

**AN ASSESSMENT OF THE IMPACT OF SOCIAL MEDIA ON THE ACADEMIC  
PERFORMANCE OF BIOLOGY STUDENTS IN SENIOR SECONDARY SCHOOLS IN  
OVIA NORTH EAST LOCAL GOVERNMENT AREA OF EDO STATE.**

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**UNIVERSITY OF BENIN**

**JANUARY 2025**

**TITLE Page**

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**A PROJECT REPORT SUBMITTED TO THE DEPARTMENT OF  
CURRICULUM AND INSTRUCTIONAL TECHNOLOGY, UNIVERSITY  
OF BENIN IN PARTIAL FULFILMENT OF THE REQUIREMENT OF  
THE AWARD OF BACHELOR OF SCIENCE EDUCATION (B.Sc.ED) IN  
BIOLOGY**

**JANUARY 2025**

**CERTIFICATION**

We, the undersigned, Certify that this research project was carried out by  
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## **DEDICATION**

This work is dedicated to God Almighty, the giver of life.

## **ACKNOWLEDGEMENT**

My sincere appreciation goes to the almighty Gof who given me the opportunity to successfully complete my undergraduate program. I would like to thank my supervisor Dr R.O uzamere for his patience, guidance and support has led to the success of of this project.

I would like to thank my parents Mr and Mrs Tajudeen for their endless support financially and encouragement. I also wish to appreciate my siblings for supporting me thought this academic journey. My appreciation goes to the member of staff of the department of curriculum and instructional technology, university of Benin for imparting with knowledge, use this opportunity to express my gratitude.

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## **ABSTRACT**

The investigation on the impact of social media on academic performance among students in senior secondary schools in Ovia North East Local Government Area of Edo State, Three (3) research questions served as its guidelines, and it used a descriptive survey study design. It sought to find out to what extent does social media affect the academic performance of students in senior secondary schools in Ovia North East Local Government Area of Edo State? What are the positive and negative effects of social media on academic performance among students in Senior Secondary schools in Ovia North East Local Government Area of Edo State? What challenges do students encountered in using Social media platform in teaching and learning process?

The study employed a sample of Biology students in Ovia North East Local Government Area of Edo State, and a total of (100) respondents from two private schools and two public schools. The researcher developed questionnaire titled Questionnaire on "impact of social media on the academic performance of Biology students in senior secondary schools (QISMAPBS)" was used as the data collection tool. There are twenty (20) items on the questionnaire. To determine

how much each statement in the questionnaire item was accepted or rejected, the data were analysed using frequency count and Simple percentage.

The study find out that Social media has positive impacts on Biology Students academic performance, Biology Students feel overwhelmed when using social media for learning Processes. The findings from the data analysis also revealed that Social media helps Students develop research and critical thinking skills but Students often experience difficulty accessing social media due to poor internet connectivity. It was suggested that educators should integrate social media into their teaching practices to enhance student engagement and learning outcomes, Policymakers should also develop policies that promote the responsible use of social media in schools.

## **CHAPTER ONE**

# INTRODUCTION

## **Background of the Study**

The advent of social media has revolutionized the way people communicate and access information. Social media platforms such as Facebook, Twitter, Instagram, and WhatsApp have become integral parts of our daily lives, especially for young people. These platforms allow users to connect with others, share information, and engage in discussions on various topics. However, the increasing use of social media has also raised concerns about its impact on academic performance, especially among students.

In recent years, there has been a growing debate among educators and researchers about the effect of social media on students' academic performance. Many studies have shown that excessive use of social media can negatively affect students' academic performance (Junco, 2012; Kirschner & Karpinski, 2010). On the other hand, some researchers argue that social media can have positive effects on academic performance, such as facilitating communication and collaboration among students (Junco & Cotten, 2012).

Research has shown that excessive social media use can lead to distractions, decreased attention span, and reduced academic achievement. Social media can also be a source of cyberbullying, online harassment, and decreased self-esteem,

which can negatively impact students' mental health and academic performance. On the other hand, social media can also have positive effects on academic performance, such as enhancing collaboration and communication among students, Providing access to educational resources and information, Facilitating online learning and distance education Conole and Alevizou's (2016).

The use of social media can be a powerful educational tool to make the students more interested in teaching and learning process, It might provides unique and dynamic learning experiences to students and teachers alike. As an academic device, the social interactive platforms may have become common tools that are used on academic institutions by everyone to share academic works, research findings, book reviews, and communicate with their peers and teachers. Social media may improve the chances to learn by enabling learners and instructors to link and communicate in new interesting ways. Web websites such as Facebook, Twitter, and LinkedIn provide a place where users can dialogue, exchange ideas, and find solutions to problems. The most preferred social media platforms used for teaching and learning process appears to be Zoom for video conferencing and virtual gatherings, Skype for video calls and messaging, WhatsApp for messaging and video calls, These platforms can help people maintain social connections and interact with others despite physical distancing requirements Wikipedia (2022).

Social media can be considered to be a great source of materials which teachers use in teaching and learning processes in online classes. Social interactive platforms such as WhatsApp and Zoom might have developed critical thinking skills in students. Online discussion forums can increase students critical thinking skills. Teachers can often Create a Google group or Facebook group and post questions for discussion. Social interactive platforms are said to have had both positive and negative effects on students' interest. Social media platforms can affect some students' interests in teaching and learning process. The impact of social media on students' learning interest and performance is observed to have varied based on factors such as individual usage patterns, platform preferences, and the balance between online and offline activities Fauzi (2019).

Using social media platforms in the teaching and learning processes are perceived to have come with several benefits. Some of these advantages are that social media platforms seems to allow teachers to conduct classes and engage with students virtually, enabling continuous learning even when physical classrooms are not an option. Platforms like Google Classroom, Microsoft Teams, and Zoom seems facilitated collaboration among students and teachers, making it to be easier to work on group projects and assignments remotely. Social media platforms can provide channels for effective communication among students, teachers, and

parents, fostering better engagement and support throughout the learning process (Baralt, 2014).

In Nigeria, the use of social media has become widespread among students, particularly in senior secondary schools. This trend has sparked concerns among educators and parents about its potential impact on students' academic performance. Therefore, this study aims to assess the impact of social media on the academic performance of biology students in senior secondary schools in Ovia North East Local Government Area of Edo State.

### **Statement of Problem**

Social media's growing accessibility and popularity among senior secondary school Students in Ovia North East Local Government Area of Edo State have sparked worries about how it can affect their academic performance. Even though social media can facilitate cooperation and provide access to educational resources, excessive usage of the platform has been connected to poor academic performance, a shorter attention span, and worse mental health among students.

The precise impact of social media on students' academic performance in senior secondary schools in Edo State's Ovia North East Local Government Area, however, is not well supported by empirical data. The purpose of this study is to

close this information gap by examining the connection between academic achievement and social media use.

### **Research Questions**

In order to properly analyse this topic, research questions are framed which will serve as a guide to this project work which include the following:

1. To what extent does social media affect the academic performance of students in senior secondary schools in Ovia North East Local Government Area of Edo State?
2. What are the positive and negative effects of social media on academic performance among students in Senior Secondary schools in Ovia North East Local Government Area of Edo State?
3. What challenges do students encounter in using Social media platform in teaching and learning process?

### **Purpose of the Study**

The purpose of the study is to investigate the impact and effect of social media on academic performance among students in senior secondary schools in Ovia North East Local Government Area of Edo State. Specifically to:

1. Find out the extent of social media that can affect the academic performance of students in senior secondary schools in Ovia North East Local Government Area of Edo State
2. Find out the positive and negative effects of social media on academic performance of students in Senior Secondary schools in Ovia North East Local Government Area of Edo State
3. Evaluate the challenges students encountered in using Social media platform in teaching and learning process

### **Significance of the Study**

Students, instructors, administrators, curriculum developers, educational stakeholders, and Ministries of Education at various levels of government will all greatly benefit from this study.

The results of this study have the potential to significantly improve students' learning processes and, in turn, their overall academic performance. This is because the study's findings can raise students' motivation levels, clarify concepts being taught, and make learning more engaging.

The findings of this study will aid in reinforcing to senior secondary school instructors the value of social media in enhancing instruction and learning.

Furthermore, this contributes significantly to providing a foundation that strengthens and supports the application of instructional techniques and increases efficacy.

Results of this study will also contribute to bringing to light and raising awareness among school administrators of the significance of the impact of social media on instruction and learning in Nigerian classrooms.

The results of this study will help curriculum planners understand how important it is to use social media platforms to implement the curriculum in addition to in-person instruction. As a result, social media platforms should be considered when developing the curriculum for Nigerian schools.

The educational stakeholders may also be made aware of the advantages of social media platforms. Thus, they are compelled to take action to guarantee that social media platforms are utilized in the process of teaching and learning.

Moreover, the results of this study can have several importance for Nigeria's education ministry across all governmental levels. This is due to the possibility that it might provide information to the government about how social media use can improve academic achievement and teaching and learning.

### **Scope /Delimitation of the Study**

The study examine the impact of social media on academic performance among students in senior secondary schools. This study is delimited to SS1 and SS2 students in two public and four private schools in Ovia North East local government area in Edo State.

### **Definition of Terms**

The following were operationally defined as used in the study.

**Educational resources** refer to the materials, tools, and technologies used to support teaching and learning in educational settings.

**Cyberbullying** is the use of technology to harass, intimidate, or bully another person.

**Social media:** Online platforms that allow users to create and share content, and engage in social networking, such as Facebook, Twitter, Instagram, and WhatsApp.

**Assessment:** It refers to the process of evaluating or measuring the quality, performance, or effectiveness of something, such as Student learning.

**Impact** refers to the effect or influence that something has on something else.

**Educational stakeholders** refer to individuals or groups who have a vested interest in the education system and its outcomes.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **Introduction**

In this chapter, related literature to the topic will be discussed under the following sub-headings:

- ★ Theoretical Framework
- ★ Conceptual Framework
- ★ Empirical Studies
- ★ Summary of Literature Review

#### **Theoretical**

#### **Framework**

This study will be guided by the Social Cognitive Theory and the Uses and

Gratification Theory. Social Cognitive Theory (SCT) was developed by Albert Bandura in 1986 and focuses on how individuals learn and develop behaviors through observation, imitation, and reinforcement. According to this theory, individuals are not passive recipients of information, but they actively process and interpret it based on their previous experiences and social factors. In the context of this study, SCT will be utilized to understand how social media usage influences the academic performance of biology students. The theory suggests that the behavior of an individual is determined by a reciprocal interaction between personal factors, environmental factors, and behavior. In this study, personal factors refer to the students' characteristics and their motivations for using social media, while environmental factors refer to the influence of peers, family, and school environment. Behavior, in this case, will be the academic performance of students in biology.

Additionally, the Uses and Gratification Theory (U&G) will also guide this study. This theory posits that individuals use media to fulfill their needs and desires. It suggests that individuals are active and selective in their media usage, and they choose specific media to satisfy their needs. In the context of this study, U&G theory will be used to understand the reasons why biology students use social media and how it impacts their academic performance. The theory suggests that

social media may serve as a source of information, entertainment, socialization, and self-expression for students, which can either positively or negatively influence their academic performance.

Moreover, this study will also draw on the cognitive load theory (CLT), which focuses on the amount of mental effort and resources needed to process information. According to CLT, factors such as the complexity of information, the amount of information presented, and the cognitive abilities of an individual can affect the way they process and learn new information. In the context of this study, CLT will be used to examine how social media usage affects the cognitive load of biology students, and consequently, their academic performance.

In conclusion, the theoretical framework for this study will be based on the Social Cognitive Theory, Uses and Gratification Theory, and Cognitive Load Theory. These theories provide a comprehensive understanding of the factors that influence the impact of social media usage on the academic performance of biology students at the senior secondary school level. The integration of these theories will help to identify the various personal, environmental, and cognitive factors that contribute to the relationship between social media usage and academic performance.

## **Concept of Social Media Platforms**

Social media refers to online platforms or tools that allow users to create, share, and interact with content, information, or other users in a virtual environment. The term "social media" is a broad term that encompasses a wide range of platforms. These platforms facilitate communication, collaboration, and community-building among users, often through features like User-generated content such as text, images, videos, and live streams. Social networking: Users connect with others, forming online relationships and communities. Interaction tools: Features like commenting, liking, sharing, and messaging enable user engagement. Community building: Users join groups, forums, and discussions centered around shared interests. Real-time engagement: Platforms offer instant feedback, live updates, and simultaneous interactions. Collaborative environments: Users work together on projects, share resources, and co-create content. Virtual events and meetups: Platforms host online events, webinars, and conferences. Gamification and incentives: Rewards, badges, and leaderboards encourage user participation and engagement. Personalization: Algorithms tailor content and recommendations to individual user preferences. Mobile accessibility: Platforms are accessible on various devices, enabling anytime, anywhere interaction. Social media platforms have revolutionized how we communicate, share information, and form

connections, fostering global communities and new forms of social interaction Halley M. (2020).

Examples of social media platforms include Social media platforms (Facebook, Twitter, Instagram, LinkedIn), Online forums and discussion boards, Social networking sites (Reddit, Quora, Stack Overflow), Collaborative workspaces (Slack, Trello, Asana), Virtual event platforms (Zoom, Skype, Google Meet), Online gaming communities (Xbox, PlayStation, Steam), Social learning platforms (Udemy, Coursera, edX), Virtual reality and augmented reality experiences. These platforms have transformed the way people connect, communicate, and interact with each other, enabling global relationships, knowledge sharing, and community building Fauzi (2019) .

### **The Use of Social media Platforms for teaching and learning process**

Technological innovation is changing how people transmit knowledge through a variety of platforms, especially social media, and these developments are having an impact on how education is taught and learned. Without needing to connect to the website, users can connect to social networking sites like Facebook, Instagram, YouTube, LinkedIn, and WhatsApp from any location with the help of programs for smartphones and Android phones (Magro, 2013). The use of social media by Malaysian undergraduate informatics students for academic purposes was

examined by Lim, (2014). The findings showed that informatics and non-informatics students closely matched in terms of ownership, amount of time spent online, kinds of social media users, and usage patterns. Additionally, the study showed that instructors and students had acknowledged and investigated the potency use social media to interact with the organization, their colleagues, and for educational objectives. Similar findings were made by Froment (2017), who examined how teachers used social media as a communication tool and discovered that their main purpose was academic.

According to the study, teachers considered Facebook and WhatsApp to be the most useful social media platforms because of Facebook's widespread use and adaptability and WhatsApp's user-friendly communication features. Teachers can use social media to reach out to students more easily, especially in big class lecture formats or distance learning courses. They can ask questions during "virtual office hours" via Skype or by having them use Facebook, Twitter, or WhatsApp. In class, they were unable to do so (Froment, 2017). Froment (2017) came to the conclusion that educators should use social media as a communication tool for matters solely academic, including dealing with concerns pertaining to homework and class management. In the study, Chawinga (2017) integrated Twitter and blogs into two undergraduate courses provided by Mzuzu University, a public university in Malawi, in the Department of Library and Information Science. The findings

indicate that, when used effectively, Twitter and blogs can serve as catalysts for the much-heralded learner-centered approach to instruction. Through the use of these platforms, students were able to post their course reflections, share and discuss course materials, and communicate with their lecturers around the clock.

One of the main mobile instant messaging apps is called WhatsApp, which lets users message each other with text, photos, videos, and voice. With an Internet connection, people may interact socially and maintain connections. Numerous studies concluded that WhatsApp was a helpful tool that could transport data quickly and that it was an efficient communication technology (Dorwal, 2016; Gulacti, 2016). While several instant messaging apps are available for mobile devices, it appears that WhatsApp is one of the most popular apps for mobile devices (Statista, 2016). Church and de Oliveira (2013) highlighted this phenomenon in their study and claimed that WhatsApp's growing popularity is a result of its advantages, which include being able to instantly message one or more friends in real time, at a minimal cost, and in private. Numerous researchers have worked on developing WhatsApp into a discussion group. The usage of WhatsApp as a discussion group has been supported by the findings of multiple studies (Martinez, 2017; Willemsse, 2015).

A feature of the WhatsApp app that allows you to create a group discussion on a certain subject is WhatsApp Group Discussion. A unique feature of WhatsApp is

its ability to form and communicate with groups consisting of three to twenty-six people. Nearly all students, according to studies, already have WhatsApp installed on their smartphones. This software is the most widely used since it streamlines user interfaces and reduces the time it takes to obtain information (Baro 2015; Semode 2017; Willemse, 2015). Fauzi (2019) studied how to create a WhatsApp group chat to address the issue of lecturer-student interaction being limited in the classroom at Universitas Nahdlatul Ulama Blitar (UNU), Indonesia. The study is predicated on the notion of resolving issues with the restricted connection that exists between educators and learners within the classroom, as well as adapting to technology advancements that impact education.

A WhatsApp Group Discussion product that can be utilized in lectures is the result of the study. The study's findings demonstrated that the generated product collectively satisfied the requirements in a sufficiently legitimate manner. This suggests that the product (WhatsApp Group Discussion) is feasible and can be used in lectures in terms of learning and technology. This product can be utilized to address the issue of insufficient communication between the instructors and UNU Blitar students during a lecture (Fauzi, 2019). In the Nigerian setting, Agbo et al. (2020) looked into how students felt about using WhatsApp social media groups for computing education. The study investigates how students' use of social media affects how they perceive their learning outcomes. According to the study,

perceived learning results and social media use for computer instruction are positively correlated.

The study also discovered a linear connection between group communication and perceived learning objectives. Similar to this, Cetinkaya (2017) investigated the impact of using WhatsApp for education and found out what the students thought of the procedure. According to the data, students' progress is impacted differently by both learning environments, and supporting the It is more efficient to use WhatsApp in a traditional setting. According to the qualitative investigation, students' perceptions of using WhatsApp in class have become more positive. According to the respondents, learning can also occur subconsciously, and they found that messaging containing visuals helped them learn more.

### **Factors that triggered the use of social media by students and teachers**

The use of social media by students and teachers has been driven by various factors such as.

Factors Triggering Social Media Use by Students:

**Connectivity and Networking:** Students use social media to connect with peers, make friends, and expand their social circles. These platforms are integral for maintaining relationships and facilitating communication.

**Access to Information:** Social media serves as a valuable resource for obtaining news, educational content, and updates on school activities. Students can follow educational pages, join academic groups, and access various learning materials.

**Engagement and Entertainment:** Many students are attracted to social media as a source of entertainment. Engaging content such as videos, memes, and quizzes can capture their interest and provide a fun way to learn or relax.

**Peer Influence:** The behavior of peers can significantly influence students' social media use. If friends are active on certain platforms, others may join to stay connected and engaged.

**Opportunities for Expression:** Social media offers students a platform to express their thoughts, share their work, and showcase their talents, such as writing, art, or music.

**Factors Triggering Social Media Use by Teachers:**

**Professional Development:** Teachers utilize social media for ongoing professional development, accessing resources, sharing best practices, and participating in educational discussions or webinars.

Communication with Students: Social media provides teachers with a way to communicate more effectively with their students, share important announcements, and create a more connected classroom environment.

Building Community: Educators often use social media to connect with other teachers and education professionals, fostering a sense of community and collaboration across geographical boundaries.

Engagement with Parents: Teachers can engage parents through social media by providing updates on student progress, school events, and educational resources, thus enhancing home-school communication.

Innovative Teaching Practices: Many educators are using social media as a teaching tool, integrating it into lessons to engage students, encourage global discussions, and utilize digital literacy skills.

The triggers for social media use among students and teachers are diverse and often overlap. While both groups leverage these platforms for connection and collaboration, they also face unique motivations based on their roles in the educational landscape. Understanding these factors can help in creating supportive environments that capitalize on the benefits of social media while addressing its challenges.

Accessibility: Social interactive platforms can be accessed from any location with an internet connection, making it possible for students and teachers to continue their education from home or other remote locations.

Facilitating teacher-student relationships: These platforms helped maintain and strengthen the relationships between students and teachers. Student-teacher interactions on social interactive platforms could also be more informal and personal, creating a more relaxed and comfortable learning environment.

Personalization of learning: Social interactive platforms allow for personalized learning, where teachers can tailor lessons and assignments to meet the needs of individual students. This helped students to learn at their own pace and in a way that suited their learning style.

Availability of resources: Social interactive platforms provided access to a wide range of educational resources, including videos, online textbooks, and interactive learning tools. This helped enhance the learning experience for students and provided teachers with additional resources to use in their lessons.

Social support: Online learning can be isolating, and social interactive platforms provided a way for students and teachers to support each other during a challenging time. The platforms also allowed for socialization and a sense of belonging, which can positively impact students' mental health and well-being.

## **The Impact of Social Media on the Academic performance of Biology Students**

The impact of social media on the academic performance of students can be both positive and negative, Social media has become an integral part of our daily lives, especially for students. It allows for easy communication, access to information, and the ability to connect with others. However, its constant use and popularity have raised concerns about its impact on the academic performance of students. This essay will discuss the positive and negative effects of social media on students' academic performance.

On the positive side, social media has made it easier for students to access information and resources for their studies. Platforms like Facebook, Twitter, and Instagram allow for instant communication with classmates and teachers, making it easier to collaborate on projects and assignments. Additionally, students can join online study groups and forums where they can discuss topics and share information with peers from different backgrounds Wikipedia (2023).

Moreover, social media platforms like YouTube and LinkedIn provide access to educational videos and networking opportunities, respectively. These resources can be beneficial in expanding students' knowledge and skills beyond what is taught in the classroom. Students can also use social media to engage in online

discussions and debates on various academic topics, ultimately improving their critical thinking and analytical skills.

On the contrary, the excessive use of social media can also have a negative impact on students' academic performance. Spending too much time on social media can lead to distractions and procrastination, resulting in poor time management and a decline in productivity. Students may also fall prey to the fear of missing out (FOMO) and constantly check their social media accounts, leading to reduced attention span and difficulty focusing on tasks.

Moreover, social media can also contribute to students' mental and emotional well-being, which can affect their academic performance. Cyberbullying, online harassment, and the pressure to maintain a curated online image can take a toll on students' mental health, leading to stress, anxiety, and even depression. These factors can hinder students' ability to concentrate on their studies and affect their overall academic performance.

Another negative impact of social media is the dissemination of misinformation. With the rise of fake news and false information on social media, students may have difficulty discerning between credible and unreliable sources, leading to erroneous learning and subpar academic performance.

Social media has both positive and negative effects on students' academic performance. It can be a useful tool for learning and accessing resources, but its excessive use can also lead to distractions, reduced productivity, and potential mental health issues. Therefore, it is essential for students to use social media in moderation and prioritize their academic obligations over their virtual social lives.

### **Benefits of using Social media Platforms for teaching and learning process.**

Social media by their very nature have the capacity to educate, inform, entertain, and inflame the audience all of which are also basic functions of mass media but they also have a contagious and outreaching influence that the conventional media lacks (Agbo, 2020). This potential is most likely what Osahenye (2011) referred to as the "unstoppable power of the social media." The social media and social network tools, particularly Facebook, Viber, and WhatsApp Messenger, have become a dominant factor in the digital age and are having an impact on how people communicate and how companies run (Yeboah 2014). In addition to being used in the classroom, social media may be used in a variety of ways to market and promote colleges and universities (West, 2019).

According to West (2019), social media can be used in the following ways to further education. First of all, social media gives students, instructors, and parents a more direct and gentler means of connection via which they may check in and

ask or answer questions. Additional e-learning options are made possible by social media. Social media can assist in preparing pupils for working from a distance, which is a vital lesson as remote employment and online education gain popularity.

Studies have indicated that certain social media sites, like WhatsApp, offer advantages Gon and Rawekar (2017) evaluated the efficacy of social media like WhatsApp in delivering knowledge to 4th semester MBBS students and to compare the improvement of knowledge gain through e-learning and didactic lecture. The post test results revealed that the learners with WhatsApp as a learning tool scored in the range of 5–20 marks while those with didactic lecture scored in the range of 3–17.5 marks and had an average of 11.6 and 11.9 scores. These features, along with the ability to create, share, adapt, and reuse content, engage in digital dialogue and collaborate, have peer-to-peer contact, social interaction with other users, its discoverability, and continuously accessible, have drawn a greater number of digital communication users using the platform (Lenhart et al., 2007; Yeboah & Ewur, 2014). The benefits of using WhatsApp for teaching learning activities are outweighed by its technical, educational, and instructional drawbacks.

According to Abdulahi, (2014) and Oyelere, (2016), social networking platforms give students the chance to interact, converse, exchange information, do research, and connect. Teachers are using social media as an e-learning platform because of how widely used it is (Qi, 2019). Students can utilize Instagram to deliver a

sequence of photographs or graphics in a visually appealing way in a visually heavy lesson, claims West (2019). In ways that other social media platforms might not be able to match, Instagram gives students the opportunity to practice digital storytelling. According to West (2019), students have the option to set up Instagram accounts just for their classes and remove them after the term is over if they decide to do so. According to Agbo (2020), WhatsApp is a useful tool for students in Nigerian higher education institutions to communicate and work together with instructors and other students. The authors also mentioned that WhatsApp allows students to communicate virtually, even if they are reluctant to ask teachers or peers for in-person academic assistance. Evidence presented by Lane (2016) suggests that students find a collaborative learning environment like WhatsApp satisfying and inspiring to keep studying. According to Kolog et al. (2018), electronic gadgets can be used as instruments in the classroom to foster group and social learning.

The researchers did, however, issue a warning: using electronic gadgets in a classroom requires tight guidelines that are geared toward learning. There are many purposes for social media, but many people especially students find that using it for group learning is more effective (Fauzi, 2019). According to a study by Abbas (2019), student performance improved as a result of Massive Open Online Courses (MOOCs) offered via social media. Additionally, it showed that integrating social

media and technology into educational initiatives did contribute to a decrease in the number of students quitting the courses. Teachers can create a new Twitter handle for each school year, or they can create a single handle for each class and reuse it every year, according to West (2019). The 280-character constraint forces students to consider the importance of communicating clearly and succinctly a useful skill to have.

This demonstrates how effective Twitter can be used as a class message or discussion board. West (2019) made the observation that educators can utilize Twitter to communicate motivational sayings, useful links to practice tests or resources, and reminders for assignment due dates. He continued by saying that educators can also start Twitter talks and discussions around a custom hashtag. Menkhoff et al. (2014) extol the virtues of student feedback, stating that it is a crucial tool for teachers to assess their students' understanding of the material covered in class, allowing them to discover any knowledge gaps and immediately fill them in. More significantly, in contrast to the conventional in-person teaching method which has certain time and space constraints, in With the help of electronic media, the world is accessible around-the-clock and is not limited to the hours of Monday through Friday (Dzvapatsva, 2014). In this context, the idea of 24/7 merely means that lecturers and students can engage more freely outside of scheduled class time by adopting social media. Menkhoff et al. (2014) and Wheeler

(2010) noted three benefits of social media in a university classroom, regardless of whether it is computer- or mobile-based. Initially, social media enhances blended learning by assisting students in producing constructive contextual learning that aligns with educational goals. For instance, Twitter can be utilized to interact with students both during in-person instruction and during the distance learning phase when they are at home.

Finally, social media encourages students to publish questions or comments on blogs or Twitter about their subject matter. Second, social media gives students the opportunity to participate in collaborative learning. The advantages and application of Twitter in educational settings have been demonstrated by a few earlier research (Chawinga, 2017; Conole & Alevizou, 2010; Jones, 2015; Menkhoff et al. 2014). Jones (2015) stressed student participation in a literature class at the University of California by using Twitter. The class consisted of thirty undergraduate students. As per the study, "my students came to class with improved attitudes toward, and readiness for class discussions" and "embraced Twitter as a collaboration tool" (Jones, 2015).

Conole and Alevizou's (2010) study, which was commissioned by the Higher Education Academy in the United Kingdom, emphasized data supporting social media's advantages for higher education. Conole and Alevizou (2010) asserted that Twitter, blogs, and other Web 2.0 technologies are catalysts of academic practice

and the sharing of designs and best practices based on data from published reports, conference papers, journal articles, and anecdotal evidence. This is made feasible by giving students the opportunity to engage in a dispersed network of scholars and educators, co-create knowledge, and hone their content criticism skills (Conole & Alevizou, 2010). Concerning how teacher-student communication via social networks affects the process of teaching and learning, how to enhance teacher-student communication, and how to A relationship is noteworthy (Yildirim & Albayrak, 2015; Ean & Lee, 2016). Teachers can make Pinterest boards for each of their classes, according to West (2019), and save pins that are pertinent to the lessons. Teachers may create and arrange resources, lesson plans, and worksheets for their courses in one location by using Pinterest, a superb social media tool. Make subtopic boards for each weekly unit or set of worksheets, as well as boards categorized by class or subject. Students can utilize Pinterest to compile an electronic bibliography for papers, research projects, or group assignments. When it comes time to write, students can refer back to websites, books, or videos that they have pinned to a board about a certain subject.

### **Challenges teachers and students encountered in using Social media for teaching and learning processes.**

Although there are advantages to using social media in the teaching and learning process, some research indicates that there are a number of obstacles that make it

difficult to successfully integrate most social media in university settings. According to Dzvapatsva (2014) at the University of the Western Cape in South Africa, for instance, there are a number of factors that work against students using social media, such as the lack of technical skills they encounter when using social media portals for learning or education, as well as inadequate technological infrastructure and bandwidth that leads to student abuse. Conole and Alevizou's (2010) study showed a number of issues, including privacy, where it is said that teachers are not being rewarded or encouraged for using these technologies in the classroom, they are not being taught how to use these technologies, and they are under the impression that these technologies might not always function in a classroom. Few students voiced negative thoughts about the timing of some postings and the repetition of posts inside the group in Cetinkaya's (2017) study.

According to certain studies, educators believe that it is improper for other educators to bully or make fun of students, use unapproved information, spread misleading information, make up profiles, post disruptive content, or disparage national values on social media (Asterhan & Rosenberg, 2015). According to several additional research, students' use of social media during lectures has a negative impact on their performance. Paul (2012), for instance, looked studied the connection between 340 business students' usage of social media and their academic achievement at a big public institution. They discovered a bad correlation

between students' social media usage and their academic achievement (Paul 2012). Obi (2017) looked into how mobile phone services affected the study habits of students in South-South and South-East Nigerian postsecondary institutions. The study found that among the mobile phone Internet services used by students include Facebook chat, online sports betting, music downloads and plays, WhatsApp chat, and email services. The investigation discovered Using these mobile phone services during lecture and individual study periods impairs students' ability to manage their time and diverts their attention. According to Barczyk and Duncan (2011), academics who criticize social media frequently note that learning is distracted by social networking sites like Facebook and Twitter. As a result, some professors at universities have been hesitant to include social media into their lesson plans (Galagan, 2010).

Despite social media's overwhelming influence on students' and teachers' daily lives, Abbas (2019) cautioned that users should maintain a healthy balance because research has shown that social media can have both positive and negative effects on students' learning processes (Obi 2017; van Zoonen 2017). examined the connection between university students' attitudes about studying and the pros and cons of social media for Pakistani sustainable education. According to the study, social media use among students in Pakistan influences behavior more negatively than positively. The authors did, however, note that the results are limited to the

particular research situation and suggested more investigation. Fauzi (2019) claims that students' attention is diverted from lectures by their obsession with using their smartphones. He continued by saying that research team observations during lectures showed that students seated in the back were able to use their smartphones without looking up at their front-row peers during presentations. Only the pupils seated ahead of time participate fully in the debate when it starts. The author claims that the incidence occurred multiple times over the course of several encounters. As a result, there is less interaction in the classroom between teachers and pupils. This affects their participation in the conversation and how little exercise they have, but they will learn a lot from the discussion activities. Creating a WhatsApp Group Discussion is the answer to that issue (Fauzi, 2019).

### **Possible solutions in overcoming challenges encounter in using social media platforms for teaching and learning.**

Overcoming the challenges associated with using social media platforms for teaching and learning requires a multifaceted approach. Here are some possible solutions:

**Create Usage Policies:** Schools should develop clear guidelines that outline acceptable use of social media for educational purposes, including privacy considerations and appropriate conduct.

Educate about Digital Citizenship: Teaching students about responsible usage, including online etiquette and the importance of maintaining a positive digital footprint, can promote safe and effective engagement.

Professional Development for Teachers: Offer training sessions that help educators learn how to effectively integrate social media into their teaching practices while navigating potential pitfalls.

Student Workshops: Similar workshops for students can help them learn how to utilize social media as a learning tool rather than simply a distraction.

Set Time Limits: Encourage students and teachers to set specific times for social media use related to educational activities to prevent distractions and overuse.

Promote Alternative Learning Tools: Introduce and promote other educational technologies that can complement social media, such as learning management systems (LMS), to diversify learning methods.

Monitor Interactions: Encourage educators and administrators to monitor online interactions to ensure a respectful and inclusive atmosphere.

Positive Reinforcement: Highlight and reward constructive use of social media, like collaborative projects or creative assignments, to motivate students to use these platforms effectively.

**Interactive Learning Activities:** Create interactive assignments that require students to engage with educational content on social media in a meaningful way, such as group discussions or collaborative projects.

**Incorporate Feedback:** Use social media platforms to collect student feedback on teaching methods, promoting an open dialogue that can enhance the learning experience.

**Educate on Privacy Features:** Teach students and teachers about the privacy settings available on social media platforms and how to protect their personal information. Use private groups or closed forums for educational discussions to limit access to only those involved in the course.

**Encourage Breaks:** Remind students and teachers to take breaks from social media to avoid burnout and maintain mental well-being. Provide resources for mental health support to address issues that may arise from social media use, helping to ensure that users are prioritizing their well-being.

By implementing these solutions, educators and students can navigate the challenges of using social media in teaching and learning more effectively. The key is to promote responsible, balanced, and purposeful use while fostering an environment that enhances educational outcomes and maintains a focus on well-being.

## **Empirical Study**

Online education involves more than just using specially designed learning platforms. This study sought to determine how students felt about using one social media site as the primary tool for language learning in the extensive reading course. Semi-structured interviews and open-ended questionnaires were the methods used in this case study to gather data. For the purpose of the study, 64 students 52 females and 12 males from three classrooms and one professor were selected through purposeful sampling. The findings showed how rewarding and useful it was to use Facebook as one of the social media platforms for online learning. Facebook is an effective and user-friendly communication tool, according to survey results from students and instructor interviews.

According to this research, educators were meant to start using social media more often in order to use those platforms to enhance their instruction in the classroom. The study's goal is to look into the online teaching and learning platforms that were used during the COVID-19 pandemic lockdown. The data for the survey-based study came from students at Delta State University's Abraka Department of Library and Information Science. For the research, students in the second semester of the 2019–2020 academic year who were in their second year (200 level) were specially selected.

An online survey was created using Survey Monkey, and students were sent the link. 187 students in all took part in the study. To add to the information gathered from the Using a WhatsApp chat, three instructors and their students participated in an open-ended interview. According to the study, LIS educators used WhatsApp and Telegram as venues for their online lectures during the COVID-19 pandemic-related countrywide lockdown. Benefits of taking lectures online include the availability of lecturers round the clock, the ability to save lectures and files for later use, collaborative learning, sharing of course materials, the freedom to ask questions of the lecturer, and home-based learning environments. While not owning a smartphone or Android phone, the abundance of learning resources available, the excessive number of messages that appear during lectures, the expense of purchasing data for each lecture, the time-consuming, eye-straining nature of the process, and network failure were mentioned as some difficulties with getting lectures delivered in Nigeria using internet platforms.

Some issues related with teaching utilizing an online platform were also identified by the LIS instructors who were interviewed. These difficulties included the price of purchasing data, network outages, students' slackness, the difficulty of giving exams, and students' negligent behavior during lectures. Social networking tools like WhatsApp can significantly improve the dynamic between professors and students in the classroom. Through the incorporation of social media platforms like

WhatsApp into the educational process, all students will be able to take part in interactive learning and cooperate with one another.

### **Summary of Literature Reviewed**

The review of literature was presented under theoretical framework, Conceptual Framework, Review of Empirical Studies & Summary of Literature Review. The impact of social media on the academic performance of students can be both positive and negative, Social media has become an integral part of our daily lives, especially for students. It allows for easy communication, access to information, and the ability to connect with others. However, its constant use and popularity have raised concerns about its impact on the academic performance of students.

On the positive side, social media has made it easier for students to access information and resources for their studies. Platforms like Facebook, Twitter, and Instagram allow for instant communication with classmates and teachers, making it easier to collaborate on projects and assignments. Additionally, students can join online study groups and forums where they can discuss topics and share information with peers from different backgrounds.

**CHAPTER THREE**  
**RESEARCH METHOD**

This Chapter describes the procedures used in collecting and Analysing data in the study these include:

- ★ Research Design
- ★ Population of the Study
- ★ Sample and Sampling Technique
- ★ Research Instrument
- ★ Validity of the Instrument
- ★ Reliability of the Instrument
- ★ Methods of Data Collection
- ★ Method of Data Analysis.

### **Research Design**

Descriptive survey research design was used for the study. Descriptive survey design is concerned with the documentation and description of what exists or the present status of existence or absence of what is being investigated without any manipulation of what caused the event. It develops a profile on what is and not why it is so. It is considered appropriate for the study because it is based on the views, opinions of respondents as well as resources available in the area of study.

### **Population of the Study**

All Students studying Biology in Senior secondary schools in both Private and Public in Ovia North East Local Government Area, Edo State made up the study's population.

### **Sample and Sampling Technique**

The Sampling Techniques used for this study is simple random Sampling. The sample comprises of 100 Biology Students from two private schools and two public schools. The process applied for choosing the school is simple random sampling which involved writing each school's name from the population on a sheet of paper and folding it. Folded paper was placed in a container, completely mixed, and selection was made by taking one piece of paper at a time. This was carried out up until the researcher had the necessary quantity of schools.

### **Research Instrument**

The likert form questionnaire titled Questionnaire on the impact of social media on the academic performance of Biology students in senior secondary schools (QISMAPBS) was used for data collection. Questionnaire items were constructed to afford answers to the research questions formulated to guide the study. The questionnaire consisted of two sections. Section A was designed to obtain background information from respondents while Section B is made of a Close end

Research Questions. A four point Likert scale of Strongly agree [SA] Agree [A] Disagree (D) Strongly Disagree [SD] were used.

### **Validation of the Instrument**

The face and content validity of the instrument was determined by expert opinions of my supervisor in University of Benin Edo State. His comment improved the item structure and format.

### **Reliability of the Instrument**

To establish the reliability of the instrument, a pilot study was conducted using 20 students who are not part of the sampled population. Data obtained was analysed using the Cronbach Alpha Correlation Coefficient Formula and a Reliability Coefficient of 0.839 was obtained. This indicated that the instrument is reliable .

### **Method of Data Collection**

The researcher with the aid of an assistant will visit the various departments to administer the instrument to the respondent and will wait to collect it immediately to ensure a high return rate of the instrument.

### **Method of Data Analysis**

To determine how much each statement in the questionnaire item was accepted or rejected, the data were analysed using frequency count and Simple percentage.

## **CHAPTER FOUR**

### **PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

The data are presented and analysed to provide answers to the research questions that guided the study.

## Presentation of Results

**Table 1:** Socio-Demographic characteristics of respondents

<b>Demographic variable</b>	<b>Grouping</b>	<b>Frequency(N=100)</b>	<b>Percentage (%)</b>
School type	Public	50	50%
	Private	50	50%
	<b>Total</b>	<b>100</b>	<b>100%</b>
Age	13-15	47	47%
	16-18	39	39%
	Above 18	14	14%
	<b>Total</b>	<b>100</b>	<b>100%</b>
Sex	Male	43	43%
	Female	57	57%
	<b>Total</b>	<b>100</b>	<b>100%</b>

Source: field survey, 2024

Table 1 above, shows the socio-demographic characteristic of the respondents in terms of School type, age and sex. It reveals that 50(50%) respondents in both private and public schools filled the questionnaire. 47% were between 13-15 years,

39% between 16-18 years and 14% respondents are above 18 years. From the table forty three 43(43%) were male while fifty seven 57(57%) were females.

**Research Questions 1.** To what extent does social media affect the academic performance of students in senior secondary schools in Ovia North East Local Government Area of Edo State?

**Table 1:** Descriptive statistics on what extent does social media affect the academic performance of students in senior secondary schools in Ovia North East Local Government Area of Edo State?

S/N	Items	(SA) %	(A)%	(D)%	(SD)%
1.	Social media has positive impacts on Biology Students academic performance	49	37	10	4
2.	Biology Students feel overwhelmed when using social media for learning Processes.	32	52	15	1
3.	Social media is a distraction from students academic responsibilities	21	27	37	15
4.	Biology Students use social media frequently during study or homework.	20	28	41	11

5.	Social media facilitates group work and discussions among students.	54	33	12	1
6.	Social media helped Biology Students adapt to the new virtual learning environment.	19	48	29	4

According to the results shown in the above table, 86% of respondents accepted that Social media has positive impacts on Biology Students academic performance, Biology Students feel overwhelmed when using social media for learning Processes (86%), Social media is a distraction from students academic responsibilities (48%), Biology Students use social media frequently during study or homework. (48%), Social media facilitates group work and discussions among students (87%), Social media helped Biology Students adapt to the new virtual learning environment (67%).

**Research Question 2.** What are the positive and negative effects of social media on academic performance among students in Senior Secondary schools in Ovia North East Local Government Area of Edo State?

**Table 2:** Descriptive statistics on positive and negative effects of social media on academic performance among students in Senior Secondary schools in Ovia North East Local Government Area of Edo State

S/N	Items	(SA) %	(A)%	(D)%	(SD)%
7.	Social media helps Students develop research and critical thinking skills.	17	33	37	13
8.	Social media integrates with online learning environments.	13	46	29	8
9.	Social media can reduce attention span	21	54	18	7
10.	Social media can divert students' attention from studies	28	42	17	13
11.	Excessive social media use can lead to poor time management.	38	35	14	13
12.	Social interactive platforms provide access to a wide range of educational resources.	20	52	21	7
13.	Social media platforms bring teachers and students together to share ideas.	31	47	17	5

According to the results shown in the above table, 50% of respondents accepted that Social media helps Students develop research and critical thinking skills, Social media integrates with online learning environments (59%), Social media can reduce attention span (75%). Social media can divert students' attention from

studies (70%), 73% agree with the statement Excessive social media use can lead to poor time management, Social interactive platforms provide access to a wide range of educational resources (72%), Social media platforms bring teachers and students together to share ideas (78%).

**Research Question 3.** What challenges do students encountered in using Social media platform in teaching and learning process?

**Table 3:** Descriptive statistics on challenges do students encountered in using Social media platform in teaching and learning process.

S/N	Items	(SA) %	(A)%	(D)%	(SD)%
14.	Students often experience difficulty accessing social media due to poor internet connectivity.	29	30	30	11
15.	Students have trouble navigating through the various features of social media.	17	45	35	3
16.	Social media platforms lack interactive and engaging content	22	51	25	2
17.	The information shared on social media platforms is often irrelevant to	27	56	14	3

	the course material.				
18.	The quality of educational content on social media platforms is poor.	15	47	33	5
19.	Students found it challenging to understand complex concepts without hands-on experiences and direct teacher support.	21	27	37	15
20.	Students had limited opportunities for immediate feedback and support from teachers.	20	28	41	11

According to the results shown in the above table, 59% of respondents accepted that Students often experience difficulty accessing social media due to poor internet connectivity, 62% believe that Students have trouble navigating through the various features of social media, 83% Social media platforms lack interactive and engaging content, The information shared on social media platforms is often irrelevant to the course material (62%), The quality of educational content on social media platforms is poor (62%), Students found it challenging to understand complex concepts without hands-on experiences and direct teacher support (48%), Students had limited opportunities for immediate feedback and support from teachers (48%).

## **Discussion of Findings**

Based on Research Question One, The findings from the data analysis revealed that Social media has positive impacts on Biology Students academic performance, Biology Students feel overwhelmed when using social media for learning Processes, Social media is a distraction from students academic responsibilities, Biology Students use social media during study or homework frequently, Social media facilitates group work and discussions among students. The results of this study agrees with Abikwi & Okafor, (2022) who stated that social media can provide students with access to a wealth of educational resources, facilitate communication and collaboration with peers, and enhance learning experiences.

Based on Research Question Two, The findings from the data analysis revealed that majority of the sampled population agree that Social media helps Students develop research and critical thinking skills, Social media integrates with online learning environments, Social media can reduce attention span. Social media can divert students' attention from studies and Excessive social media use can lead to poor time management. The findings of this Study agreed with Darling-Hammond (2019) who said that social media can have both positive and negative effects on academic performance.

Based on Research Question Three, The findings from the data analysis it was seen that majority of the sampled population agree strongly that Students often experience difficulty accessing social media due to poor internet connectivity, Students have trouble navigating through the various features of social media, Social media platforms lack interactive and engaging content, the information shared on social media platforms is often irrelevant to the course material and the quality of educational content on social media platforms is poor. The findings of this research is in line with Oboh, (2020) who stated that students face various challenges when using social media platforms for teaching and learning.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

In this chapter, the summary of the study, conclusion and recommendations are presented.

#### **Summary**

The study investigated the impact of social media on the academic performance of Biology students in senior secondary schools. Three research questions were raised to guide the study. Descriptive research design was adopted for the study. The population comprised of all Students' studying Biology in Senior secondary schools in both Private and Public in Ovia North East Local Government Area, Edo State. The respondents were 100 students from four different Senior secondary schools in Ovia North East. A Questionnaire titled “The impact of social media on

the academic performance of Biology students in senior secondary schools Questionnaire” was validated by the supervisor and Simple percentage was used to analyze the data collected.

The findings from the data analysis revealed that Social media has positive impacts on Biology Students academic performance, Biology Students feel overwhelmed when using social media for learning Processes. The findings from the data analysis also revealed that Social media helps Students develop research and critical thinking skills but Students often experience difficulty accessing social media due to poor internet connectivity.

## **Conclusion**

The study investigated the impact of social media on the academic performance of Biology students in senior secondary schools. The findings revealed that social media has both positive and negative effects on the academic performance of Biology students. It revealed that Social media platforms such as WhatsApp, Facebook, and Instagram are widely used by Biology Students for academic purposes. The majority of the students reported that social media has improved their access to educational resources and facilitated communication with teachers and peers. However, excessive use of social media was found to negatively impact

academic performance, as it leads to distractions, decreased attention span, and reduced study time.

## **Recommendations**

Based on the findings, the following recommendations are made:

1. Educators should integrate social media into their teaching practices to enhance student engagement and learning outcomes.
2. Policymakers should develop policies that promote the responsible use of social media in schools.
3. Parents should monitor their children's social media use and encourage responsible behavior.
4. Students should be educated on the responsible use of social media and its potential impact on their academic performance.

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## APPENDIX I

### UNIVERSITY OF BENIN, EDO STATE

#### DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL TECHNOLOGY

#### AN ASSESSMENT OF THE IMPACT OF SOCIAL MEDIA ON THE ACADEMIC PERFORMANCE OF BIOLOGY STUDENTS IN SENIOR SECONDARY SCHOOLS IN OVIA NORTH EAST LOCAL GOVERNMENT AREA OF EDO STATE

#### QUESTIONNAIRE

Dear Respondent,

I would like to thank you in advance for filling out a copy of this questionnaire. This questionnaire is intended to elicit responses on the impact of social media on the academic performance of biology students in senior secondary schools. This survey is only an academic exercise, purely for research purposes. So, feel free to express yourself in responding to the questionnaire. Confidentiality of your responses is guaranteed. Thank you in anticipation.

#### **Section A: Respondents Profile:**

**In the space provided, please tick (✓) where appropriate about you :**

In the space provided, please tick (✓) where appropriate in relation to your school:

1. \_\_\_\_\_ Name \_\_\_\_\_ of  
School. \_\_\_\_\_

2. School type: Public school ( ) Private school ( )

3. Age: 13-15 [ ] 16-18 [ ] Above 18 [ ]

4. Sex: Male. [ ] Female [ ]

**SECTION B: Research Questions**

**Instruction – Please tick appropriately the response that most closely reflects your opinion on each item by checking (✓) against one of the options provided as follows:**

**SA - Strongly agree, A – Agree, D – Disagree, SD - Strongly Disagree**

**Research Questions 1.** To what extent does social media affect the academic performance of students in senior secondary schools in Ovia North East Local Government Area of Edo State?

<b>S/N</b>	<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1.	Social media has positive impacts on Biology Students academic performance				
2.	Biology Students feel overwhelmed when using social media for learning Processes.				
3.	Social media is a distraction from students academic responsibilities				

4.	Biology Students use social media frequently during study or homework.				
5.	Social media facilitates group work and discussions among students.				
6.	Social media helped Biology Students adapt to the new virtual learning environment.				

**Research Question 2.** What are the positive and negative effects of social media on academic performance among students in Senior Secondary schools in Ovia North East Local Government Area of Edo State?

S/N	Items	SA	A	D	SD
7.	Social media helps Students develop research and critical thinking skills.				
8.	Social media integrates with online learning environments				
9.	Social media can reduce attention span.				
10.	Social media can divert students' attention from studies				

11.	Excessive social media use can lead to poor time management.				
12.	Social interactive platforms provide access to a wide range of educational resources.				
13.	Social media platforms bring teachers and students together to share ideas.				

**Research Question 3.** What challenges do students encountered in using Social media platform in teaching and learning process?

S/N	Items	SA	A	D	SD
14.	Students often experience difficulty accessing social media due to poor internet connectivity.				
15.	Students have trouble navigating through the various features of social media.				
16.	Social media platforms lack interactive and engaging content.				
17.	The information shared on social media platforms is often irrelevant to				

	the course material.				
18.	The quality of educational content on social media platforms is poor.				
19.	Students found it challenging to understand complex concepts without hands-on experiences and direct teacher support.				
20.	Students had limited opportunities for immediate feedback and support from teachers.				