUBMITTED TO THE DEPARTMENT OF ARTS/ SOCIAL SCIENCES, FACULTY OF EDUCATION, GODFREY OKOYE UNIVERSITY UGWUOMU- NIKE ENUGU, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF ARTS B.A. (ED) DEGREE IN ENGLISH/LITERARY STUDIES EDUCATION.**

**SUPERVISOR**

**REV. FR. ASS PROF. DONATUS NWOBODO**

**JULY 2018**

**APPROVAL PAGE**

This project has been approved for the Department of Arts/Social Sciences Education, Godfrey Okoye University Ugwu-Omu Nike Enugu

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**DEDICATION**

I dedicate this work to Almighty God, for seeing me through my academic days and for making this work a success. I also dedicate it to my parents late Mr. Robert Omeje and Mrs. Comfort Omeje, my Religious family (DDL), my siblings and my friends without whose support, assistance, encouragements and prayers it would not have been possible.

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**TABLE OF CONTENTS**

TITLE PAGE: i

APPROVAL PAGE: ii

DEDICATION: iii

ACKNOWLEDGEMENTS: iv

TABLE OF CONTENTS: v

ABSTRACT: vii

**CHAPTER ONE - INTRODUCTION**

Background of the Study 1

Statement of the Problem 3

Purpose of the Study 4

Significance of the Study 5

Scope of the Study 6

Research Questions 6

**CHAPTER TWO - LITERATURE REVIEW**

**Introduction 8**

Conceptual Framework: 8

Theoretical Framework: 20

Empirical Studies 22

Summary of the Reviewed Literature 24

**CHAPTER THREE - RESEARCH METHOD**

Design of the study 27

Area of the Study 27

Population of the Study 27

Sample and sampling Techniques 28

Instrument for Data Collection 28

Validation of Instrument 29

Method of Data Collection 29

Method of Data Analysis 29

**CHAPTER FOUR – DATA ANALYSIS, DATA PRESENTATION AND**

**DISCUSSION** 31

Summary of Findings 35

**CHAPTER FIVE – DISCUSSION, IMPLICATION, RECOMMENDATIONS,**

**LIMITATION, SUGGESTIONS AND CONCLUSION**

Discussion 36

Implication of the study 40

Conclusion 41

Recommendations 41

Limitation of the study 43

Suggestions for further studies 43

References: 45

Appendix: 53

Questionnaire

**ABSTRACT**

The purpose of this research was to investigate the influence of social media on the performance of secondary school students in English language in Nsukka Education Zone of Enugu State. Responses were elicited from students and teachers in ten secondary schools in the three local governments (Nsukka, Uzo-uwani and Igbo-Etiti) that made up the Nsukka Education zone. The study sample was fifty nine (59) secondary schools, in which twenty three thousand, two hundred and fifty nine (23,259) were students and one thousand, seven hundred and ninety two (1,792) were teachers. A four-point Likert type rating questionnaire titled ‘Social Media and Academic Performance Of Students In English Language’ (SMAPOSIEL) was used to collect data from the respondents. The descriptive survey design was used. Simple random sampling was employed in sampling the respondents. Frequency and mean (X) were used in the analysis of data. To achieve the objectives of the research, the study used a mixed method approach which involved the survey of student’s addictiveness and the teacher’s response on its effect on students. The study revealed that a great number of students in Nsukka education Zone are addicted to social media such as WhatsApp, Face book, twitter etc for making friends and chatting instead of academic work. In addition, the negative effects of this trend are seen in their wrong use of language, grammar and spelling such as the use of short phrases and incomplete sentences, sentence structure, content organization, incessant use of acronyms, misuse of phonetic spelling, and less study time due to the heavy participation on social media networks. Nevertheless, there were cases where others experience improvement in their academic performance as a result of participation on social media networks. The findings of the study led to the conclusion that the dominance and addiction on social media are the major causes of poor performance in English language both in internal and external examinations among secondary school students of Nsukka Education Zone of Enugu State. To this end, the researcher recommended that social media should be used for academic purposes, social networking sites should be expanded and new pages should be created to enhance students academic activities, more strict and proper supervision by all stakeholders should be imbibed, workshops, seminars and public enlightenment programmes should be launched by the government, parents and teachers should check the sites their students / wards are always using so as to be guided properly. This is to create a balance between social media and academic activities of students to avoid setbacks in the academic performance of the students.

**CHAPTER ONE**

**INTRODUCTION**

**Background of the study**

English Language is the medium of instruction and transmission in our secondary schools, and higher institutions and also the official language of our country Nigeria. Therefore, secondary school students need an efficient English language inorder to perform better and perfectly well. Fema, (2003), as cited in Sa'ad & Usman, (2014), was of the view that “a person is functionally literate when he acquired the knowledge and skills in reading and writing which enables him to engage effectively in all those activities in which literacy is normally assumed in his culture of group”. English language normally has four basic skills, namely listening, speaking, reading and writing. It is the medium of instruction in our schools and compulsory school subject that must be passed at all levels of education in Nigeria (Ochoyi & Danladi, 2008).

Today, however, we are witnessing a trend, which is a great cause of concern for all stakeholders in the educational sector across the world. The concern is about the popularity, dominance and influence of social media on the academic performance of students, both of higher and of secondary education levels. Many recent studies have, consequently, underlined the positive and negative effects of social media on these students. (cf. Shah, Subramanian, Rouis, & Limayem, 2012; Miah, Omar & Allison-Golding, 2012; Ezeah, Asogwa & Edogor, 2013; Yahya, Olalekan, Afolabi, & Ayelaagbe 2013). The said influence is most evident in their use of English language and their performance in English language examinations.

Meanwhile, the social media is the fastest growing web application in the 21st century, a fact attested to by its wide usage and the wide-ranging consequent influence on the populace. There is indeed abundant evidence that millions of people across the world use social media on a regular basis for various reasons (Daluba & Maxwell, 2013). In fact, the wide nature of applications like Wikis, video streaming and applications, and social networks makes it the phenomenon of the century.

Though social media use cuts across all age groups, studies have, in addition, shown that it is predominant among young persons (Onuoha & Saheed, 2011) and/or students (Dahlstrom, de Boor, Grunwald, & Vockley, 2011; Al-rahmi, Othman & Musa, 2014). In fact, Rosen (2011) found that while those born between 1965-1979 (‘Generation X’), spend approximately 13 hours per day on social media, those born between 1990-1999 (‘I Generation’) spend not less than 20 hours per day on social media. Kalra and Manani (2013) pointed out that these young people use social media for interaction, socialization and entertainment.

Thus, while social media, generally, presents such benefits as encouraging greater social interaction via electronic mediums, promoting interactions among students and teachers, providing greater access to information and information sources, creating a sense of belonging among users, reducing barriers to group interaction and communications such as distance and social/economic status, and increasing the technological competency levels of frequent users, among others (Connolly, 2011; Zwart, Lindsay, Henderson & Phillips, 2011; Ahmed & Qazi, 2011); preliminary investigation and interviews with some teachers and students have, however, revealed a number of challenges in relation to student’s participation on social media networks and the many adverse influences on them. These include a high addiction rate, which affects their time of study, the wrong usage of grammar and spelling in social media discourse as well as distractions from their studies. As stated by Ndaku (2013), students spend a lot of time on social networking sites than in their academic activities and this affects their performance. Given the foregoing, therefore, this study seeks to investigate the influence of social media on the performance of senoir secondary school students in English language using Nsukka Education Zone of Enugu State.

**Statement of the problem**

One of the factors that have been associated with the steady decline in the quality of Nigerian education system and the students they produce is the very fact that the system had in a recent time being with the wide range of educational laxity in the use of social media network. This worrisome, uncultured behaviours beside their influence among students also tends to cut across all strata of the school system both junior, senior and tertiary. It is now a common knowledge that most secondary school students not only possess Facebook, Twitter, WhatsApp, etc., accounts, but also that most of them are now addicted to the online crave of the moment (Oche & Aminu, 2010). With so many social networking sites displayed on the internet, many secondary school students are tempted to abandon their homework and reading times in preference for chatting online with friends more than their academics that disrupt the educational equilibrium in the use of English in our school system and even the society at large. Some studies have found a drop in students’ grades and academic performance, and lack of time for studies as consequences of social media network participation (Banquil et al, 2009; Kirschner and Karpinski, 2010; Ndaku, 2013), which results in their poor performance in both internal and external examinations in the English language. In Nigeria secondary schools today more especially in Nsukka Education Zone, there is a serious concern about the increase in social media network problems such as: wrong spelling, use of acronyms, waste of time and energy in chats, twitter, facebook etc. For instance, the students are used to short forms of writing words in their chat rooms; they forget and use the same in the classrooms. They use things like 4 in place of ‘for’, U in place of ‘You’, D in place of ‘The’, etc. This affects their class assessment and also most of them perform badly in English language in schools for they negatively turns to posting and accessing write-ups in distorted grammar and both leads to increase in grammatical errors, increase in wrong spellings, high rise of spelling distortions/corruption of words, high rise in use of slangs and street expressions. There is need for this distortions and anomalies to be corrected. Based on this foregoing, therefore, this study is designed to investigate the influence of social media network on the performance of secondary school students in Nsukka Education Zone.

**Purpose of the Study**

The purpose of this study is to assess the degree to which social media influence the senior secondary school students in Nsukka Education Zone of Enugu State. Specifically the study intends to:

1. determine how secondary school students in Nsukka Education Zone of Enugu State are addicted to social network and its influence on their academic performance.

2. ascertain how the use of social media positively influence their academic performance in their English language internal and external examinations.

3. find out how the social media network the students are exposed to, affect their correct use of the English language.

4. examine how the excessive use of social media network sites influence the secondary school students in Nsukka Education Zone of Enugu State in their reading and writing of good English grammar.

**Significance of the Study**

The study will help the students and society at large to benefit from the result as it will be geared towards equalization of educational opportunities to every individual, to reshape the mentality of the students in Nsukka Education Zone towards their addiction to social media network in their academic/ educational goal, and also help to restore sanity among the students in their excessive use of social media so as to acquire the right type of education in their use of correct English grammar. This will be done by using a well articulated programme to create awareness to students so as to improve their performance in Nsukka Education Zone.

However, this study will enable government agencies to benefit from the result of the study so as to enable them to know, plan and implement educational programmes especially for youths of which the majority are students in their use of social media network.

Researchers and scholars will find it useful because they will be able to embark on more research and academic findings, and then come up with better ideas.

Institutions of learning will benefit from it as it will make them to produce academically sound and intelligible students to the society by creating constant awareness to students.

Educational administrators will benefit from this study because it will make them proud administrators when their students can comfortably compete with their counterparts allover the world in good and correct English through their close monitor.

Ministry of Education and curriculum planners will benefit from the study as this will be an eye opener to them while planning because it will enable them to know actually the needs of the students, aims and objectives a particular course of study is meant to achieve and focus on them so that it will be achieved.

Parents/guardians and teachers will also benefit from the study for it will give them directions on how to carry their students/wards along in their academic difficulties more especially in their excessive addiction to social media in the correct use of English language.

**Scope of the Study**

This study is specifically designed to examine the influence of social media on the academic performance of senior secondary school students in the English language in Nsukka Education Zone of Enugu State. It discovered the extent to which students has been affected by the social media and in the solution of related contemporary problems affecting the education of students especially in their English language. To highlight the measures which will be used to address this problems of network madness of the 21st century. It also surveys the perception of the respondents on the influence of social media on the students of the zone. This study will be limited to the senior secondary school students in Nsukka Education Zone and therefore excludes other factors that do influence the performance of the students in English language in other parts of the state.

**Research Questions**

The following research questions guided the study:

1. How would student’s addictiveness to social media network influence their academic performance?
2. How does the use of social media influence the academic performance of the students in Nsukka Education Zone positively in their English language internal and external examinations?
3. How does the social media network the students are exposed to, affect their correct use of English language?
4. How does the excessive use of social media network sites influence the students in their reading and writing of good English grammar?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

**Introduction**

**This Chapter reviewed the related literature to the purpose and objectives of the study. The reviewed literature was presented under the following sub-headings namely: Conceptual framework, Theoretical framework, Empirical studies and summary of the reviewed.**

**Conceptual Framework**

* **The concept of social media,**
* **History of social media**
* **Students addictiveness to social media,**
* **Influence of social media network on students’ academic performance in general and on their performance in English language in particular**

**Positive effects of social media**

* **Web engagement**
* **Informal knowledge and skill**
* **Education**
* **Individual identity and self expression**
* **Strengthening interpersonal relationships**

**Negative effects of social media**

* **Displacement effect on academic activities**
* **Psychological disorders and health problems**
* **Social media influence in English language.**

**The Concept of Social Media**

**Social media has emerged as a term frequently used (and variously defined) to describe different types of communication platforms and electronic ways of interacting (Mozee, no date). Kaplan and Haenlein (2010) defined it as a:**

**group of internet-based applications that build on the ideological and technological foundations of Web 2.0, allows the creation and exchange of user generated content and depend on mobile and Web based technologies to create highly interactive platforms through which individuals and communities share, create, discuss and modify user generated content. They refer to the internet-based social websites like the Facebook, MySpace, Twitter, etc. which allow users to interactively communicate with one another. Social media can also refer to those “web-based and mobile-based technologies which are used to turn communication into interactive dialogue between organizations, communities and individuals (**[www.wikipedia](http://www.wikipedia)**).**

**The media allow users to meet friends, exchange ideas, images, audios, videos and most importantly stay connected. Since through their inventions, they have become increasingly popular in different countries across the globe. Bryer and Zavatarro (2011) see social media as “technologies that facilitate social interaction, make possible collaboration, and enable deliberations across stakeholders”.**

**Anjugu (2013) describes social media as “a group of internet-based applications that allow the creation and exchange of users generated content”, while Ezeah *et al* (2013) defines it as “modern interactive communication channels through which people connect to one another, share ideas, experiences, pictures, messages and information of common interest”.**

**The terms social media and social networking are used interchangeably. Social media refers to social software in the form of web sites and other online communities, such as social networking and micro blogging created by a large group of people (known as users) to share information, ideas, personal messages, conversations, or to develop social and professional contacts. Charles, Davis 111, Deil-Amen, Rios-Aguilar, and Gonzalez (2003), defined social media technology (SMT) as web-based and mobile applications that allow individuals and organizations to create, engage, and share ideas or existing content in various forms of communications in digital environments. In short, social media is the online communities in which people interact with each other. Social media users can create and organize a profile for themselves, edit and comment on each other’s posts and share information with others.**

**Hence, Verster (2010) observed that “social media are fast becoming the default internet mode of interaction, communication and collaboration”. In Nigeria, for instance, social media sites especially facebook, have apparently become common, especially among the youths in the country.**

**In the past decade, social media technologies have certainly caused a revolution in the world of communication and networking. The emergence of social media over the last decade has undoubtedly impacted the way people around the world interact with each other, as well as the way they access the abundance of wealth of information that surrounds them and their societies. The wealth of information that is available on social media websites can now be accessed at anytime from anywhere in the world due to the features that are best known as cloud-based technologies (Johnson, Adams, & Cummins, 2012). These social media technologies have also caused a paradigm shift in education all over the globe resulting in emphasis on new parameters in education such as collaboration, personalization, as well as user-generated content. It is inevitable that this new generation of digital natives have certain expectations about the way they believe learning should be practiced and how it should evolve to have social media as an integral part of this learning process. With this fast growing and rapid change in the world of communication technologies, culture, pedagogy, and developments in knowledge, it is crucial for the teacher in this era to be familiar with such new educational changes, mainly those changes that relate to technology. However, change as a social, cultural and educational process can be accompanied by fear, and as a result, many teachers are reluctant to accept change (Fullan, 2006).**

**History of Social Media**

The term social media was first known in 2004 – 2005, when the first web based social networking site Geocities, was founded (Goble, *et.al.* 2012; Kithcart, 2011). However, social networking sites really hit when Friendster launched in 2002, and a year later LinkedIn and MySpace were launched. Then, the most popular site, Facebook, was launched in 2004, followed by another well-known social media technology, Twitter, in 2006 (Goble, *et.al.* 2012; Kithcart, 2011). Later, in 2007 American Online (AOL) instant messenger and Sixdegrees.com were launched; Facebook, twitter, whatsapp, and instagram has become the most successful social media because of its features platform that set itself apart from other social media (Goble, *et.al.* 2012), and that made the word, social media, become well known.

**Students Addictiveness to Social Media:**

**Rosen (2009), cited in Kirschner and Karpinski (2010, p. 4) declared as follows about the modern generation of young people:**

**Welcome to the Net Generation. Born in the 1980s and 1990s, they spend their days immersed in a “media diet” accumulating a fulltime job plus overtime devouring entertainment, communication, and every form of electronic media. They are master multitaskers, social networkers, electronic communicators and the first to rush to any new technology. They were born surrounded by technology and with every passing year add more tools to their electronic repertoire. They live in social networks such as Facebook, MySpace, and Second Life gathering friends; they text more than they talk on the phone; and they Twitter the night away often sleeping with their cell phones vibrating by their sides.**

**This clearly indicates that social media is part and parcel of youth life today. Thus, over the years, scholars have examined how much time students invest in social media. Lin and** Subrahmanyam, **(2007) found that majority of college students in the United States used social networking sites ( SNSs) at least one hour a day. Ahamed and Qazi (2011) in a study of six universities in Pakistan, found that majority of the students spend 1-3 hours daily on social networking sites. Tham and Ahmed (2011) in a study conducted at St. Cloud State University in Minnesota found that, while both males and females spent time on SNSs, the said time however, decreased as the age of the respondents increased and the results revealed that female college students spent more time on SNSs than male students. Jagero and Muriithi (2013) in the context of students in private universities in Dar Es Salaam, Tanzania, found that a majority of the students spend 30 minutes to one hour daily on social networking sites.**

**In Nigeria, Onyeka *et al* (2013) found that majority of university students in Adamawa State spend 2-4 hours daily on social networking sites, while Anjugu (2013) in a study of students of the University of Abuja found that: "most respondents spend six hours online, other respondents spend four hours online, while the least of respondents spend one - two hours online daily”.**

**The researchers therefore recommended that access to social media should be restricted and controlled, and the idle time should rather be channeled into studying.**

**Influence of social media network on students’ academic performance in general and on their performance in English language in particular:**

**It is generally agreed that social media has both positive and negative effects on the academic performance of students across the world.** In fact, many researchers today are working to explore the correlation between social networking sites and academic performance. The advent of the social media has made the erstwhile impossible become possible, as one can conveniently **communicate with anyone at any time irrespective of geographical barriers and distance. Umekachikelu (2013) has expressed that “it is amazing that with a click one passes information to thousands of people in a second.” This is the power of social media. It has made business, politics and social life effortless and easy. This is further accelerated by the fact that these social media sites are accessible with mobile smart phones, anywhere and at any time. Before examining the influence of the social media on the performance of students in English language we outline briefly these effects in general.**

**Positive effects:**

**Social media offer great benefits. Ikpe and Olisa (2010) have observed that “social media are new communication technologies… which are used as channels of information dissemination to heterogeneous audiences without the constraints of time, space or distance”. With the social media one can conveniently send or receive information to or from anyone and at any time irrespective of geographical barriers. Soola (2008:87) described the new media (social media) as communication technologies with “impressive array of sophistication, increasing efficiency, reliability, speed, accuracy, cheapness, portability and ubiquity made possible by microprocessors”.**

**Young (2006) in a study titled “the effect of internet use and social capital on the academic performance of students” observed that the internet expands its reach to teenagers’ school life. Young noted that students are more reliant on the internet to access information that is involved in school life as well as entertainment. The researcher further added that internet, though consumes time, has less effect on studies. Yang (2003) notes the effect of social media depends large on the degree of usage. Yoon (2000) observed that the type of social media or network subscribed to by a teenager exerts influence on him or her to visit the internet. Jeong (2005) noted that internet addiction is significantly and negatively related to students’ academic performance, as well as emotional attributes. Some of these phenomenal media include internet websites such as Facebook, MySpace, Twitter, Flicker and other social networking or social media and sharing sites, as well as blogs videos games, virtual worlds, mobile telephones, text messaging devices and Global Positioning System (GPS) devices (Paxson 2010). These devices currently serve as easy, quick and reliable sources of information. Through the use of social media, people can be kept up dated on issues or events on a minute interval. This is particularly possible because these social websites are interactively accessible with mobile phones. Seo, *et. al.* (2004) corroborates Jeong’s assertion when he opined that the negative influence of internet is only on excessive users and not on all users. Rather (2013, p. 69) avers that:**

**The Social networking sites and blogs which are being used today with tremendous passion and zeal have transformed the way of using internet in recent years by describing online tools and utilities which allow users for communication, participation and collaboration of information online. Today’s young generation, especially teens and youth are using technology through innovative ways due to which they are referred to as Millennials and have changed the ways we think, work and communicate even though they are in formative years of their life. Today’s youth because of these social networking sites have become technology addicts and are quite introverted.**

**Eke *et al* (2014) has noted the following positive impacts of social media on the academics of students:**

**Internet engagement: In a world where online engagement is important for businesses, students are becoming experts at developing a sense of internet presence. Not only do they know how to interact with others on the internet, they know how to use basic and even complex functions in order to do so. Thus, students use social networking sites to interact with their peers and even teachers about class-related subjects.**

**Informal knowledge and skill: Social Networking sites can facilitate learning and skill development outside formal learning environments by supporting peer to peer learning, skills collaboration and diverse cultural expression. The knowledge and skill young people are learning through SNSs are directly relevant to the ‘participatory web’ in which ‘user generated content is**

**now integral in a rapidly developing online business model that capitalizes on the social networks, creativity and knowledge of its users; and this means that new business models are expected to emerge.**

**Education: Social networking sites help in schools and universities programmes. Such social networking sites for example, blogs help to leverage or complement formal educational activities and enhancing outcomes. SNSs are also used to extend opportunities for formal learning across geographical contexts. Thus, social media can enhance the interactions of marginalized young people with their teacher and increase their confidence in educational activities.**

**Individual identity and self-expression: Because SNSs are essentially flexible and designed to promote individual customization, they are used to experiment as well as find legitimacy for their political, cultural or sexual identity. Social networking sites can provide users with a space to work out identity and status, make sense of cultural cues, negotiate public life and increase user’s sense of personal belonging. This sense of personal belonging and identity has been positively correlated with academic performance.**

**Strengthening interpersonal relationships: generally, studies have found that having positive interpersonal relationships is an important predictor of wellbeing. Social media by and large, has been found to strengthen individual interpersonal relationships. Email, facebook, twitter, whatsapp, instant messaging and social networking can address new barriers people may face to forming and maintaining public places together, limited transport to get there, and time free of structured activities such as school and sport. They offer users opportunities to meet lost friends, make new ones, meet family members who might be in different locations and generally stay connected. Hence social bonds and relationship are maintained and enhanced. With the social media, “people communicate and keep in touch, through sharing experiences, pictures, audio, videos and all manner of information, without having to see each face to face”. (Nnamonu 2013).**

**Negative effects:**

**Different researchers have conducted research to ascertain the influence of social media on users; for example, Moon (2011) in a study on “impact of facebook on undergraduate academic performance”, averred that: social media have negative impact on students. According to the result, the more students use facebook, the more it affects their academic performance. Similarly, Oye (2012) notes that most of the younger students use social networking sites mainly for socializing activities, rather than for academic purpose. Oye (2012) further observed that most of the students do feel that social networking sites have more positive impact on their academic performance. In another study conducted by Shana (2012), it was revealed that students use social network mainly for making friends and chatting. The result showed that only about 26 percent of the students (respondents) indicated that they use social media for academic purpose. Gonzalez (2003) also reported a problem with using online communication: that it negatively affects the student’s use of language, grammar and spelling. She suggested that online communication often leads to the use of short phrases and incomplete sentences, and that it often becomes informal conversation that may negatively impact academic writing. Because writing on Social media is different from writing in a classroom, students might not see the connection between the two forms of writing (academic writing and informal writing). They consider writing on Social media as a type of informal writing for communication, not for academic purposes. Social media has been noted to have some negative effects on students’ academics thus:**

**Displacement Effect on Academic Activities: Since majority of students use social networking sites for socializing purposes, they therefore tend to spend more time for socializing rather than learning. Thus, excessive use of SNSs reduces student’s academic performance since time meant for studies is used on non-academic issues like chatting and making friends (Salvation & Adzharuddin 2014).** For instance, the Karpinski research shows that students who used Facebook had a “significantly” lower grade point average than those who did not use the site. The majority of the students who use Facebook every day are under achieving by an entire grade compared with those who shun the site. Researchers have discovered how students who spend their time accumulating friends, gossiping and poking others on the site may devote as little as one hour a week to their academic work. Karpinski says she isn’t surprised by her findings but clarifies that the study does not suggest that Facebook directly causes lower grades, merely that there’s some relationship between the two factors. **(cf.** <http://www>**.timesonline. co.uk/tol/news/uk/education/article6078321.ece).**

**Psychological Disorders and Health Problems: It has been discovered that anxiety, depression, poor eating habits, lack of physical exercise; increasingly short attention spans and subverted higher order reasoning skills such as concentration, persistence, and analytical reasoning are among the common disorders seen in the frequent users of social media and this manifest itself more these days because people are more closer to those far away from them but far away to those very close to them. It has also been added that a tendency to overestimate one’s ability to multi-task and manage projects; and technology being seen as a substitute for the analytical reasoning process are tendencies evidenced amongst frequent users of the social media. Collectively, these play roles in a student’s educational process to various degrees and at various times (Mozee, no date).**

**However, amidst all sociological benefits, social media have regrettably contributed to moral degeneration and decadence among youths in several countries, including Nigeria. This, no doubt, stems from the gross obsession with and abuse of these social networking sites.**

**There is evidence that while social media is used as means of communication, it can also be used to propagate deviant behavior among young people. Deviant behavior is considered to be abnormal or antisocial if it is uncommon or different from the norm and does not conform to what society expects (Thio, Taylor, & Schwartz 2012). Deviant behavior among young people can be attributed to a combination of several generalized factors (Patchin & Hinduja, 2013).**

**With Particular Reference to social media use and its influence on English language performance,**

Abati (2015) in a recent article published in the Guardian Newspaper noted how the kind of new English being written for instance by many Twitter and Whatsapp users, particularly young people is however so frightening and lamentable, because it is beginning to creep into regular writing. He decried, among other things,

The emergence of a generation of young Nigerians who cannot spell well, punctuate properly, or get their tenses right and write grammatically successful sentences because they now write social media English. This new group of English users does not know the difference between a comma and a colon. They have no regard for punctuation. They mix up pronouns, cannibalize verbs and adverbs, ignore punctuation; and violate all rules of lexis and syntax. They seem to rely more on sound rather than formal meaning.

For more clarification, the following is an influence in their English language performance:

Phonetic spelling use for transcription of standard pronunciations are such as “nite” for “night”, “guyz” for “guys”, “luv” for “love”, “wanna” for want to, (Danet & Herring, 2013, p.97).

Emoticons or smileys use for conveying a feeling are such as facing a hard situation (being happy ☺ or :-), being sad: (or:- ).

Multiple punctuation marks or letters use for a prosodic affect are such as no more!!!!!, Yes!!!!!, aaaaahhhhh, soooo. (Crystal, 2001, pp. 34-35).

Capitalization use: all capitals for ‘shouting’ such as “I SAID NO,” asterisks for emphasis such as “the \*real\* answer” (Crystal, 2001, p.35).

Special abbreviations or acronyms used for saving time and making it convenient, such as b4/B4 (before), lol/LOL (laughing out loud), oic/OIC (Oh Isee), TTYL (talk to you later), AMA (ask me anything), TDB (till day break), FYI (for your information), IDC ( i dont care).

Common shortenings used for easy use and convenience are ‘u’ (you), ‘i’ (I), ‘r’ (are), ‘thx’ (thanks), ‘pls’ (please), ‘tmr’ (tomorrow).

**Theoretical Framework:**

The theories considered most appropriate for this study are: social information processing theory and media equation theory.

Social information processing theory was developed in 1992 by Joseph B. Walther a behaviourial scientist (Asemah 2011:219). Social information processing theory is an interpersonal communication theory which states that online interpersonal relationship development might require more time to develop than face to face relationships, but when developed, it has the same influence as face to face communication. Social information processing theory explains online interpersonal communication without nonverbal cues, develop and manage relationship in a computer meditated environment. This means that, the more students use social media, the more it influences their disposition to studies. Social cognitive theory considers how people think and how their thinking affects their behaviour and performance in their immediate environment. Therefore the theory is concerned with the assertion that human learning occurs in a social environment through interaction, performance, and behavior (Fahim & Mehrgan, 2012, p.161)given the fact that friends from social media will begin to exert influence on each other.

Media equation theory, as noted by Griffin (2000), cited in Asemah and Edegoh (2012) was propounded by Byron Reeves and Clifford Nass. The theory proposes that people treat computers, television, and new media like real people and places. He also opines that electronic media in particular are being given human attributes. In most cases, people talk to computer as if they were talking to human beings. More so, you talk to your television as if you are discussing with human beings, and you talk to television sets as if you are discussing with people. That is to say, people have personalised the media of mass communication to the extent that they now see them the way they see human beings. Thus, Griffin (2000, p. 273), cited in Asemah and Edegoh (2012) notes that media are equal to real life. He further noted that what Reeves and Nass’s equation suggests is that we respond to communication media as if they were alive. Going by the media equation theory, we tend to give human attributes to inanimate objects in our homes. According to Griffin (2000,p. 373):

The practical implication of the media equation is that once we turn on a television or boot on computer, we follow all the rules of interpersonal interaction that we have précised throughout life. Thus, the word interface is particularly apt when describing human media relations. This natural social response goes way beyond occasional words yelled at the television set or our frantic play for the computer to retrieve lost data.

Reeves and Nass maintain that the media equation is so basic that it applies to everyone; it applies often and it is highly consequential. The above assertion aptly captures how the audience members now tend to engage the media in a discussion as they do to human beings. The relevance of the theory to the paper cannot be over emphasised. People treat the media like human beings, so whatever people see in the media, they tend to believe because they respond to the new media, the way they will respond to human beings.

**Empirical Studies**

Rouis, Limayem, & Salehi-Sangari (2011) investigate the effects of using Facebook on academic performance of undergraduate students at Lulea University of Technology Sweden in relation to their personality traits. The proposed research model tests how Facebook usage affects performance of students with different personality traits. In addition the research tries to justify the relationship among the three i.e. Facebook usage, personality traits and academic performance. Their analysis of 239 students’ data reveals very significant results. This research establishes that using Facebook has strong negative impact on academic performance of students with extrovert personalities. However, factor of self-regulation among students greatly reduces this negative impact as they have high level of effective self-control while using social media platforms. Cognitive absorption, which defines extent of deep involvement, is another personality factor taken into consideration while undertaking this research.

Junco *et. al.* (2011) investigates the impact of Facebook being a social medium on students’ performance on academic courses. The research analyzes data from 1839 respondents studying 4

years degrees in residential institutes of northeastern USA to find trends on frequency of Facebook visits and activities, time spent on Facebook, time spent on class preparation and academic grades of the students under research. Analysis of the collected data reveals that time spent on Facebook and frequency of visiting Facebook are negatively related to students’ performance in terms of their GPA. However, there is slightly negative correlation between time spent on this widely used social medium and the time spend in studying for class. He further adds that although time spent on social media and academic performance are negatively correlated but, this relationship in real world scenarios does not seem to be a major hurdle in academic success.

Hamat, Embi, & Hassan (2012) studied the use of social networking platforms among undergraduate and postgraduate students of Malaysian institutes of higher education. This qualitative research collected data on 6358 student respondents through a self-administered questionnaire and analyzed this data to make observations on the use of social networking sites among them. The study also collects opinion of students about the impacts of social medium on their academic performance.

Yang & Tang (2003) conducted a research study on forty (40) graduate students studying a course in Advance Management Information Sytems (AMIS) in a university in Taiwan to investigate the impact of using social media for educational purpose on the academic performance of the students. Students were grouped into 14 teams to discuss various questions based on MIS cases in an online forum specifically set up for the purpose. The students had to come up with summaries of the discussions made on the forum. At the end of the course, data was collected from the forty students on self-administered questionnaires for the purpose of this particular research. The objective of the study was to find correlations among friendship, advice and adversarial factors and student academic performance. The results of the analysis show a strong correlation between centrality in friendship factor and students’ academic performance. Friendship is psychologically associated with companionship which gives individuals a better chance of accessing support and information on problems. It can be inferred that promoting friendship among students in a controlled social media environment, can help improve students’ academic performance.

**Summary of the Reviewed Literature**

**Conceptual**

The positive as well as the negative influence of social networking sites on students’ grades have been noted to be related to addictive use of SNSs. This appears to be the reason why Englander, Terregrossa and Wang (2010) found that internet usage is negatively associated with academic performance of student users which is together with Nalwa and Anand (2003) proposal that addicted internet users prefer using the internet to set back their personal and professional responsibilities and this ultimately leads to poor academic performance. Still another set of studies have found that the said positive or negative effects are not automatic, but largely depends on the individual user and how well students can manage their academic responsibilities despite making use of social media.

**Theoritical**

Social information processing theory according to Joseph Walter is concerned with the assertion that human learning occurs in a social enviroment through interaction, performance, and behaviour (Fahim & Mehrgan, 2012, p.161) given the fact that friends from social media will begin to exert influence on each other. While Reeves and Nass’s in media equation theory suggests that we respond to communication media as if they were alive. This theory says that people now treat computers, television and the new media like real people and places. Going by the media equation theory, we tend to give human attributes to inanimate objects in our homes.

**Empirical**

The above literature review reveals that research on the role of social media and social networking sites in academic performance of students is still debatable. Most of the researchers have created more questions that finding answers. The detailed study of literature review revealed that the major factors on which social media has its impact in the life of students include their academic performance, social behavior, health and privacy issues. The previous studies have shown that there has been a slight difference in the impacts of social media on both male and female students. In order to confirm that, major results have been analyzed. Some of the results are similar to previous studies and researches, while some of the results are contrary to the previous work done in this regard.

Generally, the foregoing review of concepts and studies have shown most evidently that social media as exemplified by social networking sites have both negative and positive influence on the academic performance of students. Evidence and contributions of the different authors reviewed in this chapter indicates that education has been discovered as the only means towards youth liberation from this crave of social media addict in the education sector. Education also is a medium through which youths would contribute meaningfully their own quota to the nations building. The social media influence largely depend on Why the foregoing has been demonstrated by researchers in various educational institutions across the world, there however appears to be no publicly available research work that has studied the influence of social media on the performance of secondary school students of Nsukka Education Zone in the English language. It is a totally new research area. This study therefore seeks to fill that scholarly void by examining the influence of social media on the academic performance of secondary school students in English language in Nsukka Education Zone of Enugu State.

**CHAPTER THREE**

**RESEARCH METHOD**

This chapter discusses the method used in carrying out the study. The methods are as follows: Research design, Area of study, Population of the study, the Sample and sampling technique, Instrument for Data collection, Validation of instrument, Method of Data collection, and Method of Data analysis.

**Design of the study**

The study adopted survey research design. This was considered appropriate for the study because the subjects were reached in their natural environment. As a survey, it seeks to identify the influence social media has on secondary school student’s performance on the English language. The efficiency of a survey design was manifested in the study by Offordile (2002) on behavior modification in secondary school and colleges of Education.

**Area of the Study**

The study was carried out in Nsukka Education Zone of Enugu State and the zone is made up of three Local Governments Areas namely: Nsukka Local Government Area, Uzo-uwani Local Government Area, and Igbo-Etiti Local Government Area.

**Population of the Study**

The population of this study consists of 59 secondary schools in the three Local Government Areas of the Zone. Some teachers and students in the schools were questioned. The population of teachers in Nsukka Education Zone is one thousand, seven hundred and ninety two (1,792) while the number of students is twenty three thousand, two hundred and fifty nine (23,259), thereby making it a total population of twenty five thousand, and fifty one (25,051). The main source of this information is from the Post Primary School Management Board (PPSMB) Nsukka.

**Sample and sampling Techniques**

Ten (10) secondary schools in Nsukka Education Zone were selected through simple random sampling from Fifty nine (59) secondary schools in Nsukka Education Zone which is made up of three Local government areas namely: Nsukka Local Government Area with (30) secondary schools, Uzo-uwani Local Government Area with (14) secondary schools, and Igbo-Etiti Local Government Area with (15) secondary schools. Then four (4) secondary schools from Nsukka Local Government, Three (3) from Uzo-uwani local government and Three (3) from Igbo-Etiti local Government Areas were sampled. Two hundred (200) Students and Teachers were selected through Simple Random Sampling. From the Ten (10) schools selected, five (5) teachers and fifteen (15) students were randomly selected from each school which gave a total number of 200 respondents.

**Instrument for Data Collection**

The instrument used for data collection is a structured questionnaire developed by the researcher. The questionnaire was structured in form of a four-scale Likert type instrument. The questionnaire comprises of two sections, A and B. Section A is the personal information of the respondent, while section B comprises of the questions on influence of social media on performance of secondary school student in the English language. Four research questions were used and there were sixteen (16) items in the questionnaire which covered the research questions. Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) served as their response.

**Validation of Instrument**

The questionnaire was subjected to face validity and validated by three experts in the field of information and communication technology (ICT), measurement and evaluation in Education, and English language. The experts were renowned lecturers from Education Faculty and supervisors from Godfrey Okoye University. The experts made professional suggestions and corrections which helped in modifying the questionnaire in order to achieve its overall objective.

**Method of Data Collection**

In a bid to beat logistic constraints concerning accessibility and retrivability, copies of the questionnaire were administered by the researcher to the respondents directly by hand. A total of two hundred (200) copies of questionnaire were administered to the respondents for the analysis and the whole copies were filled and returned to the researcher completely and used for analysis.

**Method of Data Analysis**

The data collected for the study from the respondents were carefully analysed by the researcher using frequencies and mean score. The cut off point for an item agreed or disagreed will be determine respectively and the responses to each question or statement were summed up and the mean (x) obtained.

The four-point scale used is:

Strongly Agree (SA) 4

Agree (A) 3

Disagree (D) 2

Strongly Disagree (SD) 1

The above item was determined as follows: 1 + 2 + 3+ 4 = 10/4 = 2.5

Mean = 2.5. This means that any item that is below the mean of 2.5 is considered rejected while any item that attracts a mean over 2.5 and above is then considered accepted.

**CHAPTER FOUR**

**DATA ANALYSIS, DATA PRESENTATION AND DISCUSSION**

A research work, data presentation and analysis deals with presenting the information collected from respondents in a more organized and meaningful manner, so that the result of the research can be read at a glance. Thus, this chapter presents and analyses the result obtained from the data collected by means of the questionnaires as well as answers to the research questions in the table below.

**Research question 1**: How would student’s addictiveness to social media network influence their academic performance?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **STATEMENT / ITEM** | **SA**  **4** | **A**  **3** | **D**  **2** | **SD**  **1** | **TOTAL** | **MEAN**  **(X)** | **DECISION** |
| 1. | Addiction to online social network affects my academic work | 90  360 | 60  180 | 35  70 | 15  15 | 200  625 | 3.1 | Accepted |
| 2. | I use dictionary to learn good and new vocabularies for 3 to 4 hours. | 9  36 | 6  18 | 85  170 | 100  100 | 200  324 | 1.6 | Rejected |
| 3. | Hours I spent online cannot be compared to the number of hours I spend reading my books. | 85  340 | 97  291 | 9  18 | 9  9 | 200  658 | 3.3 | Accepted |
| 4. | I use social media to find friends online, messaging, and profile updates, fun and leisure, watching movies that will take me up to three (3) to four ( 4) hours daily. | 95  380 | 75  225 | 20  40 | 10  10 | 200  655 | 3.27 | Accepted |
| 5. | **Grand Mean = 2.9** |  |  |  |  |  |  |  |

From table 1 above, it can be seen that responses from items 1, 3, and 4 with the mean score of 3.1, 3.3, and 3.27, were above cut off point of 2.5 and therefore agrees with the statement that students addictiveness to social media network influence their academic performance. But only the item 2 with the mean score of 1.6 disagreed with the statement that student’s addictiveness to social media network does not influence their academic performance in Nsukka Education Zone.

**Research Question 2:** How does the use of social media influence positively the academic performance of the students in Nsukka Education Zone in their English language internal and external examination?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **STATEMENT / ITEM** | **SA**  **4** | **A**  **3** | **D**  **2** | **SD**  **1** | **TOTAL** | **MEAN**  **(X)** | **DECISION** |
| 1. | Engaging in academic forum on yahoo, research gate and academia.com, increase my grade and class performance. | 100  400 | 60  180 | 25  50 | 15  15 | 200  645 | 3.2 | Accepted |
| 2. | I use face book, Wikipedia, and other social network for finding friends, watching movies, fun and leisure and it helps me in my academic performance. | 20  80 | 30  90 | 60  120 | 90  90 | 200  380 | 1.9 | Rejected |
| 3. | I use material got online to compliment what I have been taught in the class during examinations. | 70  280 | 90  270 | 35  70 | 5  5 | 200  625 | 3.12 | Accepted |
| 4. | I will not perform well in English vocabulary if I stop online research and information. | 75  300 | 65  195 | 40  80 | 20  20 | 200  595 | 2.9 | Accepted |
| 5. | **Grand Mean = 2.8** |  |  |  |  |  |  |  |

From table 2 above, it can be seen that responses from 1, 3, and 4 with the mean score of 3.2, 3.12, and 2.9 were above cut off point of 2.5 and therefore agrees with the statement that the use of social media has positively influenced the academic performance of the students in Nsukka Education Zone. But only item 2 with the mean score of 1.9, disagreed with the statement that social media network sites has negative influence on students’ performance in Nsukka Education Zone.

**Research Question 3:** Does the social media network the students are exposed to, affect their correct use of the English language?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **STATEMENT/ ITEM** | **SA** | **A** | **D** | **SD** | **TOTAL** | **MEAN**  **(X)** | **DECISION** |
| 1. | I cannot boldly speak correct English in public due to continuous use of social media network sites, so I use pidgin instead. | 98  392 | 60  180 | 30  60 | 12  12 | 200  644 | 3.2 | Accepted |
| 2. | I usually have unlimited access to face book, twitter, to go, pinging and chats and this has affected my use of correct words while speaking. | 60  240 | 40  120 | 80  160 | 20  20 | 200  540 | 2.7 | Accepted |
| 3. | My use of parts of speech and tenses has been affected seriously because I make use of whatsap more than reading my books. | 66  264 | 54  162 | 40  80 | 40  40 | 200  546 | 2.73 | Accepted |
| 4. | I solely rely on the information I got on social media network sites to do my assignment without consulting other sources. | 70  280 | 74  222 | 32  64 | 24  24 | 200  590 | 2.95 | Accepted |
| 5. | **Grand Mean = 2.9** |  |  |  |  |  |  |  |

From the table 3 above, it can be seen that responses from item 1, 2, 3, and 4 with the mean score of 3.2, 3.0, 2.73, and 2.95 were above cut off point of 2.5 and therefore agrees with the statement that the social media network that students are exposed to, affect their correct use of English language.

**Research Question 4:** How does the excessive use of social media network sites influence the students in their reading and writing of good English grammar?

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **STATEMENT / ITEM** | **SA** | **A** | **D** | **SD** | **TOTAL** | **MEAN**  **(X)** | **DISCUSSION** |
| 1. | I cannot boldly read out correct English language in public due to continuous use of social media jagon. | 102  408 | 51  153 | 30  60 | 17  17 | 200  638 | 3.19 | Accepted |
| 2. | I hardly write essay or composition without committing concord error. | 82  328 | 64  192 | 29  58 | 25  25 | 200  603 | 3.0 | Accepted |
| 3. | I usually use acronyms that I learnt from the social media to write English language in the classroom thereby committing spelling errors. | 95  380 | 55  165 | 35  70 | 15  15 | 200  630 | 3.15 | Accepted |
| 4. | There is no improvement in my reading, writing and speaking of good and correct English since I became attracted to social media networking sites. | 80  320 | 90  270 | 25  50 | 5  5 | 200  645 | 3.22 | Accepted |
| 5. | **GRAND MEAN = 3.2** |  |  |  |  |  |  |  |

From the table 4 above, it can be seen that responses from item 1, 2, 3, and 4 with the mean score of 3.19, 3.0, 3.15, and 3.22 were above cut off point of 2.5 and therefore agrees with the statement that the excessive use of social media networking sites influence the students in their reading and writing of good English grammar.

**Summary of findings**

Having carried out this research, the findings have some implication for society and education system. The findings revealed that there are many factors associated with social media such as the students addictiveness to social media that influence their academic performance; the positive influence of social media in the academic performance of students in their internal and external examinations; students exposure to social network site which affects their correct use of English language and how the excessive use of social network site influence the students in their reading and writing of good English grammar, which had remained the major factors that are associated with influence of social media on academic performance of secondary school students in the use of English language in Nsukka Education Zone. As a result of these problems, the educational system will never grow or develop especially in the aspect of English language if left unchecked by those concerned.

**CHAPTER FIVE**

**DISCUSSION, IMPLICATION, RECOMMENDATION, LIMITATION, SUGGESTIONS AND CONCLUSION**

This chapter presents the discussion of major findings, conclusion, implication, recommendation, suggestion of further studies, and limitation. In this chapter, the result of the study based on the data interpretation made in chapter four are examined and conclusion drawn from it.

**DISCUSSION**

From the research question one, the students and teachers response were positive, their mean responses lies between 3.1 and 3.27 which were above the mean benchmark of 2.5 indicating that the students and teachers agreed that social media affects the secondary school students performance in Nsukka Education Zone. It is also in consonance with observation of (Cao & Hong, and Dahlstrom) thatintegrating social media for both entertainment and learning is common among students in higher level of education. College students use various social media applications to the extent that it is now an indispensable part of their everyday life for personal and learning purposes (Cao & Hong, 2011; Dahlstrom, 2012). Mobile technologies and smart phones interweave social media in their palms and at their simple and customized command (Dahlstrom, 2012). Many academicians have a fear that time spent on social media is beyond the required time, this may lead to plagiarism and privacy issues and in most cases contribute minimally to actual student learning outcomesthat student’s addictiveness to social media is dangerous to their academic performance.

In research question two, the mean response of the students and teachers on the positive influence that social media has on academic performance of secondary school students of Nsukka Education Zone in their English language internal and external examinations lie between 3.2 and 2.9 which are above the mean benchmark of 2.5. It means that the students and teachers agrees that social media has positively contributed in the mass success of students in English language internal and external examination in Nsukka Education Zone. The findings also agree with the findings made by (Leask, 2004) “The value of interactive social media technologies in high institutions of learning is now recognized in the way that teaching and learning strategies is in an increasingly globalized process”. One of the most commonly cited benefits of social media by scholars is their ability to facilitate collaborative learning and communication among peers and with people outside academia ( Rowlands, Nicholas, Russell, Canty & Watkinson, 2011).

Another frequently reported advantage of social networking is its remarkable ability to facilitate information distribution. Among the examples include blogging tools which are used by many students to disseminate information within their area, their peers and also to everyone globally. The ability to explore unasked questions inside a less formal atmosphere, getting a strong voice through web technology, and getting a location to go over issues within an open, public format are other provisions of social media (Kirkup, 2010).

Social networking is playing a big role in boosting academic like in social sciences and in education systems as a whole. Many studies have addressed different aspects of using social networking at various academic and social levels. Social media may be applied by schools in various ways, like the Facebook was recommended as a way of communication for getting together with students (Moon, 2011). Undergraduate students of IT attest that social networking has continuously improved their academic success from 2007 to 2010 (Yang, & Tang, 2003).

Social media usage enhances educational access and interaction and it fills the learning gap informally between students and the instructors (Bull, Thompson, Searson, Garofalo, Park, Young & Lee, 2008).

In research question three, the mean response of students and teachers is between 3.2 to 2.9 which are above the mean benchmark of 2.5, indicating that the people agreed that the use of social media network that students are exposed to, affect their correct use of English language. This interferes with student’s academic performance in English speaking, reading and writing. Students use more of coined acronyms in communicating with their friends in social media and even went as far as using it in class room work which is unacceptable. In support of the findings, Abati from Guardian Newspaper of 15th May 2016 said, You may have come across the meta-English that I am trying to describe. It is English in sound, but in appearance it has been subjected to the punishment of excessive abbreviation, compression and modification. Hence, in place of the word “for”, you are likely to see “4”, and so the word “forget” becomes “4get”, or “4git”, “fortune” is written as “4tune”, “forever” as “4eva”. The word “see” has been pruned down to a single alphabet “C”, same with “you” now rendered as “u”. In effect, you are likely to read such strange things as “cu” or “siu” meaning “see you.”

Some other words have suffered similar fate: “straight” is now written as “Str8”, “house” is now “haus”; “money” is simply “moni.”, the computer sign ”@” has effectively replaced the word “at”; “come” is now “cum”, the conjunction “and” is represented with an “n” or the sign &, “that” is now “dat”, “are” as “r”, “your” as “ur” “to” as “2”, “take” as “tk.” In place of “thank you”, you are likely to find “tank u” and such expressions as “Hawayu?” (“How are you?”). When all this are used, it will be difficult for the students to speak correct English.

Research question four opines that the responses of students and teachers, lies between 3.19 to 3.22 which is above the benchmark of 2.5, indicating that the people agreed that excessive use of social media network influence the students in their reading and writing of good English language. This findings is in agreement with Abati’s observation on scoop & The guardian Newspaper of 15th May 2016, who observed that too much free hand given to secondary school students contributed to their queue behavior and unseriousness in their academic pursuit and he said “In recent times, such messages as. "It kent happun pass dat.” Try and help translate that into correct English. And how about this: “As fuel don add moni, everybody don park dem moto for haus.” Pidgin English? Well, may be. Or this: “B/c we d ppl thought #fuelscarcity was temp. with the fuel hike policy, high cost of living is now a perm cond’n in Ng.” Oftentimes, this special prose arrives amidst a number of other confusing symbols, emoticons, memes, acronyms and abbreviations, looking like a photographic combination of English and hieroglyphics. Some of the more popular abbreviations include; lol (“laughing out loud”), lwkmd (“laughter wan kill man die”), omg (“Oh my God”), rofl (“Rolling on the floor with laughter”), uwc (“you are welcome”), smh (“shaking my head”) brb (“be right back”), and such new words as “bae”, “boo”, “finz”, “famzing”, “Yaaay”. Not to talk of such expressions as “You should mute me now”; “get wifed-up”, “birthday loading”, “you hammer”, This calls for parents, guardian, teachers, and school administrators to help monitor these students so as to avoid the use of social network negatively. Instead they should encourage them to use it positively so as to benefit from it in their academics more especially in English language usage.

**Implication of the study**

Since English language is the major criterion for evaluating student’s knowledge of any subjects, it becomes imperative that strategies for eradicating any form of social media influence in English language in secondary schools should be mapped out by school administrators. This will help to expose students to the dangers of excessive use of social media and its influence in their academic pursuit. If the problem caused by these social media is completely eradicated, stamped out or reduced to a minimum, the efforts and money invested on education by parents, teachers, Federal, State, and Local governments as well as private schools will become a welcome venture. What can any parent make out of the following for example: “10Q” (it means, thank you), “121” (one to one), “420” (Marijuana), “9” (Parent is watching), “PAW” (Parents are watching); “99” (Parent is no longer watching), “AITR” (Adult In The Room); “AML” (All My Love); “B4N” (Bye for now), “BF” (Best Friend) and “BFF” (Best Friend Forever). This abbreviations, lingo and special English reveal certain things about the growing up generation. There is a fascination with speed when they get on their phones and other appliances, they want to get the message out of the way as quickly as possible, and they have a lot to say. If these are checked thoroughly, the English language used in academics will remain undiluted as the native speakers of the language thereby boosting student’s self-confidence wherever they may find themselves. On the other hand, if social media continues unchecked in our educational system, all the efforts of both the students, parents, guardian and teachers will become a waste. The emergence of a generation of young Nigerians who cannot spell well, punctuate properly, or get their tenses right, because they now write social media English may have far-reaching implications for the use of English as a foreign language in our society. Students should put more efforts into their studies as these will definitely upgrade the standard of Education not only in Nsukka Education Zone but in the whole world.

**Conclusion**

The findings of this study and earlier ones showed some notable result that will be used in a well-articulated programme of creating awareness to help improve the condition and restore sanity among the students in their incessant use of social media network so as for them to acquire the right type of education and the use of correct English since Nigeria has chosen it (English) as a second language. The first independent variable influencing the academic performance of students, that is, social media participation was negatively related with students outcome while the other independent variable were positively related with students outcome. We are further convinced that this study will in no small measure, assist and be beneficial to students of all levels, institutions, parents/guardian, government agencies, educational administrators and the ministries in devising a new approach to the crucial war against social media menace among youths and students so as to determine how social media influence the performance of secondary school students in their use of English language.

**Recommendations**

By this study, it is recommended that;

1. More strict and meticulous supervision and examining procedure should be adopted in the teaching and learning of English to check student’s activities during lectures. For instance, teachers should be moving round while teaching to ensure that no student is making use of their phones during lectures.

2. Public enlightenment programmes should be launched by the government and various stockholders and school administrators to reach out to both urban and rural students on the effect that these unchecked and excess use of social media has on their person and academics. Such programmes could be seminars, workshops, teaching etc.

3. Institutions and Curriculum planners should enact a law which indicate that social media should encourage broader discussions of course content, older students may spend more time than younger students engaging in unrelated discussions that notwithstanding, the key advantage of using social media to aid learning and teaching can only be fully achieved with the existence of clear rules that stipulate the dos and don’ts so as to ensure that whatever students engage in are aimed at gaining the educational benefits of social media (Rutherford, 2010). In most cases the prospective benefits have been achieved where institutions of higher learning regulate to a certain level the use of social media (Kithcart, 2011). However, due to the rapid growth of usage of social media many institutions of learning have not created strategies for using social media and this is dangerous and should be revisited.

4. The study recommended the strict enforcement of Nigerian policy on Education Service rule on electronic devices usage in schools, promotion of social media usage for academic purpose, counselling for addicted students and the use of the right grammar and spelling when participating on social networks.

5. There should be strategies for averting incessant use of social media English in academic work especially in the reading, writing, and speaking of the English language.

**Limitation of the study**

The researcher is bound to encounter problems and naturally this made it difficult to some extent to arrive at a conclusion and make more suggestions for further research. The generalization of this study was limited by certain factors among which are as follows:

1. The researcher met some students and teachers who were uncooperative and unwilling to respond to the questionnaire administered to them but after vivid explanation of the reasons and the benefits of the research, they complied and the difficulty was overcome.

2. There were also limitations in the study such as lack of time because the researcher had to carry it out with tedious final year academic works and also, due to time management, the researcher need to cut down the scope of the study to ten schools (10); four (4) from Nsukka local government, three (3) from Uzo-uwani local government and three (3) from Igbo-Etiti local government, whereas (59) schools should have been used.

3. The researcher suffered financially in the area of producing questionnaire and typing of work which is voluminous. Also the local governments are far from each other thereby consuming the researchers’ time and money.

**Suggestions for further studies**

While considering the result of this study, the researcher feels that there is still need for further investigation on social media and the academic performance of students in the English Language. Similar studies should be conducted in other Zones of Enugu State so as to improve the academic performance of students through the use of social media networks to avoid distractions that makes the students to deviate from their academic works and so suggests that:

1. Subsequent research might be able to determine with certainty the influence social media has made on students both in secondary and tertiary institutions (both negative and positive) on their English language application and other rudiments needed for effective English usage.

2. There is also need for qualitative study design to be conducted in all the secondary schools for the possibility of new discoveries.

3. A research of this sort should be giving at least a minimum of one (1) year so as to get an adept result and solutions at last.

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**APPENDIX**

Faculty of Education

Department of Art and Social Sciences

English and Literary Studies Education

Godfrey Okoye University

Ugwu-Omu Nike Enugu

July, 2018.

Dear respondent,

**REQUEST TO COMPLETE QUESTIONNAIRE ITEMS**

I, Omeje, Chidera Oluchi, a student of the above named institution, is conducting a research project on the topic: “Influence of social media in the performance of senior secondary school students in the English language in Nsukka Education Zone of Enugu State”, which comprises of Nsukka Local Government Area, Uzo-uwani Local Government Area, and Igbo - Etiti Local Government Area.

The investigation is to find out the influence of social media on the performance of secondary schools students in the use and writing of the English language.

Kindly supply the correct information by placing (√) in the column to fill the blank space against each statement that appeals to you. Your answers will be confidentially treated.

Thanks for your co-operation.

Yours sincerely

**Omeje, Chidera Oluchi**

**(Researcher)**

**QUESTIONAIRE**

**Social Media and Academic Performance of Students in English Language (SMAPOSIEL)**

**Instruction**

Please tick (√) in the appropriate box to indicate your response.

**SECTION A**

Sex Male [ ] Female [ ]

Age (a) below 20 [ ]

(b) 20 – 25 [ ]

(c) 30 and above [ ]

Occupation ………………………………………………………………………………………..

Name of school ……………………………………………………………………………………

Location of school ………………………………………………………………………………...

Town ………………………………………………………………………………………………

Tick (√ ) against the best alternative in each item.

**SECTION B**

**RESAERCH QUESTION 1**: How would student’s addictiveness to social media network influence their academic performance?

Please indicate how you feel by ticking (√) on the appropriate column.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS / STATEMENT** | **SA** | **A** | **D** | **SD** |
| 1. | Addiction to online social network affects my academic work |  |  |  |  |
| 2. | I use dictionary to learn good and new vocabularies for 3 to 4 hours. |  |  |  |  |
| 3. | Hours I spent online cannot be compared to the number of hours I spend reading my books. |  |  |  |  |
| 4. | I use social media to find friends online, messaging, and profile updates, fun and leisure, watching movies that will take me up to three (3) to four( 4) hours daily. |  |  |  |  |

**RESAERCH QUESTION 2**: How does the use of social media influence positively the academic performance of the students in Nsukka Education Zone in their English language internal and external examination?

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| --- | --- | --- | --- | --- | --- |
| **S/N** | **STATEMENT / ITEMS** | **SA** | **A** | **D** | **SD** |
| 1. | Engaging in academic forum on yahoo, research gate and academia.com, increase my grade and class performance. |  |  |  |  |
| 2. | I use face book, Wikipedia, and other social network for finding friends, watching movies, fun and leisure and it helps me in my academic performance. |  |  |  |  |
| 3. | I use material got online to compliment what I have been taught in the class during examinations. |  |  |  |  |
| 4. | I will not perform well in English vocabulary if I stop online research and information. |  |  |  |  |

**RESAEACH QUESTION 3:** Does the social media network the students are exposed to, affect their correct use of the English language?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **STATEMENT /ITEMS** | **SA** | **A** | **D** | **SD** |
| 1. | I cannot boldly speak correct English in public due to continuous use of social media network sites, so I use pidgin instead. |  |  |  |  |
| 2. | I usually have unlimited access to face book, twitter, to go, pinging and chats and this has affected my use of correct words while speaking. |  |  |  |  |
| 3. | My use of parts of speech and tenses has been affected seriously because I make use of whatsap more than reading my books. |  |  |  |  |
| 4. | I solely rely on the information I got on social media network sites to do my assignment without consulting other sources. |  |  |  |  |

**RESAEARCH QUESTION 4:** How does the excessive use of social media network sites influence the students in their reading and writing of good English grammar?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **STATEMENT / ITEMS** | **SA** | **A** | **D** | **SD** |
| 1. | I cannot boldly read out correct English language in public due to continuous use of social media jagon. |  |  |  |  |
| 2. | I hardly write essay or composition without committing concord error. |  |  |  |  |
| 3. | I usually use acronyms that I learnt from the social media to write English language in the classroom thereby committing spelling errors. |  |  |  |  |
| 4. | There is no improvement in my reading, writing and speaking of good and correct English since I became attracted to social media networking sites. |  |  |  |  |