

**INFLUENCE OF SOCIAL MEDIA ON THE ACADEMIC PERFORMANCE OF
SECONDARY SCHOOL STUDENTS IN ENGLISH LANGUAGE IN
OHAUKWU LOCAL GOVERNMENT AREA OF
EBONYI STATE**

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ABSTRACT

This study focused on the influence of social media on the academic performance of secondary school students in English Language in Ohaukwu local government area of Ebonyi State. Three research questions were posed to guide the study. This study anchored on Social learning theory by Bandura (1977). Descriptive survey research design was adopted for the study. The population of the study was 5981. The sample size of the study was 200. This was drawn using simple random sampling technique. The instrument used for the collection of data was structured questionnaire. The data collected were analyzed using mean score and standard deviation. The findings revealed that there is high usage of social media among students. Specifically, this study shows that social media have influenced students academic performance negatively resulting to poor academic performance. Based on the finding of the study, the following recommendations were made: The benefits of social media can never be overemphasized; therefore, school management should ensure that they integrate the social media applications in library service delivery and learning system. Students should embrace the use of social media for academic purpose such as sharing of ideas, communication and searching for academic information. The library management should embrace the use of social media for current awareness services, selective dissemination of information and other services in the library.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education refers to a process that purposefully, continuously and progressively guides individuals in the acquisition of the knowledge, values, attitudes and skills they require, for personal fulfillment, and for the progress of society. Through education, we can facilitate individual's intellectual development, social adjustment, moral growth, emotional balance, thereby contributing to society's overall progress. Education, simply means preparing men and women to reach their goals as individuals, and to contribute their part in their respective communities as citizens.

Education aims at developing the human person and empowering individuals to live meaningful and fulfilling lives by making the most of their abilities, attaining their goals, and contributing to the development of their communities. It also seeks to reduce ignorance and to prepare men and women to live effectively in a continually changing society and under evolving environmental conditions

Educational systems are aimed at making people achieve progress by the ability to respond to all the demands of life. Education can be termed as an instrument par excellence that bring progress to every aspect of society. The Universal Basic Education (UBE) Programme is therefore established to equip learners with basic knowledge and skills. Social Media usage can either affect the students' negatively or positively. Education today comprises secondary education, which is a form of schooling that includes both general and vocational education. It is generally designed for students between the ages of 12 and 18, follows primary or elementary education,

and precedes tertiary education. It serves as preparation for higher learning, including universities, colleges, technical schools, and other tertiary institutions.

In general there may be slight differences in designation and categorization with particular the different education systems in various countries, Secondary Education is the next step towards a wider system of education. In today's worlds of education, education can be considered one of the important keys to nation development and quality education particularly in a school subject like English Language will definitely lead to overall quality of education and thus enhance the educational achievements. English Language has been considered one of the paramount importance in our society/nation in order to make student competent and capable enough to tackle issue(s) in the school and in society, since it plays a central role in our educational and administrative system as; the official language and major medium of Instruction, both in our educational institutions as well as in higher institutions; etc.

Thus competency in English is important if a student is to make headway in the nation's education system, both in school, Colleges, and other tertiary institution and this necessitates effective acquisition of English Language: 'functional literacy includes adequate writing and reading skills in order to participate effectively in any societal/cultural activity (Ekanem,1993 cited in Umobong, 2006). Language skills are generally classified into four types; listening, speaking, reading, and writing. Competence in English, the main link that connect and bond the subject together and one of the crucial factors determining success or failure of any subject in schools(as English is a compulsory subject for all student at any level of education and its understanding helps to improve their capacity on their various subjects).

“Academic performance is refers to the extent of a student's mastery or attainment of educational goals and the success in various subjects/tasks as is often shown through examinations, term papers, projects and continual assessment (Eremie, 2005).

The success or failure of student in various school subjects/tasks could be attributable to a number of factors ranging from the child's aptitude, study habits, time management, attendance in class, learning resources and materials, family background, instructional delivery by teachers and teachers- student relationship, learning atmosphere and social engagement. Most scholars that have contributed to the issues surrounding students' academic performance have made a lot of reference to socio – economical factors. The role which education play in the social and economic development of nation can hardly be quantified. The better the result of student then, it imply that good leaders and experts will emerged as the contribution that goes a long way for national development. The success achieved by these students also make them attain good status within the society.

Therefore, concern has been raised about the factors that hinder students' academic performance. In recent years, considerable attention has been given worldwide, both within and outside countries, particularly regarding adolescents who have grown up in modern society. For example, there has recently been an increasing trend in students' excessive use of social media, which affects not only the students but also the entire school system and society at large. Social media is often referred to as technology-based platforms and widely used internet communication tools that facilitate interaction and information sharing among users.

That allow people all over the world to interact, communicate, connect with one another; collaborate; generate contents, news, videos and share it with everyone across boundaries. It

evolved from simple communication media into one that could link the world. It was at that point that people began to participate more vigorously in all forms of activities and discussions all over the world.

Such platforms include: MySpace, LinkedIn, Facebook, Twitter, YouTube, Flickr etc, all aimed at making communication accessible through the global networking and sharing among peoples irrespective of barriers like geographic distances, religion, culture, politics etc.

Because of this widespread prevalence and its pervasiveness in the lives of young adults especially our adolescents students of this generation, most experts and scholars have now concern over the extent and level at which these applications affect students' academic work. Social media is an informal system of interconnected computers and networks developed through a decade or more from computer science to facilitate communication between human and computer or people and people. The recent growth and development in computer, information and communication technologies, including the rapid expansion of the Internet have also lead to the development of variety of social media networks such as Friendster, MySpace, LinkedIn, Facebook, Twitter, YouTube etc, whereby people now have ability to communicate in any way with anyone across the globe. Today's youth including students at secondary schools all over world have become heavy social Media user.

Social media has permeated and influenced individual's' behaviours and lifestyle to a significant extent.

Although, while many young adults and even our school adolescent students can benefit from usage of social media for educational resources, networking with others and maintaining

relationships, yet many of us seem not to consider potential impact these platform could have on our learning activity in our academics . In fact studies on the negative impacts of social media in schools have recently suggested that over engagement in social networking could divert students' concentration towards academic task. This study is therefore aimed at identifying the level of use of social media by students of secondary school in Ohaukwu Local government Area of Ebonyi State and examine its impact on their performance in English Language.

Social Media today can affect all of the society not just students but also their families and, the society at large the issue of concern is on the students performance in their education process. Academic performance refers to the overall quality of results achieved in examinations as well as other tests or in a school subject area. Education is assessed and measured based on academic performance, the ability of the students or learners to demonstrate acquired skills and knowledge in schools can be referred as performance; whereas other variables can negatively and/or positively impact on it; social media can be regarded as one of these variables that affect students' concentration, their study habits, participation in classes, and ultimate poor academic performance of secondary school students in English Language in particular and, and thus bring in school failure as an output of that usage .

The ever-increasing proliferation of social media among adolescent students in Nigeria has, of course, led to concerns about its effects on their learning and school performance.

Against this back ground; This study has set out to determine the effect of social media usage on students' academic performance in English language of secondary school student in Ohaukwu Local government area of Ebonyi state.

Statement of the Problem

The declining quality of education in Nigeria has been linked to several factors, one of which is the increasing and often uncontrolled use of social media among students. The widespread engagement with social networking platforms has become a major concern for educators, parents, and policymakers because of its potential influence on students' learning outcomes. This trend has affected learners at various educational levels, including junior secondary, senior secondary, and tertiary institutions.

In recent years, social media platforms such as Facebook, WhatsApp, Twitter, Instagram, and others have become highly popular among secondary school students. While these platforms provide opportunities for communication and information sharing, many students devote substantial amounts of time to online interactions, sometimes at the expense of academic activities. As a result, study periods, homework completion, and reading habits are often neglected, thereby reducing students' commitment to their educational responsibilities, particularly in the study of English Language (Asanga et al., 2023; Astatke et al., 2023).

Evidence from previous studies suggests that excessive engagement with social media may contribute to poor academic outcomes. For instance, Asanga et al. (2023), in a study of senior secondary school students in Uyo, Nigeria, found that excessive social media use significantly reduced students' study time and concentration, leading to poor academic performance. Similarly, Alshuaibi et al. (2024) reported that students who spent prolonged periods on social networking sites exhibited lower levels of academic preparedness and diminished classroom

engagement. Likewise, Chen and Kuo (2024), in a study of high school students in Taiwan, found that frequent use of social networking platforms distracted students from academic activities and negatively affected their learning outcomes and academic achievement. These challenges may negatively affect their performance in both internal and external examinations, especially in subjects that require strong language proficiency and effective communication skills.

The situation has become increasingly noticeable in secondary schools within Ohaukwu Local Government Area of Ebonyi State. Teachers and educational stakeholders have expressed concern over the growing influence of social media on students' language use and writing skills. Many students have developed the habit of using abbreviations, acronyms, and informal expressions commonly found in online communication. Consequently, these non-standard forms of language often appear in classroom assignments, tests, and examinations. Examples include the substitution of numbers and letters for complete words, which may hinder the development of proper spelling, grammar, and writing conventions.

The persistent use of informal online language has contributed to various language-related challenges among students, including grammatical inaccuracies, spelling errors, vocabulary distortion, and excessive reliance on slang expressions. These practices can adversely affect students' competence in English Language and, ultimately, their academic performance. Despite efforts by teachers, school administrators, and other stakeholders to address this issue through guidance and supervision, the misuse of social media among students continues to pose significant educational challenges.

Given the increasing prevalence of these concerns, there is a need to examine the relationship between social media usage and students' academic achievement. Therefore, this study seeks to investigate the influence of social media on the academic performance of secondary school students in English Language in Ohaukwu Local Government Area of Ebonyi State. The findings of the study are expected to provide useful information for educators, parents, and policymakers in developing effective strategies for promoting responsible social media use among students.

Purpose of the Study

The main purpose of this study generally is to determine the influence of social media on the academic performance of secondary school students in English Language in Ohaukwu local government area of Ebonyi State. Specifically, the study seeks to;

1. identify the types of social media platform used by students in English Language in Ohaukwu Local Government Area of Ebonyi State.
2. identify factors responsible for the increased indulgence of social media platforms by secondary school students in English Language in Ohaukwu Local Government Area of Ebonyi State.
3. To suggest strategies for the effective management of social media use among secondary school students studying English Language in Ohaukwu Local Government Area of Ebonyi State.

Research Questions

The following research questions were raised to guide this study.

1. What types of social media platform are used by secondary school students in English Language in Ohaukwu Local Government area of Ebonyi State?

2. What factors are responsible for the increased indulgence of social media platforms by secondary school students in English Language in Ohaukwu Local Government Area of Ebonyi State?
3. What strategies can be suggested for the effective management of social media use among secondary school students studying English Language in Ohaukwu Local Government Area of Ebonyi State?

Scope of the Study

The scope of this research falls under the headings of geographical coverage, content coverage and level coverage. Under the geographical coverage, the study is carried out on secondary schools students of Ohaukwu Local Government Area, Ebonyi State. The content of the study deals with secondary school students who offer English Language.

The problem of the study is the influence of social media usage on the academic performance of students on English Language in secondary schools.

The level coverage of the study is concerned with Senior Secondary School Two (SS II) students who are in secondary schools within Ohaukwu Local Government Area, Ebonyi State.

Significance of the Study

This study is poised to offer contributions from a dual perspective, both in theory and practice. As regards its theoretical perspective, the result of this study will serve to broaden the body of knowledge on the association between social media usage and students' performance. The study, which is predicated upon Bandura's Social Learning Theory (1977) which suggests that learning occurs through an interaction of the individual and their environment, including imitation,

observation, and interplay in the social sphere is anticipated to provide empirical evidence that can support the claim on how the online activities impact students' level of academic work.

In the practical aspect of the study, this study will be useful to teachers, learners, government parastatals, researcher's, educational institutions, educational administrators, and the curriculum planners.

Teachers will get to be acquainted on the ways the students use their social media in a way they impact their study habit, academic, achievement and most importantly, students' ability to proficiently use English Language. This can inform their ways in teaching and helping students to strike a balance in the use of social media alongside their educational work and in a proper manner and good practice when using. The use of the social media among learners, will have the potential effect of creating awareness among students, the dangers their excessive social media use will pose on their academic activities. This can serve to encourage students' positive study attitude and their responsible consumption habits of social network platform(s) usage, a step to responsible behaviour towards the use of this network(s).

The findings of this study will assist government bodies in formulating policies and developing programmes aimed at promoting the responsible use of social media and other digital platforms among youths. This will help raise public awareness of the negative academic implications associated with the misuse of social media and other digital engagement platforms.

The findings will also provide researchers with relevant literature on similar studies, serving as a foundation for further research. In addition, the results of this study may provide a basis for

future researchers to investigate the relationship between technology use and students' academic performance, as well as other related topics.

Use of this study result in the institutions will create better in program for teaching student, the goal of encouraging student performance and will improve communication of learners. For educational administrators, this result will enable them to have clearer vision on the numerous issues their students face in their academic quest from Excessive use of their students and allow to establish supportive strategies that facilitate better teaching and learning environment as well as improve the fluency use of English language. Curriculum planners will find result of this study relevant.

The findings of this study can assist curriculum planners in shaping future curriculum design, as the information provided will enable them to better identify and analyze learners' needs. It will also facilitate the development of innovative programmes and plans based on this analysis, which may, in part, provide solutions to contemporary issues arising from the increasing use of social media in the educational sector. Ultimately, this will contribute to the realization of educational goals and objectives and promote the development of learners' communicative language skills.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a review of worlds related to the topic. In order to ensure effective review of the literature, this chapter is organized under the following subheadings;

Conceptual Framework

- Concept of Media
- Social Media
- Academic Performance
- Trends and type of Social Media Platform used by students
- Factors responsible for increase indulgence of Social Media by the Students
- Extent Social Media affect Students Academic performance
- The plausible solutions to curb the increased use of social media platforms by the students

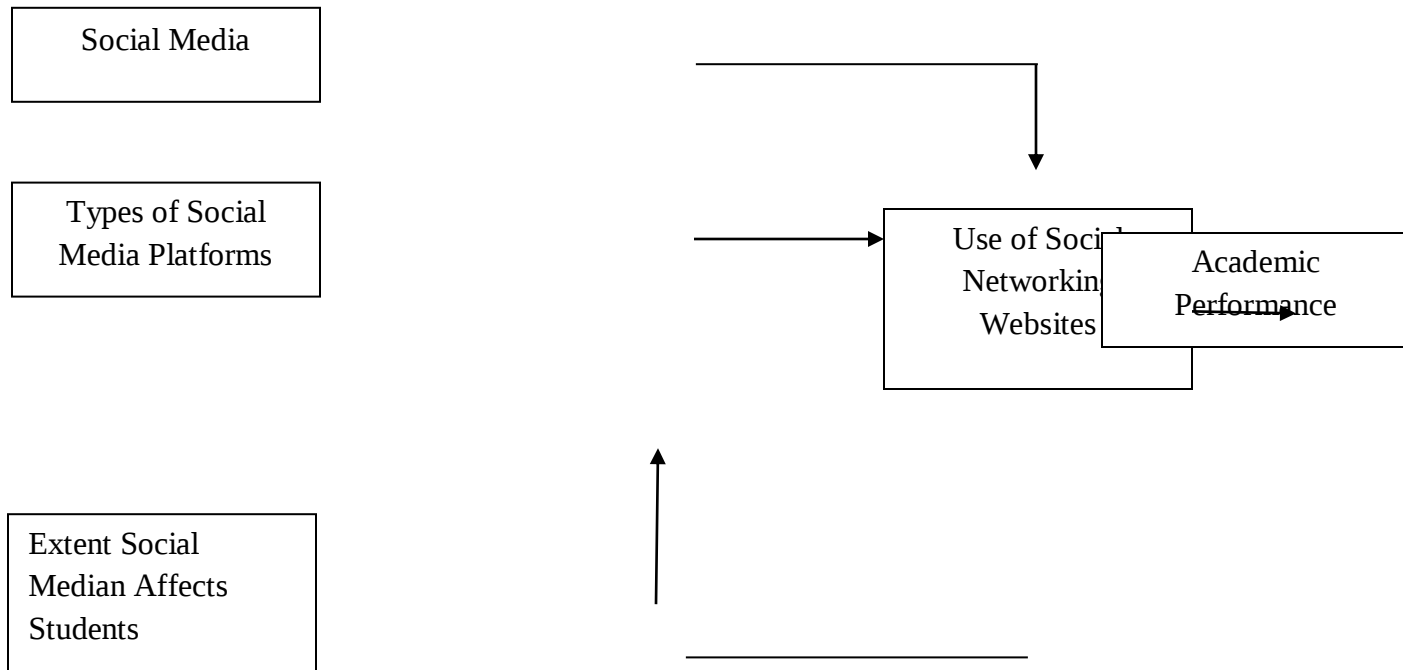
Theoretical Framework

- Social Learning Theory by Bandura (1977)

Review of Empirical Studies

Summary of the Review Related Literature

Conceptual Framework



Schematic diagram showing the conceptual framework of the study

Concept of Media

The channels and platforms we use to communicate messages and/or information, idea, entertainment, education and news to a broad audience, is referred as media. It comprises of not only traditional media like printed news, but all other forms like television, radio, telephone, billboards, and even internet. By now we already know how the development of the media has greatly changes the way we humans are communicating or even just interact to share any information across.

Through any technology-related media we know we could even exchange messages/ideas across the lands no matter how far they are.

Media has been, in the historical sense, divided into two main categories that are print media and media that can be televised, which called broadcast media. Print media is a very old-fashioned type that includes newspapers and even books that was published to inform us about what ever the writers knew. However, today we have expanded the meaning of Media, and that is to include all of it together, the printed ones together with the tv, internet.. All the modern media.

And it has expanded quite big in recent years with all the websites the we have in the World Wide Web and as the more people has access to the internet, internet media now has become one of the main way that people gets to share and receive some information in this planet.

Research has found out that in the early ages media has been divided into printed media, and for TV or radio the named broadcast media. And now to the internet media and since then media is one of the field that has attracted a lot of scholars, considering how media have influence a human beings' action and interaction and etc. It can be seen that technological inventions like a printing press, a radio broadcasting, tv, an internet have somehow defined and shaped our own media systems and eventually has shaped all the part of ours lives including your study habits.

Nowadays, the digital form of media serves as one of the most important part that provides education, information, andentertainment in our daily routines. Social Media social media or as popularly known as the internet-based technologies and applications which enable each of us to create and share their contents within the communities and Networks. Social Media basically allow everyone to stay connected with every body across any boundary no matter any country.

I will not discuss to each of the particular site that have its social media application.

But basically we are all familiar of such site that you just go and create for yourself a profile of yours, connect with your family and friends, share anything like photos, updates about yourself and everything that they want and it's an open world for those that can create anything from it like blogs or many pages or groups that will allow them share their views or idea with every one else, it will give us opportunity for all and also social media give an opportunity for student to collaborate or learning. It seems that the social media was made to serve the purposes of everyone because in all of the social networking website that you have seen today all of us has their profile created in order to communicate or update for what is happening with our life. Due to all of these social networking sites and many other type of the website, most people (especially students) are easily access them with their cell phone. I did not mean by that all of the person will spend most of their time in the internet because for my case as I am studying, I have my self spending my own time for doing some activity in the social sites like Facebook, Instagram and others but the use of the social media applications can take over all your free times in your life and in doing this, students were distracted in their studies . Social media can really influence or can give affect to the academe behavior. 45 social media which enable users to post anything for a duration of time before it disappeared from viewing the application for a time period of time.

This feature made young people excited about what was being posted on snap chat.

Due to this new technology in the social media world young people especially students engage in the new, fun and quick social communication which is so engaging and will eat a lot of our time from the student who uses snap chat and can greatly and somehow affect our academics . It is

quite obvious for all of us especially for students who are spending most of the time on the net, that it will somehow affect on the outcome or our academe status, for that for an example the amount of time we spend in a day with games can cause decreased of attention in studying. That's how games on social medias can greatly have impacts to our academic status. Social media can give a great contribution to the academics as what i see in the social media website it can promote student learning as there are blogs or pages with relevant information or in the study of the teacher with regard of student study habit they are educating them with useful information of what are the do's and donts' in relation with their study.

That's how they play a role to educate or encourage our students.

Twitter (X)

Twitter is a microblogging social media platform where users can post short messages, photos, videos, and links and share them with others. Many students use the platform to stay informed about current news, educational developments, and follow experts and organizations in their fields.

The platform can serve as a valuable learning resource, providing easy access to news updates, research findings, and academic conversations. However, information overload, distraction and the allure of non-academic content can significantly undermine these educational benefits if not used judiciously.

LinkedIn

LinkedIn is an online professional network focused on career development, employment, and networking. It allows users to create profiles showcasing their skills and experience, connect

with other professionals, join industry groups, and access learning materials and resources. For students, the platform offers an excellent avenue to explore career paths, build professional networks, find internship opportunities, and learn new skills. Educational content and industry-related discussions on LinkedIn can enhance learning. However, a strong emphasis on online networking to the detriment of academic pursuits may negatively impact students' academic performance.

In summary, the various social media platforms provide numerous advantages for communication, learning, collaboration, and personal growth. Nonetheless, their ultimate contribution to education is determined by their usage. Effective and balanced usage is the key to benefiting from these tools rather than succumbing to their negative impacts.

WhatsApp

WhatsApp is an internet-based messaging app that allows for text messages, voice calls, video calls, and sharing of images and videos across devices. Its user-friendly interface, wide availability and cost-effectiveness make it a very popular choice among students and young people.

WhatsApp's ability to facilitate both one-on-one and group chats enables easy communication between classmates and group members, fostering collaborative learning. It can be used to share academic materials, documents, and schedule group study sessions outside of class. Despite these benefits, excessive use of WhatsApp can detract from students' studies and academic pursuits. Research indicates that prolonged engagement with the app reduces study time and increases a dependency on online interaction, impacting both individual academic work and social/family relationships.

Factors Responsible for Increased Use of Social Media among Students

Several factors contribute to the increasing engagement of students with social media platforms. Key influences include peers and social expectations, ineffective parenting strategies (both in terms of supervision and guidance), fascination with trends and pop culture online, and underlying insecurity and low self-esteem.

Peer Influence

Perhaps the most significant reason for students' attraction to social media is the influence of their peers. As an adolescent, the desire to fit in and be accepted among one's peer group can be overwhelming. To this end, students are often motivated to engage with social media platforms in order to participate in the social conversations and dynamics of their peer group. This pressure to fit in can often lead to students spending long hours on the internet at the expense of their studies and academic responsibilities. In some cases, negative peer influences on social media can also fuel negative behaviors such as truanting from school, poor study habits, substance use, and reliance on the platform for interaction. The tendency for students to compare their lives to others on social networking sites may also cause distress and impact their confidence and mental health. Though social media can offer ways to feel closer to others, they also promote unrealistic comparisons by filtering through and showcasing the best or curated aspects of lives. Therefore students need to develop and feel confident about their own identity to withstand negative peer pressure.

Inadequate Parental Supervision

Another leading reason for increased social media use among students is a lack of proper parental supervision. Many parents give their children a personal internet-enabled device but fail to set clear rules about internet usage. Consequently, children spend many hours on social media, watching videos and doing other recreational activities online without adequate oversight from parents.

The internet is fraught with risks, and an unregulated online life can expose students to inappropriate materials, security risks, and harmful activities. Parents who overlook the importance of monitoring their children's online behaviour risk that students may not engage adequately in their school work and other responsibilities. Parents who are actively involved in the online activities of their children through establishing limits and modeling good digital etiquette, can do a better job at guiding students toward a balanced use of online tools.

Poor Parental Guidance

Good parental guidance plays an important role in managing how children and students use and interact with online tools. When parents lack active engagement in a child's life and don't offer consistent guidance and support, they become more vulnerable to some of the detrimental effects of social media, such as issues with decision-making, emotional instability, and a reliance on online social networks for approval and validation. Students that lack parental support and guidance are less prepared to deal with cyber harassment, unrealistic standards online, and the pressures of social comparison. These factors combined may lead to students with poor emotional health and difficulties that can negatively impact on academic and general performance in school.

The most effective way to counter these threats is to combine strategies between parents, teachers, counselors, communities and government agencies.

Obsession with Online Trends

The desire to be constantly “in the know” about everything trending on social media platforms has been cited as another factor responsible for the high frequency of usage by students. Trends on social media vary and range from challenges, news about popular culture and public figures to humor, memes, entertainment and even controversial events. Students frequently feel the urge to remain informed, not to fall behind on, or appear ignorant on what is happening in the cyber world.

However, this incessant drive to stay updated and participate in trends that flash on screens could translate into wasted study hours, distractibility, and the inability to focus on academics, leading to a gradual deterioration in overall academic performance.

Low Self-Esteem and Insecurity

Low self-esteem and feelings of insecurity can often drive students to seek validation and approval from online audiences. They compare themselves to the carefully curated, idealized representations of others' lives on social media and become insecure about their own appearance, abilities or life choices. These feelings of inadequacy may prompt them to engage heavily with social media in search of attention, validation, and praise. Moreover, low self-esteem negatively impacts academic confidence and focus, leading to poorer scholastic performance.

Extent to Which Social Media Affects Students' Academic Performance

Poor Academic Achievement

Perhaps the most frequently observed negative impact of social media on academic performance is a decrease in overall achievement. Students who devote an excessive amount of time to browsing, sharing, and interacting on social networking sites are likely to allocate less time to academic work, reading, studying, and preparing for exams, resulting in lower grades and overall poorer academic performance.

Academic Problems caused by Social Media

Distractions on learning. Social media allows easy access to smartphones and internet-ready equipment that makes students check notifications, chat messages, social media feeds even during classroom lesson hours.

These disruptions often lower students' attention, affect participation and can hinder effective teaching process.

Persistent disruptions can limit students from retaining important information as well as completing their home work and even class work assignment. Frequent interruptions of attention from too much use of social media often make students unproductive, inefficient and affect their work results.

Promotion of deviant behaviours: According to Krischner and Karpinski (2020), uncontrolled consumption of social media, at some points, cultivates among users negative behaviors and attitude which are not in line with the society the student find themselves or the schools rules and norms.

The contents available in these platforms could have influence on the ways and manners in which students think and behaves. For instance: - Lack of discipline - Disregard to school rules - Insubordination to superior, authority in the school and parents - Lies, deceit, and cheating in all ramification - Bullying of any sort- cyber-bullying and others. This makes their behavior unhealthy for the environment of teaching and learning

Truancy and school absenteeism: Students who spend too much time on social media do lose interest in going to school as a result of the fun they derive on the digital environment and many at time may feel tired in going to school. They no longer see school as important to their learning needs.

The more they become deeply interested in socializing online, the less they will desire to attend to learn from the schools.

As they keep absence they are automatically deprived of lots of learning information as well as teaching and the teacher student's relationship the student and their teachers may deteriorate. This affects the student performance adversely.

Detachment from reality.: Some students are deeply involved in the use of the social media and that in fact detaches them completely from the reality of live and everyday interactions within and outside their immediate family members.

The use of the internet in social media disconnect the students from some actual and real life situations that are of immense important to their learning. It makes a student lost touch with the family members, friend as well as the community they live in. This affects the student

academically in as much as some school activities may depend on real live information's and the participation of student and family members, teachers etc.

Some student in this context can lost their bearing as to what they really meant in terms to get prepared academically.

Strategies on Reducing the Excessive Use of Social Media Among Student

Enhanced parental monitoring: To manage social media use effectively in students, parents can monitor their children's online activity in the use of smartphone device and the internet connection.

Parents should check what the children does with this device, make set a specific limit of hours and ensure that these young people don't engage in online activities that are harmful/dangerous . The parents and the child should be together at many occasions on the using of online activities or services that could affect their son's education, or their child education or health.

School-Based Orientation Programs: School can also guide the students on how best to use social media in their studies, make the teachers carryout Orientation on use and misuse of social media, how students can take advantages on of using it for their school assignments/projects and, most of all.

Make students aware of the dangers online activities of social media that will help to prevent unwanted incidences. And, educate the students on how to used social network for academic advantage.

Enforcement of School Rules and Regulations. The management of school could enforce rules regarding the use of social media and smartphones, mobile phones that have come up as major distractions in many secondary schools can be forbidden in school or may be used only for the purposes for teaching the student on the schools premises and not necessarily outside where it might causes distractions and loss of time from studying. Mobile Phones at School This will prevent their impact on academic result, while also setting specific time of the day or evening on which such media can be accessed for appropriate purposes by the student to reduce loss of time and other potential distractions, the school may also apply sanctions for anyone who violates the set rules.

Theoretical Framework

The concept that underpin this research Social Learning Theory is as conceptualized by Bandura in 1977 where by He asserts that most of human behaviors is a result of learning, that learning process take place with in the social environment in which human beings live through a process of observation, imitation and interaction with others, in any social interaction most of human behavior is acquired through an imitation of and by observation, learning, therefore is believed not be to through direct experience alone but also a vicarious learning through observation.

This approach assumes that humans can acquire behaviors through the process of observation of others, modeling, and also the effects of stimuli-behaviorism with in social context. Bandura suggests two types of modelling which is the live modeling and the symbolic modeling. Live modeling consists of an individual behaving and the student then observe this behaviour in attempt to copy or imitate it. For live modeling one requires actual modeling to take place in live format.

The Symbolic Modeling occurs as students learn from models through media including Television, Films, RADIO, Books, newspapers, the internet and in this case social media in their natural environment.

Review of Empirical studies

Several researchers have examined the effect of social media use on students' academic performance. For instance, Kirschner and Karpinski (2020) conducted a study among undergraduate and graduate students at The Ohio State University using a survey designed to assess the students' demographic profiles, Facebook usage patterns, and academic performance.

It showed that students who made regular use of Facebook recorded significantly poorer grade point average than non- users. The facebook groups were significantly worse off in relation to study habits; the more time student used facebook in order to participate with other member of groups and etc, the more time was given up to study and the better grade the students had as long as group. It was reported from these findings that the impact of facebook was on individual students not on group usage of face book, although it is in U.SA it doesn't really differ from the African or the other continent.

To explore the effect of social media on the performance of university students, Talaue, A., Gilvert and A., Ali Alsaad (2020) conduct a survey among 60 students in Business Administration and MIS in order to determine some impacts they receive both in and out of the classroom. Based on this data and descriptive approach used by the study, authors conclude that social media both influence student and bring them some negative effect due to overusing

(reduce time to prepare for classes and distract from homework). Therefore the proper of media using is very needed.

The usage of social media on performance of students in a university in Ghana has been examined by O Owusu-Acheaw and R., Agatha (2020) that their result showed internet based mobile devices were owned by majority students who used the network often, the research established that students' engagement on social media website significantly impact on their performance in institution, the usage of mobile internet enabled devices to access internet social media websites, which may bring negative consequence from internet social activities (e.g. Chatting), students are expected to make good use of mobile internet enable devices.

Social media have a number of influence on people and to determine effect that social media have on students, A., Adams (2020) investigates how some selected platforms, such as Facebook, Whatsapp, Youtube, and twitter have had an effect on society using Abuja metropolis as a case study, data obtained indicates that social media has significant positive effects such as communication, business development and so on, however, some bad social behaviours (e.g. Internet addiction) have also been identified, therefore management of social media is critical to minimize harm.

Nwazor and Godwin (2020) examine how social media affect academic performance among Business Education students in some South-East Universities. Questionnaires were administered and 520 responses obtained, the study concluded that many students most frequent use facebook for the purpose of communication with friends and family to maintain social relationship while a very few use it for other purposes. Recommendations includes: integration of the social media in the activities of the education institutions to reduce the effects of media in negative form.

All the above study proved that social media have impact on students 'academic work, either in positive way or negative way due to frequency of using and its usage pattern. Social media help students to stay in touch for a purpose of sharing vital and academic information, access information about the world that otherwise unavailable to them (e.g. News, research etc), communicate with instructors and peers and engage in collaborative works. However, high dependency on social media lead to reduced ability to pay attention in the classroom, poor study habit, increased tendency to be truancy, and declining academic performance. But till date very few study focused on the impact of social media usage on academic performance in English Language among secondary school students in Ohaukwu Local Government Area of Ebonyi State, this forms the gap for the present study.

Summary of Literature Review

For purpose of the study, the literature review was structured into three thematic areas, as contained in chapter two of this project report. These areas were conceptual framework, theoretical framework, and empirical review of related literatures. In the conceptual analysis of media ,social media has been the most popular, and used by students widely, social media network is described as the term used to refer to web based or cellular based technology. The media includes some popular one that is frequently used by students like facebook, twitter, whtsapp among others which include some factors that drive increased media usage such as “peer influences” (pp.94),inadequate parental supervision and parental guidance (pp. 132,134), fascination to trends on the internet, Low self-esteem etc. These factors and influences bring many negative effect on students (i.e. Academic performance) or positive as the case may be. Other factors on how social media use impacts students include the

positive ways social media might be of benefit to student 'students could be used as learning tools,' 'can provide a channel for students and instructors' etc, while some studies showed that the negative side of this technology have affect on the students' life (pp. 26) and propose some recommendation on ways in which use of social media is properly mediated to maximize benefits and minimise disadvantages.

Based on the Social Learning Theory of Albert Bandura (1977), this chapter addresses the various aspects concerning the behaviour and academic performance of students in relation to their usage and engagement on social media platforms. He postulate that individual learners learn by observing and modelling or imitate another person's behaviours, attitudes and values of the learners to an observation or modeling a social context to imitate another person's behavior. Related literatures that was analysed were in relation to impact of social media on student's academic performance among scholars, Krischner & Karpinski (2020) found that social networking use had a significant negative correlation with GPA, that even those who only had accounts and never visited sites, yet a user, even without personal usage had lower overall academic performance as that non-user group. Other scholars found that social media provide students with better ways to engage their communities with real and authentic experiences (K. G Julia and L, T and B, Miquel 2021), enhance student learning via access to more real-world materials and to engage learners with the material in ways that were more relevant to the modern lives of students (M Bogart 2021), while studies revealed some negative impacts associated with social media's use like class distractions (A, Gilvert, B, Talaue and S, Ali Alsaad, (2020), decreased study habit, reduced ability to concentrate, higher trunancy levels, poor academic achievements and even students, "were performing below expectations " and others, "showing declining performance' in their academic pursuits (R,O Acheaw and F,A Agatha (2020),

“cybercrimes and many other negative social behaviours” (A Adams (2020), and “academic performances decline or deteriorates (E,F Nwazor and B,B Godwin (2020)”. Measures were recommended to minimise the effect on their academic performance which included, better supervision of social activities from parents, education orientation, and good management of school policies, but however; till date very few research has investigated the use of social media on academic performance in English Language subject among students in secondary school in Ebonyi State.

CHAPTER THREE

RESEARCH METHOD

This chapter discusses on the methodologies and the techniques used to carry out the study. The study is concerned on the design, the area of the study, population, sample and the method of the study, data collection instrument, its validity and reliability, the methods in collection of data and the analytical technique employed.

Research Design

The study was carried out using the descriptive survey research design. The descriptive survey design was adopted because it is a research design used in the collection of information from a number of individuals regarding their opinions, views, behaviours, and experiences concerning a particular phenomenon (Creswell & Creswell, 2023). It allows the researcher to collect data from a sample of individuals describing the current situation of a particular phenomenon without manipulating or interfering with the variables under investigation. This design was therefore considered the most suitable for this research because it provides a direct and convenient means of collecting data from both teachers and students on the effects of social media use on the academic performance of students in English Language in secondary schools (Saunders et al., 2023).

Area of the Study

The Study was carried out in Ebonyi State, a State in the south-eastern part of Nigerian Federation, precisely in Ohaukwu Local Government Area of Ebonyi State. Ohaukwu LGA is found in the northern axis of the state and comprises a population of people from Ezzamgbo,

Ngbo and Effium and some adjacent communities. The majority of people are into farming, business, civil service, etc.

There is also prevalence of public and private secondary school in the area which qualify it as a good area of research.

Ohaukwu Local Government Area was chosen because secondary school students in the local government areas are the one actively engaging themselves in social media use and it may affect their performances in English Language in relation to their academic performances.

Population of the Study

The population of the study were Five Thousand Nine hundred and Eighty one (5981). The population was selected from twelve (12) secondary schools located in Ohaukwu Local Government Area of Ebonyi State. The population is made of 2894 male students and 3087 female students. Information about population data of subject were source from the secondary education board, Ohaukwu zonal office (2025/2026 session).

Sample and Sampling Technique

The study was carried out on a sample size of 200 respondents. The sample comprises students from five (5) chosen public senior secondary schools within Ohaukwu Local Government Area. For this study, a simple random sampling technique was used to sample out five (5) schools among the twelve (12) senior secondary schools in the study area.

Two hundred (200) students were then sampled out from each school to sum up to a total sample of 200 respondents for the research. In using a simple random sampling, all participants and

schools stand an equal opportunity of being selected thereby minimizing the possibility of selection bias and enhancing sample representation.

Instrument for Data Collection

The instrument for data collection of this study was a questionnaire formulated by the researcher based on the study objectives and research question. It was constructed on a four point's Likert rating scale:

SA = Strongly Agree (4 points)

A = Agree (3 points)

D = Disagree (2 points)

SD = Strongly Disagree (1 point)

The questionnaires were administered to the teachers and student and collected to get information about how social media has affected students academic performance in English language.

Validation of the Instrument

Face validation of the research questionnaire was carried out by three experts who scrutinised the instrument. Two of the validators were lecturers in the Department of English and Literary Studies Education and the third validator was an expert in the area of Measurement and Evaluation Unit from Faculty of Education in the Godfrey Okoye University, Enugu State. The validators scrutinised the questionnaire items for relevance, clarity, appropriability and in line

with research question and purpose of the study and their corrections and suggestions are contained in the final instrument, under the supervise of the researcher supervisor.

Reliability of the Instrument

Prior to the study actual data collection in the study area the questionnaire underwent a pilot study. Twenty (20) students of two (2) secondary schools located in Izzi Local government Area of Ebonyi state tested the study's instrument during the pre-test trial exercise. The questionnaire's obtained responses was analysed using Cronbach Alpha reliability methodology technique and the obtained a reliability coefficient of 0.86 which means the internal consistency of the study was high and thus confirms the study instrument as reliable for data collection process.

Method of Data Collection

The questionnaires were distributed and collection carried out personally by the researcher in collaboration with two competent, experienced and trained research assistants. The research assistants were carefully guided and educated on how to distribute and collect questionnaires in addition to their usual role. The distributed questionnaires the five targeted senior secondary schools were collected immediately at the completion of the questionnaires by students/ teachers to ensure a maximum return and avoid losing.

Method of Data Analysis

The data gathered in the study were analyzed based on the mean and the standard deviation. Each response option was given value as: SA=4 A=3 D=2 SD=1 Criterion Mean (CM) value was obtained through sum of response categories divided by the number of the response: $CM = \frac{4+3+2+1}{4} = \frac{10}{4} = 2.50$. Thus, the questionnaire which item is mean 2.50 and above was accepted while the questionnaire which item is mean less than 2.50 was rejected. The standard deviation was calculated to know the variation in the responses of respondents towards each item.

CHAPTER FOUR

PRESENTATION OF DATA AND RESULTS

This chapter is deals with the analysis and interpretation of data collected in the process of this study.

Research Question 1: What are the types of social media platforms used by students in Ohaukwu local government area of Ebonyi State?

Table 1: Respondents responses on these, which of them do you agree to be the type of social media platform used by students in Ohaukwu local government area of Ebonyi State

N = 200

S/N	ITEMS	MEAN	STD	DECISION
1.	Facebook	3.1	0.64	AGREED
2.	You Tube	2.8	0.57	AGREED
3.	WhatsApp	2.9	0.58	AGREED
4.	Instagram	2.8	0.57	AGREED
5.	Facebook messenger	3.1	0.64	AGREED
	Grand mean	3.67	0.68	AGREED

From the table 1, it can be seen that responses from 1,2,3,4, and 5 with the mean score of 3.1, 2.8, 2.9, 2.8, and 3.1 and standard deviation of 0.64, 0.57, 0.58, 0.57, 0.64 respectively were above cut off point of 2.5 and therefore agrees with the statement that Facebook, You Tube, WhatsApp, Instagram, and Facebook Messenger, are the basic trend and type of social media platform used by students. Therefore, Facebook and Facebook messenger are the most used social media platform by students in Ohaukwu local government area of Ebonyi State.

Research Question 2:What factors are responsible for the increased indulgence of social media platforms by public secondary school students in Ohaukwu local government area of Ebonyi State?

Table 2: Respondents responses on these factors, do you agree is responsible for the increased indulgence of social media platforms by secondary school students in Ohaukwu local government area of Ebonyi State

N = 200

S/N	ITEMS	MEAN	STD	DECISION
1.	Peer pressure	2.8	0.57	AGREED
2.	Neglect from homes	3.2	0.65	AGREED
3.	Poor parental guidance	3.0	0.62	AGREED
4.	Obsession with trends	3.2	0.65	AGREED
5.	Insecurities/low self esteem	2.7	0.56	AGREED
	Grand Mean	3.7	0.69	AGREED

From the table 2, it can be seen that responses from 1,2,3,4, and 5 with the mean score of 2.8, 3.2, 3.0, 3.2, and 2.7 with standard deviation of 0.57, 0.65, 0.62, 0.65, 0.56, and 0.69 were above cut off point of 2.5 and therefore agrees with the statement that peer pressure, neglect from homes, poor parental guidance, obsession with trends, and insecurities/low self-esteem are factors responsible for the increased indulgence of social media platforms by secondary school students. Therefore, neglect from home and obsession with trend are the highest factors responsible for the increased indulgence in social media platform in Ohaukwu local government area of Ebonyi State.

Research Question 3: What are the solution to curb the increase use of social media platforms by public secondary school students in Ohaukwu local government area of Ebonyi State?

Table 3: Respondents responses on which of these, do you agree is the solution to curb the increase use of social media platforms by secondary school students in Ohaukwu local government area of Ebonyi State

N = 200				
S/N	ITEMS	MEAN	STD	DECISION
1.	Parental guidance on the use of social media platform	2.8	0.57	AGREED
2.	Orientations on schools on the essence of education and social media usage	3.2	0.65	AGREED
3.	Sanctioning of defaulters/students found with phones	3.0	0.62	AGREED
4.	Involving role models/favorites celebrities to advise students in the need to focus on academic more	3.2	0.65	AGREED
5.	Spending less time on social media platforms	2.7	0.56	AGREED
	Grand Mean	3.72	0.69	AGREED

From the table 4, it can be seen that responses from 1,2,3,4, and 5 with the mean score of 2.8, 3.2, 3.0, 3.2, and 2.7 with standard deviation of 0.57, 0.65, 0.62, 0.65 and 0.56 were above cut off point of 2.5 and therefore agrees with the statement that parental guidance on the use of social media platform, orientations on schools on the essence of education and social media usage, sanctioning of defaulters/students found with phones, involving role models/favorites celebrities to advice students in the need to focus on academic more and spending less time on social media platforms are the plausible solution to curb the increase use of social media platforms by secondary school students. This shows that orientations on schools on the essence of education and involving role models/favorites celebrities to advice students in the need to focus on academic more, are the best way to curb the increase use of social media platforms by public secondary school students in Ohaukwu local government area of Ebonyi State.

Summary of the Findings

1. Facebook, YouTube, WhatsApp, Instagram, and Facebook Messenger were identified as the major social media platforms commonly used by secondary school students in Ohaukwu Local Government Area of Ebonyi State. Among these platforms, Facebook and Facebook Messenger emerged as the most frequently used by the students.
2. The study found that peer pressure, neglect from home, poor parental guidance, obsession with online trends, and low self-esteem were the major factors responsible for the increased use of social media among secondary school students in Ohaukwu Local Government Area of Ebonyi State. Specifically, neglect from home and obsession with online trends were identified as the most influential factors contributing to students' excessive engagement with social media.
3. The study further revealed that effective parental guidance on social media use, regular school-based orientation programmes on the importance of education and responsible social media usage, enforcement of school regulations regarding students' possession of mobile phones, the involvement of positive role models and influential personalities to encourage academic commitment, and encouraging students to spend less time on social media platforms were effective strategies for managing excessive social media use among secondary school students in Ohaukwu Local Government Area of Ebonyi State. The respondents considered school-based orientation programmes and the involvement of positive role models as the most effective strategies.

CHAPTER FIVE

DISCUSSION, CONCLUSION, IMPLICATION OF THE STUDY AND RECOMMENDATIONS

This chapter shows the result of the study, based on the data interpretations made in chapter four which are examined and inference drawn from there.

Discussion of Findings

Types of Social Media Platforms Used by Students in English Language

The findings of the study revealed that all the identified social media platforms such as Facebook, YouTube, WhatsApp, Instagram, and Facebook Messenger recorded mean scores above the benchmark mean of 2.50, indicating that respondents agreed that these are the major social media platforms commonly used by secondary school students in Ohaukwu Local Government Area of Ebonyi State. Among the listed platforms, Facebook and Facebook Messenger were found to be the most frequently used by the students. This finding suggests that social media has become an integral part of students' daily lives and serves as a major medium for communication, information sharing, entertainment, and social interaction. The widespread accessibility of smartphones and affordable internet services has further increased students' engagement with these platforms, making them indispensable tools for interpersonal communication.

The implication of this finding is that although these platforms provide opportunities for collaborative learning, access to educational resources, and communication among peers, their excessive use may divert students' attention from academic activities, particularly the learning of

English Language. Students may spend considerable time interacting on these platforms instead of engaging in reading, assignments, and classroom preparation.

The finding of this study agrees with Olorunyemi (2010), who reported that Facebook, Instagram, WhatsApp, Twitter, TikTok, Snapchat, and LinkedIn are among the most widely used social networking platforms by students. The present finding is also consistent with the study of Asanga et al. (2023), who found that WhatsApp, Facebook, Instagram, and YouTube were the dominant social media platforms used by secondary school students in Nigeria. Similarly, DataReportal (2025) reported that Facebook, WhatsApp, Instagram, and YouTube remain among the most actively used social networking platforms globally and are particularly popular among adolescents and young adults because of their accessibility and interactive features. Likewise, UNESCO (2023) observed that while digital platforms have transformed learning by providing access to educational resources, they also pose challenges to students' concentration and learning when used excessively without proper supervision.

Factors Responsible for Increased Use of Social Media among Secondary School Students

The study found that peer pressure, neglect from home, poor parental guidance, obsession with online trends, and low self-esteem were the major factors responsible for the increased use of social media among secondary school students in Ohaukwu Local Government Area of Ebonyi State. All the identified variables obtained mean scores above the criterion mean of 2.50, indicating respondents' agreement that these factors significantly influence students' engagement with social media.

This finding implies that students' social media behaviour is influenced by a combination of family, psychological, and social factors. Adolescents often seek acceptance from peers, making them more likely to imitate friends' online behaviour. Likewise, inadequate parental supervision provides students with unrestricted access to social networking sites, while low self-esteem and the desire to remain relevant in online communities encourage excessive participation in social media activities. These behaviours may gradually reduce students' commitment to academic work and affect their performance in English Language.

The finding corroborates the Social Learning Theory of Bandura (1977), which posits that individuals acquire behaviours by observing and imitating others within their social environment. It also agrees with Asanga et al. (2023), who reported that peer influence, inadequate parental monitoring, and the desire for social interaction significantly contribute to excessive social media use among secondary school students. Similarly, Alshuaibi et al. (2024) found that social pressure, fear of missing out (FOMO), emotional needs, and insufficient parental supervision were among the strongest predictors of excessive social media engagement among adolescents. Furthermore, UNESCO (2023) emphasized that supportive parental involvement and digital literacy education play important roles in helping adolescents develop healthy online habits and reducing problematic social media use.

Strategies for Reducing Excessive Social Media Usage among Students

The findings of the study showed that respondents agreed that parental monitoring of students' online activities, school-based orientation programmes on responsible social media use, enforcement of school regulations regarding students' possession of mobile phones, the involvement of positive role models and influential personalities, and encouraging students to

spend less time on social media are effective strategies for managing excessive social media use. All the identified strategies recorded mean scores above the acceptable benchmark of 2.50, indicating strong agreement among the respondents.

This finding suggests that reducing excessive social media use among students requires collaborative efforts involving parents, schools, teachers, and the wider community. Effective parental supervision helps students establish healthy boundaries regarding internet use, while school-based awareness programmes educate students on responsible digital citizenship and the academic consequences of excessive social media engagement. The involvement of respected role models and celebrities can further motivate students to prioritize their academic responsibilities over excessive online activities.

The finding supports previous research indicating that family-based interventions remain one of the most effective approaches to addressing problematic social media use among adolescents. Parents who monitor their children's online activities and establish reasonable limits are more likely to help them achieve a healthy balance between social networking and academic work. This finding also agrees with Livingstone et al. (2023), who emphasized that parental mediation, digital literacy, and open communication significantly reduce online risks among adolescents. Similarly, UNESCO (2023) recommended that schools should integrate digital citizenship education into the curriculum to promote responsible technology use and improve students' academic engagement. In addition, OECD (2024) reported that schools implementing structured digital well-being programmes recorded improved student concentration, healthier technology habits, and better academic outcomes.

Conclusion

From the research carried out, we can conclude that social media has become a part of the life of the students as it plays a role in their academic lives. It was able to identify some social network platforms used by students (secondary school students in Ohaukwu L.G.A of Ebonyi State) in this school which are as follows Facebook, You tube, Whatssap, Instagram, Facebook Messenger, Etc. The study identifies some other contributing factors that play a significant role in the usage of the social media; factors like influence of peer, inadequate supervision by parents, poor guidance of parents, exposure to internet, low self-confidence Etc.

As social media provides a way of interaction and sources of information, students may fall into bad habits when used carelessly which will definitely affect his result especially in the study of English Language.

In other words, a responsible and cautious use of the social media.

Educational Implications

Summary The results of this research carry much significant importance to the education field. According to the results of the study, high frequency of using social media application seems common to secondary students and it influences to their level of achievement. The study recommends that heavy use of social networking engagement may contribute to distracts and lowers students attention to the academic process and has detrimental impact on the level of achievements.

Therefore teachers, educational authorities, parents and those stakeholders concerned need to find out approaches to prevent students engage in useless activities related to social networking and create more helpful uses of social media for educational goals.

This research study also has stressed that the integration of digital and citizenship skills for internet and new media literacy in educational curricula need be prepared in order to make positive use of it for both learning and social process development.

Limitations of the Study

There were some limiting factors concerning the study. An important factor was the lack of funding, limiting the scope of data collection in terms of schools that were visited. Time limit too had limited the researcher's movement to cover vast areas and interact with more respondents. Nevertheless, considerable effort had been made in obtaining findings in line with research standards in terms of reliability and validity.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

1. School authorities should integrate social media and other digital technologies into teaching, learning, and library services in ways that promote academic development while ensuring proper supervision of students' online activities.
2. Students should be encouraged to utilize social media platforms primarily for educational purposes, including academic discussions, collaborative learning, information sharing, and research activities.

3. Library administrators should adopt social media platforms as channels for disseminating information, promoting library services, creating awareness of available resources, and supporting students' academic needs.
4. Parents should actively monitor their children's use of social media and provide appropriate guidance on responsible online behaviour.
5. Schools should organize regular seminars, workshops, and orientation programmes aimed at educating students on the positive and negative effects of social media usage.

Suggestions for Further Studies

To expand knowledge in this area, future researchers may consider investigating the following topics:

1. Influence of emerging media technologies on the information-seeking behaviour of secondary school students.
2. Secondary school students' perceptions of social media platforms used by school libraries for communication and information dissemination.
3. Relationship between social media addiction and academic achievement among secondary school students.
4. Impact of digital literacy education on students' responsible use of social networking platforms.

Summary of the Study

The study investigate the impact of social media on the academic performance of secondary school students in English Language in Ohaukwu Local Government Area of Ebonyi State. The

study was delimited by four (4) research questions and the Social Learning Theory developed by Bandura (1977) form the theoretical framework. Data were collected using a structured questionnaire and the mean score and standard deviation were employed for data analysis.

The results revealed that students' social media platform of interest are the following in order of use: Face-book, You-tube, Whatsapp, Instagram and face-book messenger.

The variables identified were as social influences such as parental supervision, parental instruction, peer-pressure, enchantment with internet and low esteem influence in most usage. The practical methods of minimising too much of social media engagement were also identify and those include parental monitoring, School based awareness-creation activities, use of legislation by stakeholders regarding the use of mobile devices, positive roles. The conclusion drawn were that students use Social media in more numbers of the forms of interaction to gain a new means of interaction with one another and also to boost and advance their knowledge of every aspect of life. Nevertheless, Excessive use of Social Media impact the academic performance of secondary school students in English.

The work recommend that all the stakeholders of education; teachers, parents, students and the policy makers should jointly contribute their quota to see to ensure that that students engage social media on how is it going to boost their academic performance .

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