

**IMPACT OF SOCIAL MEDIA LANGUAGE ON THE ACADEMIC  
PERFORMAMANCE OF SOCIAL STUDIES STUDENTS IN JUNIOR SECONDARY  
SCHOOLS IN EGOR LOCAL GOVERNMENT AREA, EDO STATE**

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BENIN CITY**

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF CURRICULUM  
AND INSTRUCTIONAL TECHNOLOGY, FACULTY OF EDUCATION,  
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## CERTIFICATION

We, the undersigned, certify that this work was carried out by **Eseoghene Maria OGHOMU** with Matriculation Number **EDU1510349** of the Department of Curriculum and Instructional Technology, Faculty of Education, University of Benin, Benin City, Nigeria.

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## **DEDICATION**

I dedicate this project to the Almighty God for His grace, love, protection and provision throughout this programme.

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## ABSTRACT

*This study was undertaken purposely to find out the impact of social media language on the academic performance of social studies students in junior secondary school students in Egor Local Government Area of Edo State. Four research questions were raised to guide the study.*

*The descriptive survey research was adopted for the study. The sample size for this study were one hundred and fifty (150) students in junior secondary schools in Egor Local Government Area, who were carefully selected from five (5) public secondary schools. The instrument for the study was a validated questionnaire. Data was analyzed using frequency count and simple percentage. The reliability coefficient of the research instrument was 0.62.*

*Findings from the study revealed that social media has impacted Social studies students positively. Some benefits of the social media on students is collaborative learning, interaction with experts as well as knowledge sharing between students in schools, among others. It was also found that the social media has affected students negatively by distracting them and causing sleepless nights. It was therefore recommended that students should strike a balance between social activities and academic activities. Also, students should learn to switch off their phones while in the classroom as well as drawing a personal time table to avoid distractions.*

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

In our world today, technology has permeated all nooks and cranny of systems and structures. Technology by definition can therefore be referred to as a diverse set of tools and resources to communicate, create, disseminate, store, and process information. These devices include but not limited to the following; computers, the Internet, broadcasting devices, mobile phones, and so on. Everyone is in possession of one technological gadget or the other networking and connecting everybody together. One of the strongest form of networking people from the local community to the global village is the social media. Its inception since the late 1990s has made tremendous effect to lives and operations and has through the years developed and expanded.

In Nigeria, hardly will you find a teenager without a smartphone which has access to the social media. Social media by definition can be seen as a collection of online platforms and websites that facilitates the creation, sharing, and exchange of user-generated content and information. It enables individuals and groups to interact, communicate and connect with others virtually. Social media

has since become an integral part of the modern society and has profoundly impacted various aspects of everyone's personal and professional lives.

For an individual to effectively make use of the social media, it will require some unique adaptations such as blogging, marketing, live streaming and so on. Social media has gone beyond what a layman would reason, it being for chat purpose only and reading updates from people. Social media has impacted several areas of the Nigeria system, such as; politics, economy, health, and even education. With the use of electronic gadgets such as the computer system and other peripherals, one can virtually take on any project or activity such as teaching, examinations, and other activities within the educational context. Electronic devices are used to both complement established education aids and develop new ways of learning.

The introduction of new technology into schools today seemed to have determined changes in pedagogy whereby teachers now adopt new methods of teaching facilitated by these modern tools of technology. Furthermore, technology appeared to have provided very powerful learning and teaching tools that demand new skills and understandings both from learners and teachers. This may provide better results of teaching effectiveness compared to traditional teaching methods. It creates a healthy environment regardless of time, place and pace. It in turn

facilitates the teaching of subjects such as Social Studies taught in junior secondary schools today.

The internet has created an effective new teaching context by means of web-based collaboration, which promotes classroom interaction so as to increase opportunities for students to offer Social Studies an authentic use and to create a learner-centered learning environment. Many social media and networking sites such as Whatsapp, Facebook, Twitter, Skype, YouTube, Snapchat, Tiktok, Instagram, LinkedIn, Pinterest, and many others are now used for various purposes. Also, it is good to state that some of these tools are being used by teachers to serve as a platform for teacher-student and student-student communication inside and outside the classroom environment.

The prevalence of smart phones and popularity of texting seems to enable students connect with their friends, family members, and with others. As people are able to meet different people of different country, they are learning new language through their conversation in social media. A good number of young persons are now frequenting social media sites today, and they are using many different types of communication medium in the world of social media, like overuse of abbreviations or slang, and other things.

In the social media today, the young generations use some popular terms like LOL (for “laugh out loud”) which is developed into unique words. It has a meaning greater than their original abbreviation. LOL is now used like a type of punctuation to add a joking or cheerful intonation to messages. It doesn’t always indicate literal laughter. Some also use love of my life (LOML), laughing my ass out (LMAO), among others which cannot be included in this study due to its vulgar context. Some of these abbreviations are used by these youths to indicate mood gestures and actions. These have significantly affected students’ lives in that it has defeated the main goal of Social Studies which is to help students develop a comprehensive understanding of the world they live in and the complex relationships that shape societies. Rather, they are having a comprehensive understanding of life the negative way.

Though these young people seems to socialize this way with their friends informally, unintentionally; but in the course of time, it may significantly affect their behavioural disposition in its entirety which would later make them make uninformed decisions, develop negative attitude for laws and customs of the society, amongst others. In the norms, a good students of Social Studies is supposed to kit students to enable them perform some civic duties and participate in community service. Also, through the social media, students of social studies

are supposed to have understanding of global interconnections. Also, social studies is supposed to shape students to understanding the society and how it functions, and have evolved over time, and so on.

It pains hard to discover the many lives affected negatively by the media even though it has so many positive sides. The rate at which the media keeps influencing the youths today is alarming, which may really tell so much in their academic performances, especially for those at the secondary school level. It is on this basis the study seeks to investigate the impact of social media language on the academic performance of Social Studies Students in junior secondary schools in Egor Local Government Area of Edo State.

### **Statement of the Problem**

It is obviously clear that majority of students in secondary schools today are connected with the social media and they spend most of the time in these social networking sites. With just a social experiment, one can almost predict that virtually all junior secondary school students are in possession of one electronic gadget or the other, especially an android smartphone. It is not to state that all smartphone users are menace to the education system in its entirety. But a good number of them are involved in this malady caused by the social media which is what this study seeks to investigate.

It is so painful to state that despite the use of the social media for productiveness in fostering interactions and unity amongst nations, these social media have yielded counter-productive results, especially among the young folks. Students now make use of vulgar communication snippets and lines in their conversations, some others make use of unwholesome abbreviations. Just studying their social build up, one would wonder if they had ever visited the four walls of a school.

Therefore, on this basis, this study would make efforts to find out how social media influences negatively and positively the academic performance of junior secondary school students, and how it motivates and helps the student to improve their social structures and communication patterns.

### **Research Questions**

The following research questions were raised to guide this study.

1. What are the social media sites used by junior secondary school students in Egor Local Government Area of Edo State?
2. What is the mode of influence the social media is having on the academic performance in Social Studies of junior secondary school students in Egor Local Government Area of Edo State?

3. Do social media motivate junior secondary school students to improve their academic performance in Social Studies in Egor Local Government Area of Edo State?
4. What aspects of social media are helping the students at the junior secondary schools to improve their academic performance in Social Studies in Egor Local Government Area of Edo State?

### **Purpose of the Study**

The study is designed to investigate the impact of social media language on the academic performance of social studies students in junior secondary schools in Egor Local Government Area of Edo State. The specific objectives of this research work is to:

- (i) find out the social media sites used by junior secondary school students in Egor Local Government Area of Edo State.
- (ii) investigate the mode of influence the social media is having on the academic performance of students in Social Studies in junior secondary school students in Egor Local Government Area of Edo State?
- (iii) find out if social media motivate junior secondary school students to improve their academic performance in Social Studies in Egor Local Government Area of Edo State.

- (iv) find out the aspects of social media that are helping students at the junior secondary schools to improve their academic performance in Social Studies in Egor Local Government Area of Edo State.

### **Significance of the Study**

At the completion of this study, the finding would be significant to students, as well as teachers, and the society at large.

It would be of significance directly to the student, as it focuses on finding out the influence of these digital media forms in the academic performances of junior secondary school students, and how it motivates them to learn; and furthermore, how it helps them to improve their learning in Social Studies. It also finds the negative influence of digital social media in Social Studies, and in what extent social media is useful to students.

It would be a source of information to teachers as it would unveil ways and patterns of communication used by students, and ways to guide students in their learning while making use of the media for their benefit.

## **Scope and Delimitation of the Study**

This scope of this study is on the impact of social media language on the academic performance of social studies students in junior secondary schools in Egor Local Government Area of Edo State.

The study would be delimited to junior secondary school students in public secondary schools in Egor Local Government Area of Edo State.

## **Definition of Terms**

The following terms were defined operationally as used in the study;

**Influence:** Power or capacity of causing an effect in indirect or tangible ways.

**Social Media:** They are interactive technologies that allow the creation or sharing/exchange of information, ideas, interests, and other forms of expression via virtual communities and networks.

**Social Studies:** Social studies is an academic discipline that emphasizes the study of human society, its institutions, cultures, and interactions. It is an interdisciplinary subject that integrates knowledge from various fields, including history, geography, economics, political science, sociology, anthropology, and civics.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter deals with the review of relevant literature related to the research topic under investigation. It will be discussed under the following subheadings:

- Concept of the Social Media
- Types of Social Media and their Uses
- The Historical Development of Social Media
- The Importance of the Social Media and its Development Over The Years
- Language Use on Social Media among Secondary School Students
- The Influence of Social Media on Students Performance in Secondary Schools
- Social Media and Time Management Strategies
- Summary of Reviewed Literature

#### **Concept of the Social Media**

Social media refers to anything on the Internet that allows individuals to communicate and establish social networks such as Facebook & Whatsapp and web-based videos like those on YouTube. It can also be described as computer mediated tools and applications that allow people to create, share or exchange

information, ideas, pictures, and videos in virtual communities and networks in real time irrespective of time or distance barriers (IGI Global, 2018).

Social media has exploded as a category of online discourse where people create content, share it, bookmark it and network at a prodigious rate. Because of its ease of use, speed and reach, social media is fast changing the public discourse in society and setting trends and agenda in topics that range from the environment and politics to technology and the entertainment industry (Asur and Huberman, 2010). In the last ten years, the online world has changed dramatically, thanks to the invention of social media, young men and women now exchange ideas, feelings, personal information, pictures and videos at a truly astonishing rate.

Martn (2008) & Lusk (2010) share the same concept of social media. To them, social media is the use of Facebook, Blogs, Twitter, My Space and LinkedIn for the purpose of communication, sharing photos as well as videos. However for the purpose of this study social media is captured within the use of internet through Facebook, Whatsapp, Twitter, Skype, MySpace as well as Yahoo Messenger for communication sharing of ideas, sharing of photos and videos by users. The increased use of Social Networking Websites has become an international phenomenon in the past several years. What started out as a hobby for some computer literate people has become a social norm and way of life for people from

all over the world (Boyd, 2007). Teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Boyd, 2007).

In the past years, social media websites have become common; giving young people a new way to interact with each other and communicate with the world. Social networking became popular between 2004 and 2006, after Facebook and MySpace were created. Facebook, for example has over 500 million members and it is still growing and approximately 85% of students are Facebook users (Schneider, 2010). These numbers are expected to grow since Facebook users will continue to grow. And this is not only true for Facebook, numbers for YouTube users closely follow as well (University of New Hampshire, 2009).

Social media has really become an integral part of people in daily lives (Boyd & Ellison, 2007; Hakoyama & Hakoyama, 2011). Raacke & Raacke-Bonds (2008), Williams & Merten (2009) and Rafferty (2009) indicated that people have a social networking sites account based on difference reasons (making new friends, following famous people, sharing personal information, commenting the events, etc.). Social networking websites provide tools by which people can communicate, share information, and create new relationships. With the popularity of social networking websites on the rise, our social interaction is affected in multiple ways

as we adapt to our increasingly technological world. The way web users interact and talk to each other has changed and continues to change. These users now socialize through the internet and it takes away from the person socialization that has been around forever. Social networking websites have affected our social interaction by changing the way we interact face-to-face, how we receive information, and the dynamics of our social groups and friendships (Asurand & Huberman, 2010).

According to Lenhart et al., (2010), about 57% of social network users are 18-29 years old and have a personal profile on multiple social media websites. In a study by Pempek, Yermolayeva, and Calvert (2009), the amount of time spent daily on social network sites varied greatly. However, an analysis of the data indicated most participants spent approximately thirty minutes a day socializing, mostly during the evening hours between 9pm to 12am students spent an average of forty-seven minutes a day on Facebook. More than 50% of college students go on a social networking sites several times a day (Sheldon, 2008). Quan-Haase and Young (2010), found that 82% of college students reported logging into Facebook several times a day. Younger students tended to use Facebook more frequently than older students to keep in touch with friends from high school or from their hometown (Pempek et al., 2009).

Social media are generally referred to as “Internet-based and persistent channels of mass personal communication facilitating perceptions of interactions among users, deriving value primarily from user-generated content” (Carr & Hayes, 2015). In other words, social media can be any form of computer-mediated communication where individuals not only set up profiles to present who they but also generate content of their own, see, and interact with content of their friends or other users online (Carr & Hayes, 2015).

Social media is an online platform which people use to build social networks or social relations with other people who share similar personal or career interests, activities, backgrounds or real-life connections. The impact of social networks on young people is significant. It is becoming increasingly clear that social networks have become part of people’s lives. Many adolescent people are using their laptops, tablet computers and smart phones to check Tweets and status updates from their friends and family. Due to the advancement in technology, people are pressured to accept different lifestyles. Social networking sites can assist young people to become more socially capable. Social media is a web-based form of data communication. Social media platforms allow users to have conversations, share information and create web content. Social media has different forms, together with blogs, micro-blogs, wikis, social networking sites, photo-sharing

sites, instant messaging, video-sharing sites, podcasts, widgets, virtual worlds, and more. Billions of people around the world use social media to share information and make connections.

On an individual level, social media allow us to communicate with our friends and relatives, gain knowledge of new things, develop your interests, and be entertained.

On a professional level, we can make use of social media to expand or broaden our knowledge in a particular field and build our professional network by connecting with other professionals in our industry. At the business level, social media allows us to have a conversation with our audience, gain customer feedback, and elevate your brand. Social Media is a innovative idea with a very brilliant opportunity with additional scope for advancements. With the advancement of social media many organizations are making use of this medium to better their practices. With the use of social networking we can advertise or communicate in a more efficient way. Likewise people don't have to rely on the media or TV to get their daily dose of news it can all be obtained from a social networking site. People can track or get information from all over the world.

The definition of social media is “the relationships that exist between network of people” (Qingya, Wei & Yu, 2011). Social media emerged as a term frequently used to describe different types of electronic communication platforms. The availability of high speed internet broadband connection with massive use of desktop computers, laptops, e-readers, tablets and smart phones enable millions of students to actively engage in social networking, text messaging, blogging, content sharing, online learning, and much more.

Social media, as defined by Bryer and Zavatarro (2011), “are technologies that facilitate social interaction, make possible collaboration, and enable deliberation across stakeholders”. These technologies now include blogs, wikis, media (audio, photo, video, text) sharing tools, networking platforms, and virtual worlds. Social Media Online (2011) defines social media as primarily internet-and mobile-based tools for sharing and discussing information by users. The term, according to Andreas and Michael (2010), refers to “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content." Web 2.0 was coined by Darcy DiNucci in 1999 to describe interactive social websites which allow users to interact and collaborate with each other in a social media dialogue.

For simplicity purpose, we regard social media as comprising online applications for social networking sites, social bookmarking and sharing tools, social citation tools, blogging and microblogging tools, virtual worlds, e-conference presentation sharing tools, audio and video tools, e-project management tools, and research and writing collaboration tools; primarily developed to foster user-centered social interaction. By this definition, social media could be categorized into eight areas that are inter-dependent by their mode of usage. Examples of sites listed are not exhaustive.

### **Some Common Types of Social Media and their Uses**

Social network sites such as MySpace, Facebook, Windows Live Spaces, Orkut and Hi5 have attracted millions of users; many of them have integrated their daily practices with these sites. Therefore, by O'Reilly Media in 2004 for the first time put forward the concept of Web 2.0 has aim to provide that people interact with each other in a social environment. Thanks to Web 2.0 at the same time when people read the information within a network could communicate and exchange information with friends can make. Social networking, web-based services to individuals, depending on the system open to the public or semi-open to create profiles, communicate in the other list of users to express and communicate on the system where people with other people who see connections allow to have.

This type of terminology and structure of communication networks may vary according to their website (Boyd & Ellison, 2007). Individuals can use social communication networks for very different purposes. There are many social networking sites. Social networking sites, online interaction and communication at the same time sharing the main purpose and use of specific objectives in terms of layout may vary according to services. (Gross & Acquisti, 2005).

### ***Facebook***

This is the largest social media network on the Internet, both in terms of total number of users and name recognition. Facebook came into existence on February 4, 2004, Facebook has within 12 years managed to collect more than 1.59 billion monthly active users and this automatically makes it one of the best mediums for connecting people from all over the world with your business. It is predictable that more than 1 million small and medium-sized businesses use the platform to advertise their business.

### ***Twitter***

We might be thinking that restrictive our posts to 140 characters is no way to advertise our business, but we will be shocked to know that this social media stage

has more than 320 million active monthly users who can build use of the 140 character limit to pass on information. Businesses can use Twitter to interact with prospective clients, answer questions, release latest news and at the same time use the targeted ads with specific audiences. Twitter was founded on March 21, 2006, and has its headquarters in San Francisco, California.

### ***YouTube***

YouTube, the biggest and most well-known video-based online networking site was established on February 14, 2005, by three previous PayPal workers. It was later purchased by Google in November 2006 for \$1.65 billion.

YouTube has more than 1 billion site guests for every month and is the second most well-known internet searcher behind Google.

### ***Pinterest***

Pinterest is commonly a beginner in the online networking field. This stage comprises of computerized announcement sheets where organizations can stick their substance. Pinterest reported September 2015 that it had obtained 100 million clients. Private ventures whose intended interest group is for the most part comprised of ladies should put resources into Pinterest as the greater parts of its guests are ladies.

### ***Instagram***

Instagram is a visual online networking stage. The site has more than 400 million dynamic clients and is possessed by Facebook. A significant number of its clients utilize it to post data about travel, form, sustenance, workmanship and comparable subjects. The stage is likewise recognized by its remarkable channels together with video and photograph altering highlights. Right around 95 percent of Instagram clients additionally utilize Facebook.

### ***Snapchat***

Snapchat is an image informing application training item that was made by Reggie Brown, Evan Spiegel and Bobby Murphy when they were understudies at Stanford University. The application was authoritatively discharged in September 2011, and inside a limited ability to focus time they have become hugely enrolling a number of 100 million every day dynamic clients as of May 2015. More than 18 percent of every social medium client utilizes Snapchat.

### ***WhatsApp***

WhatsApp Messenger is a cross-platform instant messaging client for smartphones, PCs and tablets. This application needs Internet connection to send images, texts, documents, audio and video messages to other users that have the app installed on their devices. Launched in January 2010, WhatsApp Inc. was

purchased by Facebook on February 19, 2004, for about \$19.3 billion. Today, more than 1 billion persons make use of the administration to speak with their companions, friends and family and even clients.

### **The Historical Development of the Social Media**

While most benefit is gained from investigating current and future trends of social media, it is important to have an understanding of how social media has developed over the years. Although it started as a rudimentary communication device, it has morphed into a complex and crucial business and social tool representing a multi-billion dollar industry (Sandholm, 2011). Several past social media technologies are reviewed below in order to provide an understanding of the foundation for social media and to capture the nature of historical developments in a conceptual framework.

#### ***Phone Phreaking***

Perhaps the oldest form of social media was known as “phone phreaking” which entailed randomly exploring and testing the boundaries of the phone system. It began in the 1950s, with exploratory technology users trying to identify ways to “cheat” the phone system to avoid costly long distance phone conversations (Borders, 2009). Phreaks used company test lines and conference circuits in order to host virtual seminars and discussions. The first “blogs” or “podcasts” were

conducted over corporate voice mail systems where phone phreaks hacked into unused mailboxes. One would call into those phone mailboxes using a 1–800 number and listen to important phreaking content and leave comments and information as a voice mail; the phreak would then respond with additional phreaking content in the next update (Borders, 2009).

### ***Usenets***

Usenet systems were first launched in the late 1970s, allowing users to post articles or news items to a common group. They are considered to be a precursor to newsreader clients (Chapman, 2009). Many of the basic technologies evident in current groups (such as Yahoo and Google Groups) are based on usenet systems (Chapman, 2009).

### ***Bulletin board systems***

Traditionally, bulletin board systems (BBSs) were associated with illegal activity, including playing host to hacking instructions and virus code (Chapman, 2009). Bulletin board systems were among the first platforms that allowed users to interact with one another via a personal computer and a telephone modem. Users could log on and access message boards and community file sharing (Borders, 2009).

### ***Commercial online services***

Examples of these include Genie, CompuServe, and Prodigy, which were the corporate world's attempt to enter the social media space. It was with these services that the first chat capabilities were launched. These types of sites gained moderate popularity in the late 1980s, and continued through the late 1990s. America Online (AOL) entered the market and achieved a critical mass with its online chatting software (Borders 2009). As commercial online services were gaining popularity, the most critical communication tool was released to the masses when the World Wide Web became available on August 6, 1991 (Borders, 2009).

### ***Instant messaging***

Instant messaging social media services included IRC, or internet relay chat, launched in 1988, ICQ, launched in 1996, and other IM services such as AOL Instant Messenger. IRC was similar to the modern day Twitter as it permitted users to post updates to their global network (Borders, 2009). Emotions and word abbreviations began to emerge as IM services were gaining popularity.

### ***Social media sharing***

Napster was one of the first sites to allow users to exchange media files (albeit illegally) with others, but it was short-lived and only survived from 1999 to 2000

before all copyrighted content had to be removed. Limewire and BitTorrent were quick to follow as alternative social media sharing platforms (Borders, 2009). The pirating of copyrighted content online has been an issue ever since, with legal issues emerging around copyrighted music, photos, videos, and text; today, however, laws are in place governing many aspects of online activity, including regulations around third party content, content ownership/control, criminal activity, and employment practices (Ossian 2009).

### **The Importance of the Social Media and its Development over the Years**

Social networking technologies also allow one to share a thought with another. It helps a man toward one side of the world to interface and trade thoughts with a man at the other side (Mahmoudi et al. 2008). With the use of social media students can easily communicate or share information quickly with each other through various social networking sites like Facebook, Orkut, and Instagram etc. One can adopt its benefits to gain positive results in education.

#### ***Socializing:***

An important part of growing up, is to socialize and make friends. Why this is important? (Mahmoudi et al. 2008). It is because, it allows the children to exchange ideas and learn new things. This will invariably result in them becoming more confident in life.

### ***Sharing knowledge:***

It provides an easy and an effective way in which students can share knowledge. Students can simply access the information, study, transform (if needed) and share. Hence, the flow of knowledge becomes smooth.

### ***Updating oneself:***

They will have the capacity to know new things as and when it happens. This causes them refresh their own particular information base.

### ***Learning from various sources:***

The long-range interpersonal communication advances are worked in such a way, to the point that understudies will have the capacity to pick the gathering, movement or the individual they would need to take after for every day refreshes. The ways of learning is plenty.

### ***Being Prepared:***

The social networking technologies are all about showcasing the trends that run around the world. Students can setup a plan of what might be expected out of them in the future by observing the changes that are being updated, shared, discussed or spoken about on the social networking sites.

***Sharing what they feel or think:***

Students frequently don't get the right stage to share their feelings. Through social networking technologies they are given an option to sound their thoughts. If students were permitted to share what they think and feel, it becomes simple for them to decide what is good and what is bad.

Also, from the above-listed benefits, social media gives a path to the understudies to adequately achieve each other with respect to class wanders, group assignments or for help on homework assignments (Nagar, Chetna and Gupta, n.d.).

Many of the understudies who don't take an intrigue reliably in class may feel that they can express their musings effectively via web-based networking media. Teachers may post via web-based networking media about class exercises, school occasions, and homework assignments which will be exceptionally valuable to them (Shabnoor and Tajinder, 2016). It is seen that web-based social networking advertising has been developing in profession alternative. Web-based social networking advertising plans youthful specialists to end up noticeably fruitful advertisers. The access of web-based social networking gives the chance to

instructors to show great computerized citizenship and the utilization of Internet for profitability.

### **Assessment on the Language Used on Social Media among Secondary School Students**

The use of language on social media site is characterized by acronyms, emoticons, neologism, and vocabulary alteration. Acronym, a feature of language use on social media is an abbreviation formed from the initial letters of different words and pronounced as a whole sentence. Will (2014) states that the use of acronyms (abbreviation formed from the initial letters of other words are pronounced as a word) are now common place substitutes to whole sentence, e.g. lol (Laugh out loud), gd 9t (Good night), and tgif (thank God it's Friday).

Language use on social media is a variety of English language that is absolutely different from Standard English language of everyday use. While Standard English is subject to grammatical rules and concord, language use on social media is not fashioned to abide by any grammatical rules or concord. Instead, it is open to all as just any one can put up any word for use as far as he or she makes meaning to his or her recipient. However language use on social media is posing a lot of threat to Standard English language usage as students now take the writing of Standard English with levity.

Writing is a medium of human communication that represents language and emotion through the inscription or recording of signs and symbols. In most languages, writing is a complement to speech or spoken language. Writing relies on many of the same structures as speech – these include vocabulary, grammar and semantics, with the added dependency on a system of signs and symbols usually in the form of alphabet (Fatimayin, 2015).

Going through some students writing, one finds that punctuation marks and use of capital letters to begin names are non-existent. Voegtlin (2010) submits that her students ‘writing changed as their social media use increased. She claims to have noticed the use of abbreviated text spelling in her students’ writing. She asserts that her English language development students are more likely to write phrases that they see in text messages, such as “smthng’ or ‘smbdy’ rather than learn to spell the word correctly.

With the introduction of social media onto the scene, its effect on students’ writing is manifesting gradually. This is evident in the writing of many Nigerian students. The effect of social media language is seen mostly in these areas:

- i. Grammar and spelling errors: The most common error social media language brings are grammar and spelling errors. Grammar and spelling are more important in school but abbreviations, wrong spelling and

omission of rules of grammar are acceptable on social media. This brings conflicts to writing as students write inappropriate and incorrect grammar and spellings in their writings at school.

- ii. Using Text Language: Abbreviations that are common in social media are frowned upon in formal writing. Students ought to spell words completely and not use ‘text speak’ or ‘slang’. Students’ academic writing are now marked by social media abbreviated words (text speak) and slangs. ([www.poynter.org/news](http://www.poynter.org/news)).

### **The Influence of Social Media on Students Performance in Secondary Schools**

Today, students in various academic institutions across the globe are exposed to all types of technologies in many aspects of their lives (Browning, Gerlich, & Westermann, 2011). On a daily basis they use desktop computers, laptops, E-readers, tablets, and cell phones to actively engage in social networking, text messaging, blogging, content sharing, online learning, and much more (Cassidy, Griffin, Manolovitz, Shen, & Turney, 2011).

Social media have permeated all generations of internet users, becoming a prominent communications tool, particularly in the student community. Thus, academic institutions and faculty are increasingly using social networking sites,

such as Facebook and LinkedIn, to connect with current and potential students and to deliver instructional content. (Paul, Baker, Cochran, 2012). On the contrary, some authors and researches disagree with the previous statement, such as Lenhart, et al., 2010; Tiryakioglu & Erzurum, 2010; Chen & Bryer, 2010 says that despite the popularity of social media for personal use only a low percentage of students and faculty use them for academic practice. Social media such as Facebook, Twitter and Myspace, are used on a regular basis by many millions of people. The majority of this online networking community is made up of college students. In fact, a recent survey of 3000 students from across the US revealed that 90% of college students use Facebook and 37% use Twitter (Dahlstrom, de Boor, Grunwald & Vockley, 2011).

Reynol Junco (2012) in his article named too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. It was found from his study that that time spent on Facebook and checking Facebook were negatively related to overall GPA, and time spent on Facebook is slightly negatively related to time spent studying. In addition, the ability of time spent on Facebook to significantly predict overall GPA shows that there may be negative academic effects for students who use Facebook in certain ways.

In addition, Paul, Baker, Cochran, in 2012 wrote an article named effect of online social networking on student academic performance. The researcher's results revealed a statistically significant negative relationship between time spent by students on OSN and their academic performance. Time spent on OSN is shown to negatively impact academic performance. As time spent on social networking sites increases, the academic performance of the students is seen to deteriorate. This ties in well with the findings presented in Kirschner and Karpinski (2010), which reveal that over-involvement or obsession with social networking by students can have negative impacts on academic performance (Kirschner & Karpinski, 2010).

Moreover, Rosen, Carrier, and Cheever 2013 wrote an article named Facebook and texting made me do it: Media-induced task-switching while studying. They believe that this era is a technologically-rich world, where multitasking is the norm and is more prominent among youth and college students. In their research, they found out that students manage to do their work and also interact with the virtual environment effectively. Facebook has nearly one billion users worldwide (Smith, 2012) with more than 90% of teens (Common Sense Media, 2012) and college students (Junco, 2011) actively engaged.

However, as results the authors found that corroborating the work on the impact of social media on academic performance, participants who accessed Facebook one or more times during the study period had lower grade point averages. Furthermore, Junco (2011) discovered that sharing links and checking up with friends on Facebook more often predicted higher college grades; making status updates more often predicted lower grades; and that overall GPA dropped 12 points for every 93 min above the average of 106 min per day spent on Facebook.

Young (1998) argued that the internet itself is not addictive, but highly interactive applications like online chatting can be addictive. Moreover, Balakrishnan and Shamim (2013) wrote an article called Malaysian Facebookers: Motives and addictive behaviours unraveled. Malaysians were reported to have the most number of Facebook friends, spend more time on Facebook and might be addicted to Facebook as well. Enthusiasm for Facebook is particularly apparent in Malaysia, as Malaysians are known to have the most number of friends on Facebook (The Star, 2010).

Even though Facebook is used to connect with people and improve the social life of students, it was also noticed that excessive of Facebook usage bring bad consequences. As a matter of fact, the term Facebook Addiction Disorder (FAD)

was coined to refer to the negative consequences of excessive use of Facebook (Fenichel, 2009).

The researchers revealed students exhibit some addictive symptoms, namely, Salience (both cognitive and behavioural), Loss of Control, Withdrawal and Relapse and Reinstatement. These symptoms matched some of the addictive components of the Brown's Addiction Behaviour Framework. The findings are similar to other studies that have revealed addictive behaviour in using mobile phones (Balakrishnan & Raj, 2012; Walsh et al., 2010), online games (Charlton & Danforth, 2007) and the Internet (Charlton, 2002).

As a result, the study identified the addictive symptoms by using Facebook among the students; therefore, social networking sites affect health of the users. Furthermore, Mekinc, Smailbegović, Kokić in 2013, wrote an article named should we be considered about children use of the internet? Due to the researchers made by Young, as a result, she found internet overuse can bring health problems known as a mental disorder which she named Pathological Internet Use – PIU (Young, 1998). The American Psychological Association classified the overuse of the internet services as an addiction. Now we can include the PIU in the group of addictions together with drug and alcohol addictions, addiction to video games, gambling and some of the eating disorders (Bonacic, 2010).

As a result Mekinc, Smailbegovic, Kotic (2013) found out the increased use of the internet, Facebook profiles, publication of personal data are expression of signs of internet addiction among scholars in the upper grades.

According to the results of this study, using Facebook, Whatsapp, as well as other media increases the likelihood of addiction to the internet. While establishing new friendships and socializing, children through the internet can satisfy their need for contact, for belonging, however, the excessive use of social networks brings the risk of developing an internet addiction.

The social networking phenomenon is consuming the lives of millions of users around the world. Since the inception of the first social networking site, SixDegrees.com at 1997 (Boyd and Ellison, 2008), the social networking craze has grown beyond all expectations. Data privacy is a fundamental problem in today's information era. Enormous amounts of data are collected by government agencies, search engines, social networking systems, hospitals, financial institutions, and other organizations, and are stored in databases. Those stored information is very crucial for individuals, people might misuse this information. The problems that exist in the real world such as theft, fraud, vandalism also exists in online Web 2 environments an identity thief.

New laws introduced by the Attorney General of Australia introduced jail terms of up to ten years for individuals using networking sites such as Facebook to steal identities without having to wait for them to obtain money as a part of the fraud. (Hildebrand, 2009). Social networking is becoming a necessity day by day. It is a phenomenon that is exploited by SNS, which strive to transform relationships between people and groups of people, which already exist into an online network which can be traversed and exploited. (Wu and Majedi et al. 2010).

These sites have now transformed into social networking services (Wu and Majedi et al. 2010). And, people are eagerly signing up to these social websites. But apart from the attraction they have, there are also some hidden threats that they possess. Two authors named Asif and Khan in 2012, wrote an article named user's perceptions on Facebook privacy policies. Facebook knows an immense amount about its users. A fully filled-out Facebook profile contains about 40 pieces of recognizably personal information, including name; birthday; political and religious views; online and offline contact information; sex, sexual preference and relationship status; favourite books, movies, educational and employment history and finally picture. Facebook then offers multiple tools for users to search out and add potential contacts. By the time one person fills information, Facebook

has a reasonably comprehensive snapshot both of who you are and of who you know.

With this information, people might use it for negative cause and damage one person's life but if people read and understand the privacy and security options they might be less exposed. Asif and Khan (2012) found that people remain unaware of information sharing policies, although the policies are clearly stated. And if they have read them, they are not confirmed about the effect. This study also shows that people do not know how their personal data can be shared. And they end up sharing their private information with unauthorized people because of their ignorant attitude. In addition, they noticed that complexity of privacy settings and lack of control provided to the user is equally responsible for unintentional information sharing.

In addition, O'Brien and Torres (2012) wrote an article named Social Networking and Online Privacy: Facebook Users' Perceptions. As a result, the researchers found that Facebook users are alert and cautious when using the social networking sites. However, Facebook users are not completely informed or aware of all activities concerning privacy on the social networking sites. Though, low trust levels to date have not hindered activity on Facebook and membership continues to rise. Facebook users seem willing to push aside trust issues to achieve

social interaction. The importance of trust in a social networking context is clearly questionable and perhaps different determinants for online activity exist in different online environments.

There are a number of barriers to trust in the online environment. These barriers include perceived risk, website design and content, the user themselves and privacy concerns. Privacy concerns are considered the greatest barrier of them all because 'the internet, by design, lacks unified provisions for identifying who communicates with whom; it lacks a well-designed identity infrastructure' (Leenes et al., 2008).

Privacy concerns include online information collection techniques such as cookie technology involving extreme surveillance. The use and analysis of data are also a concern due to unethical merging and data mining practices to profile customers. The instant recording and permanence of activity, loss of control and ownership of data also creates barriers to online activity (Tavani, 2011). Social networking users claim to be concerned about risks to privacy, yet do little to safeguard their information (Dwyer et al., 2007). Often users openly disclose detailed and personal information on these networks, comfortable living a part of their lives online (Rosenblum, 2007).

However, Facebook has continually introduced new features and services including the Newsfeed, Facebook Beacon, Facebook Advertisements and Facebook Platform, which subsequently lead to changes in the privacy settings and the privacy policy (less privacy) (Fletcher, 2010). With each additional expansion to the website has come a growing level of discontent and concern and a general feeling that ‘the company was eroding privacy and making substantial information public’ (Rothery, 2010).

Some additional influence of the social media on students are listed below;

### ***Reduced learning and research capabilities***

Students are depending more on the information reachable easily on these social networking sites and the web. This reduces their learning and research capabilities.

### ***Reduction in real human contact***

The additional time the students spend on these online networking destinations, the less time they will go through associating face to face with others. This decreases their relational abilities. They won't have the capacity to convey and mingle adequately face to face with others. The businesses are getting increasingly unsatisfied with the relational abilities of the new graduates because

of this reason. The compelling relational abilities are critical to achievement in reality.

### ***Reduces command over language use age and creative writing skills***

Students generally utilize slang words or abbreviated types of words on long range interpersonal communication locales. They begin depending on the PC language structure and spelling check highlights. This decreases their charge over the dialect and their experimental writing abilities.

### ***Time wastage***

Students, while seeking and concentrate on the web, get pulled in to utilizing online networking locales and once in a while they overlook why they are using internet. Sometimes students are not able to deliver their work in the specified period as their time wastes.

### ***Low grades***

Students get low evaluations in school because of absence of the coveted data and composing abilities.

### ***Loss of motivation for learning in students***

The student's motivational level lessens because of the utilization of these long range interpersonal communication locales. They depend on the virtual condition as opposed to increasing reasonable learning from this present reality.

### ***Effect on health***

The unnecessary use of these sites has an effect on the mental as well as physical health. Students do not take their meals on time and take proper rest. The abuse of these destinations once a day has many adverse impacts on the physical and psychological wellness of students making them lazy and unmotivated to make contact with the general population face to face. The guardians should check and adjust on their kids when they utilize the web. They ought to be suspicious whether they are utilizing it for fitting time period or not (Mahmoudi, 2008). The companions and educators ought to likewise enable understudies to make them mindful of the negative impacts and clarify what they are losing in reality by adhering to these long range interpersonal communication locales.

### **Social Media and Time Management Strategies**

Internet addiction can be broadly described as the desire to be permanently on the internet and the time spent on the internet with no control. The amount of time spent on the internet is both the symptom and the reason of the addiction (Kirik, 2013). The use of virtual worlds like the social media networking sites brings with it many advantages but also causes a number of drawbacks. Since individuals spend uncontrolled time on the virtual world, they face social and psychological

problems (Ceyhan, 2008). It is believed that the main reason for the inability to control time and the addiction it brings along is social media.

Social media is a way people use to communicate in order to share and discuss with no limits to time and space (mobile based) (Wikipedia, 2015). Today, social media is one of the first settings that hinder people from time management and causes them to waste time with technology. The new generation spending their hours on social media platforms is facing a new threat. The unplanned use of the internet and social media leads to loss of time and also failure as postponement is a killer of success. While social media platforms create a setting where users can share their ideas easily and connect with each other rapidly, control lies directly in the hands of the individuals, because users can act on their choices (Bal & Bal, 2015). This leads to the idea that the time spent for social media reduces the time needed for social and business areas of normal life (Gucdemir, 2012). Social sharing networks introduced various services and applications provided in the social sharing networks and spend more time than actually needed (Kirik, 2013). Therefore, the time spent for activities online in between daily routines is increasing respectively. These interactions are more than face to face communities and social interactions. From this perspective, it can be said that the use of internet

has weakened the relations with peers and their families and has strengthened online interactions.

A study by Oye, Mahamat and Rahim (2012), in Malaysia, revealed that most students unconsciously get addicted to the use of social media networks and get obsessed with them. The participants indicated that they always intended to spend few minutes but always ends up spending hours surfing and updating profiles as well as viewing photos.

Rithika and Selvaraj (2013) in their study discovered that students who spend more time on social media may have difficulty balancing their online activities and their academic preparation. This will in turn affect their academic performance.

In line with time management on the social media, below are some useful tips strategies to explore in avoiding distractions, thereby creating space for study;

- 1. Close news and social media sites:** A helpful tip is to create an aggregated feed of all favorite news sites. This would help one avoid wasting time loitering around the internet space for headlines and updates.
- 2. Close the internet browser when working:** The precious seconds it takes to load the browser to go online may be just the moment one need to become conscious of the time being wasted. If one must be logged on a continual basis,

efforts should be made to restrict oneself to three or four browser tabs for work-related sites.

- 3. Plan times to interact with it:** One may need to schedule a time to use the social media, check Facebook, WhatsApp messages, post selfies, upload videos on Instagram, etc. If one schedules time each day to do this, one can focus more on getting work done faster instead of wandering about that time.
- 4. Stick to the plan:** One should be disciplined, trust such plan, stick to it and review the progress of such plans made.
- 5. Reflect and adjust:** One should closely monitor self on a daily and weekly basis and make adjustments in case of any maladjustment. One should regularly ask self these questions: What is my main goal? What is my goal for the week? What do I need to do today? Where am I at the moment? Is this technique/schedule/place/relationship/situation working? Is it worth improving? How can I improve it?
- 6. Find the right place to study or work:** Picking the right place to study is very crucial because it has a major influence on the efficiency of the learning process. While one might like to study in his/her room, the television or some other media, i.e. video games, or fashion magazine lying somewhere might

pose as a disturbance. Therefore, one should be sure to find a quiet and well lit place.

- 7. Trying online quarantine:** For extreme measures, install Freedom, Anti-Social, SelfControl, or RescueTime, which would put a temporary barrier on ones access to certain websites on the net. Also, for maximum concentration, one should add all social media sites to the blacklist.

### **Summary of Reviewed Literature**

This study discussed extensively on the impact of social media language on the academic performance of Social Studies Students in junior secondary schools in Egor Local Government Area of Edo State. Truly, social media has contributed a lot to education since its inception in inception in the early 2000s with its first site called MySpace. This is arguably the beginning of social media.

A little while after MySpace got popular online, Facebook came on board in 2004. Before now, Facebook was restricted to a particular class of people, if one is not up to age 13, registering an account on Facebook was pretty difficult. But 2006 after that ban was lifted, its membership population exploded and took over all other social media sites. Just within a space of one year, YouTube came on board under Google Incorporated Company. With this, people can upload educational contents aside other learning materials, which are still in use till today. Just after a

space of two years again, the Facebook Messenger came on board which was designed majorly for chat purposes, but it was revamped and released again on August, 2011. This became the talk of the village in the global space. The Facebook Messenger was assessed on every platform, i.e. Desktop computers, laptops, tablet, smartphones, and even what people regard as “chinko” phones. This brought the world more closer.

Again, another explosion into the chat world when a gigantic social media application surfaced, the WhatsApp Messenger. This generated a very huge traffic and a lot of persons were logged on within a very short time space. This had the features of Facebook messenger aside others interesting ones added. Then a time came in February 2014 when Facebook acquired WhatsApp for a whopping sum of money, which is the regarded as the largest acquisition till date. However, it has been kept separate from the Facebook Messenger and has very obvious distinguishing features.

Just within a year or thereabout, the Instagram social media platform came on board. This app was built primarily for sharing images and videos. This media is regarded as the most populous which has gathered billions of people from around the world and is still accumulating even till today. Anyone not on Facebook must be on Instagram. On this app are celebrities, governors, presidents, head of states,

etc. Therefore, Facebook saw it as a business opportunity and acquired Instagram on April 2012. Now, Instagram has metamorphosed to “Threads” this year 2023.

The list is very long, a lot of social media platforms have emerged before and after these, such include Twitter, Skype, Google+ (already removed from the social media space), Pinterest, LinkedIn, Snapchat, Reddit, Flickr, Kik, WeChat, Viber and the most recent catching the most attention amongst the youths, TikTok.

On these social media applications, the youth occupy a very significant population. Some even follow the trend, most are logged on to all of these media platform. In mentioning these sites also, one should not forget those ones dedicated for dating and relationship too of which are Badoo, Bumble, Tinder, Qemistry, Muzmatch, amongst others too numerous to mention.

All these have posed a huge challenge to the academia. It has influenced students in their academic performances. A good number of students now use vulgar words like “fvck you”, “go to hell”, “motherfvcker” and other abominable languages in their communication. The use of social media languages have had effect in students social adaptive skills and their relationship with others. Some now make use of short hand expressions when writing their notes in school, especially when a dictation class is ongoing. Some use words like “Wat r u

doing?”, “How r u”, “Ayam going 2 skool” amongst others. These have significantly affected students and their academic performances at school and they do not score the way they are supposed to, in Social Studies and other examinations at school. Therefore, this necessitates the need for this study.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter focused on the methods and procedures used in carrying out this study. It is discussed under the following subheadings;

- (i) Research Design
- (ii) Population of the Study

- (iii) Sample and Sampling Techniques
- (iv) Research Instrument
- (v) Validity of the Instrument
- (vi) Reliability of the Instrument
- (vii) Method of Data Collection
- (viii) Method of Data Analysis

### **Research Design**

The research design used for this study was the descriptive survey research method, for eliciting opinions from respondents. In this method, only the selected samples from the population were given the questionnaires.

### **Population of the Study**

The population of the study for this research work consisted of seven thousand, seven hundred and ninety (7,790) students in Egor Local Government Area, of which three thousand, nine hundred and sixty one (3,961) are male students, while three thousand, eight hundred and twenty nine (3,829) are female students in the twelve (12) public secondary schools.

### **Sample and Sampling Techniques**

The sampling technique for this study was the simple random sampling technique. It was considered suitable for this research because each member of the population under this study had equal chance of being selected.

The sample size for this study consisted of one hundred and fifty (150) public secondary school students which were randomly selected from five (5) public schools within Egor Local Government Area of Edo State.

### **Research Instrument**

The researcher made use of a questionnaire checklist to obtain opinion from respondents. The questionnaire was meant to generate data from respondents to provide answers to the questions that was raised in the study. The questionnaire was further divided into two sections; Section A and B.

Section A was designed to elicit personal/demographic information from students, while Section B was meant to elicit response from students on items generated from the research questions. In total, twenty (20) items were constructed which addressed the research questions.

### **Validity of the Instrument**

The research instrument was validated by the supervisor and two other experts in the Faculty of Education, University of Benin, Benin City. They made

necessary suggestions and corrections on the questionnaire before it was printed for administration.

### **Reliability of the Instrument**

The reliability of the instrument was carried out using the split half reliability method, after which a reliability coefficient of 0.62 was obtained. By implication, the instrument was found trustworthy and consistent in measuring the constructs.

### **Method of Data Collection**

The questionnaire was administered to students. Immediately it was distributed and appropriately filled with the guidance of the researcher, it was retrieved from them immediately.

### **Method of Data Analysis**

The researcher analyzed the data using simple percentage and frequency tables to show responses from respondents to the questionnaires already administered and retrieved.

## **CHAPTER FOUR**

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

This chapter presents data and discussed results on assessment on the impact of social media language on the academic performance of Social Studies students

in junior secondary schools in Egor Local Government Area of Edo State. The sample size used for this study is a total number of one hundred and fifty (150) students who answered the research questions appropriately. The data presented below is a tabular presentation of results gotten from the survey;

**SECTION A: Demographic Data**

**Table 1: Distribution of Respondents by Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Male	94	62.7%
Female	56	37.3%
<b>Total</b>	<b>150</b>	<b>100%</b>

*Source: Researcher’s Field Survey, 2023*

Table 1 showed the number of respondents selected for the study. It revealed that 62.7% of the respondents were male students, while 37.3% of the respondents were female students.

**Table 2: Distribution of Respondents by Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage (%)</b>
10 – 12 years	64	42.7%
13 – 15 years	52	34.7%
16 – 18 years	34	22.6%
<b>Total</b>	<b>150</b>	<b>100%</b>

*Source: Researcher’s Field Survey, 2023*

Table 2 showed the number of respondents selected for the study. It revealed that 42.7% of the respondents are between 10 – 12 years. Also, it shows on the table that 34.7% are between 13 – 15 years of age. Lastly, it was shown on the table that 22.6% of the respondents were 16 – 18 years of age.

**Table 3: Distribution of Respondents by Class**

<b>Age</b>	<b>Frequency</b>	<b>Percentage (%)</b>
JSS 1	66	44%

JSS 2	60	40%
JSS 3	24	16%
<b>Total</b>	<b>150</b>	<b>100%</b>

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*Source: Researcher's Field Survey, 2023*

Table 3 showed the number of respondents selected for the study. It revealed that 44% of the respondents are in JSS 1. Also, it shows on the table that 40% are in JSS 2. Also, it shows that 16% of the respondents are in JSS 3.

**SECTION B: Response to the Research Questions**

**Research Question One: What are the social media sites used by junior secondary school students in Egor Local Government Area of Edo State?**

**Table 4: Social Media Sites used by Students**

S/N	ITEMS	SA	A	D	SD
1.	I know about Whatsapp and I make use of it.	55%	40%	5%	-
2.	I have access to Facebook and I make use of it.	28%	35%	19%	18%
3.	I have access to Tiktok.	32%	39%	13%	16%
4.	I am aware of Reddit social media application.	14%	15%	40%	31%
5.	I make use of Discord social media application.	-	-	42%	58%

*Source: Researcher's Field Survey, 2023*

Table 4 revealed the social media sites used by junior secondary school students in Egor Local Government Area of Edo State. From the table, students agreed strongly that they know and make use of Whatsapp. They also agreed and strongly agreed that they make use of Facebook and also have access to Tiktok. But it is shown from the study that students do not know the social media site called Reddit and Discord. This calls for a need for students to connect more intimately with social media sites that does not only advance communication, but one which can also assist them in their academic pursuit.

**Research Question Two: What is the mode of influence the social media is having on the academic performance of students in Social Studies at the junior secondary school in Egor Local Government Area of Edo State?**

**Table 5: Influence of Social Media on the Academic Performance of Students in Social Studies**

S/N	ITEMS	SA	A	D	SD
6.	Excessive use of social media cause distraction to me and lead to poor time management.	30%	25%	30%	23%
7.	Late night social media use can cause sleep disruption to me which can affect my brain functioning thereby causing poor academic performance in my studies.	30%	34%	20%	16%
8.	Social media use has led to knowledge sharing between me and other students.	42%	58%	-	-
9.	Social media use has affected my language pattern negatively which have affected my academic performances.	13%	8%	44%	35%
10.	My language and academic performance cannot be affected negatively by the social media.	-	-	47%	53%

***Source: Researcher’s Field Survey, 2023***

Table 5 shows the potency of the media to influence the academic performance of students in Social Studies. A good number of students who answered the items in this section agreed and strongly agreed that excessive use of social media cause distraction to them and lead to poor time management, late night social media use cause sleep disruption which affect their brain functioning. They also accepted that the social media use has assisted them in knowledge

sharing between them and other students. Also, they accepted that social media use does not have significant impact on their language pattern.

**Research Question Three: Does social media motivate junior secondary school students to improve their academic performance in Social Studies in Egor Local Government Area of Edo State?**

**Table 6: Potency of Social Media to Motivate Junior Secondary School Students in Improving their Academic Performance in Social Studies**

S/N	ITEMS	SA	A	D	SD
11.	Social media has helped to improve my academic performance in Social Studies.	49%	30%	13%	8%
12.	Through group chat discussions on Whatsapp, I have been motivated to learn.	45%	21%	15%	19%
13.	I don't engage in any serious studying once I am connected to any social media application like Facebook and Whatsapp.	37%	29%	14%	20%
14.	I do not feel relaxed and motivated to learn when I am connected with my friends online.	46%	22%	18%	14%
15.	I do not have interest in social media, I rather read from my notes and textbooks.	21%	22%	38%	19%

**Source: Researcher's Field Survey, 2023**

Table 6 provides responses from students on the potency of social media to motivate junior secondary school students in improving their academic performance in Social Studies. From the table, it is seen that social media has

helped to improve the academic performance of students in Social Studies. Also, majority of respondents agreed that through group chat discussions on Whatsapp, they have been motivated to learn. Also, a good number of students accepted that they do not engage in any serious studying once they are connected to any social media application like Facebook and Whatsapp. Also, students who answered the questionnaire in this section agreed and strongly agreed that they do not feel relaxed and motivated to learn when they are connected with their friends online.

**Research Question Four: What aspects of the social media are helping students at the junior secondary schools to improve their academic performance in Social Studies in Egor Local Government Area of Edo State?**

**Table 7: Aspects of the Social Media that is helping students at the junior secondary schools to improve their academic performance in Social Studies**

S/N	ITEMS	SA	A	D	SD
16.	Online study groups is one aspect the social media has helped to improve my academic performance.	44%	23%	15%	18%
17.	Access to current event and news is another aspect the social media has assisted me in my academic performances.	60%	27%	9%	4%
18.	I find encouragement and motivation from my friends on social media.	55%	32%	10%	3%
19.	Engaging on platforms like LinkedIn, Twitter with experts in academics has helped improve my academic performance.	30%	25%	26%	19%
20.	Social media provides an avenue for educational resources such as videos, articles, tutorials and other valuable information.	28%	30%	15%	27%

***Source: Researcher’s Field Survey, 2023***

Table 7 present ways through which the social media has helped students at junior secondary schools in improving their academic performances in social studies. From the table, a good number of students agreed and strongly agreed that online study groups has helped to improve their academic performance. Also, respondents agreed that access to current event and news is another aspect the social media has assisted in their academic performances. In addition, they strongly agreed and agreed that they find encouragement and motivation from

their friends on social media. Another finding from the table according to their response is that engaging on platforms like LinkedIn, Twitter with experts in academics has helped in improving their academic performance. Lastly, respondents agreed strongly that social media provides an avenue for educational resources such as videos, articles, tutorials, as well as other valuable information and resources.

### **Discussion of Findings**

The study focused on the impact of social media language on the academic performance of social studies students in junior secondary schools in Egor Local Government Area of Edo State. From the data collected, collated and analyzed, the following are the findings:

**Findings from Table 4** revealed the social media sites used by junior secondary school students in Egor Local Government Area of Edo State. From the table, students agreed strongly that they know and make use of Whatsapp. They also agreed and strongly agreed that they make use of Facebook and also have access to Tiktok. But it is shown from the study that students do not know the social media site called Reddit and Discord. This calls for a need for students to

connect more intimately with social media sites that does not only advance communication, but one which can also assist them in their academic pursuit.

Also, **findings from Table 5** shows the potency of the media to influence the academic performance of students in Social Studies. A good number of students who answered the items in this section agreed and strongly agreed that excessive use of social media cause distraction to them and lead to poor time management, late night social media use cause sleep disruption which affect their brain functioning. They also accepted that the social media use has assisted them in knowledge sharing between them and other students. Also, they accepted that social media use does not have significant impact on their language pattern.

Furthermore, **findings from Table 6** provides responses from students on the potency of social media to motivate junior secondary school students in improving their academic performance in Social Studies. From the table, it is seen that social media has helped to improve the academic performance of students in Social Studies. Also, majority of respondents agreed that through group chat discussions on Whatsapp, they have been motivated to learn. Also, a good number of students accepted that they do not engage in any serious studying once they are connected to any social media application like Facebook and Whatsapp. Also, students who answered the questionnaire in this section agreed and strongly agreed that they do

not feel relaxed and motivated to learn when they are connected with their friends online.

Lastly, findings on table 7 present ways through which the social media has helped students at junior secondary schools in improving their academic performances in social studies. From the table, a good number of students agreed and strongly agreed that online study groups has helped to improve their academic performance. Also, respondents agreed that access to current event and news is another aspect the social media has assisted in their academic performances. In addition, they strongly agreed and agreed that they find encouragement and motivation from their friends on social media. Another finding from the table according to their response is that engaging on platforms like LinkedIn, Twitter with experts in academics has helped in improving their academic performance. Lastly, respondents agreed strongly that social media provides an avenue for educational resources such as videos, articles, tutorials, as well as other valuable resources.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

The study assessed the impact of Social Media Language on the academic performance of social studies students in junior secondary schools in Egor Local Government Area of Edo State. The population of this study comprised of twelve (12) public secondary schools which contained seven thousand, seven hundred and ninety (7,790) students as at the time of carrying out this study. From the population, three thousand, nine hundred and sixty one (3,961) are male students, while three thousand, eight hundred and twenty nine (3,829) are female students. From the five selected public schools which make up the sample for the survey, one hundred and fifty (150) students were randomly selected from the schools.

In a bid to effectively investigate into this study, four research questions were raised, which include:

1. What are the social media sites used by junior secondary school students in Egor Local Government Area of Edo State?

2. What is the mode of influence the social media is having on the academic performance in Social Studies of junior secondary school students in Egor Local Government Area of Edo State?
3. Do social media motivate junior secondary school students to improve their academic performance in Social Studies in Egor Local Government Area of Edo State?
4. What aspects of social media are helping the students at the junior secondary schools to improve their academic performance in Social Studies in Egor Local Government Area of Edo State?

Findings from the study revealed the social media sites students are exposed to. Such media sites include Whatsapp, TikTok and Facebook. It also shows the extent of influence the social media has on the academic performance of students in social studies. Some of the influences social media on students is that excessive use of the media cause distraction to them which leads to poor time management. Another finding is that late night social media use can cause sleep disruption which affect them negatively causing poor academic performance in their studies. In addition, it was found that social media use has affected students negatively in their language patterns which have later affected their academic performances.

## **Conclusion**

In line with the finding of this study, the following conclusion was drawn:

- Social media use has led to knowledge sharing between students.
- Social media has affected students' language pattern negatively.
- Online study groups has helped to improve students' academic performance.
- Engaging on platforms like Twitter and LinkedIn has provided students with the opportunity to chat with experts which has helped to improve their academic performance.

## **Recommendations**

Based on the finding of this study, the following recommendations were made:

1. Students should strike a balance between social activities and academic activities. They should however focus more attention towards academic research if they are to browse online at all.
2. Students should switch off their phones whenever they are in the classroom or put it to flight mode. This would show the student is disciplined, and want success for himself/herself.

3. Students should draw a time-table of study time in order not to get too distracted with social media sites.
4. Students should ensure they control their language as the media has negatively impacted students' communication with their fellow students and other persons within and outside their community.

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**APPENDIX**  
**DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL**  
**TECHNOLOGY**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF BENIN, BENIN CITY**

**QUESTIONNAIRE ON THE IMPACT OF SOCIAL MEDIA LANGUAGE**  
**ON THE ACADEMIC PERFORMAMANCE OF SOCIAL STUDIES**  
**STUDENTS IN JUNIOR SECONDARY SCHOOLS**

Dear respondent,

The researcher is a student of the above-named Department, Faculty and University. The questionnaire is designed to investigate “**the Impact of Social Media Language on the academic performance of social studies students in junior secondary schools in Egor Local Government Area of Edo State**”. You are requested to kindly complete the questionnaire as sincerely and objectively as possible. Your response will be treated with utmost confidentiality.

**OGHOMU ESEOGHENE MARIA**  
*Student Researcher*

**SECTION A: PERSONAL DATA**

**INSTRUCTION:** Please tick ( $\checkmark$ ) the answer that best describes your response.

1. **School:** (optional) \_\_\_\_\_
2. **Gender:** Male ( ) Female ( )
3. **Age:** 10 – 12 years ( ) 13 – 15 years ( ) 16 – 18 years ( )
4. **Class:** JSS 1 ( ) JSS 2 ( ) JSS 3 ( )

**SECTION B**

**INSTRUCTION:** *Please tick ( $\checkmark$ ) the answer that best describes your response*

**Key:** SA= Strongly Agree, A= Agree, D= Disagree, SD= Strongly Disagree

S/N	ITEMS	SA	A	D	SD
	<b><i>What are the social media sites used by junior secondary school students in Egor Local Government Area of Edo State?</i></b>				
1.	I know about Whatsapp and they make use of it.				
2.	I have access to Facebook and I make use of it.				
3.	I have access to Tiktok.				
4.	I am aware of Reddit social media application.				
5.	I make use of Discord social media application.				
	<b><i>What is the mode of influence the social media is having on the academic performance of students in Social Studies at the junior secondary school in Egor Local Government Area of Edo State?</i></b>				
6.	Excessive use of social media cause distraction to me and lead to poor time management.				
7.	Late night social media use can cause sleep disruption to me which can affect my brain functioning thereby causing poor academic performance in my studies.				
8.	Social media use has led to knowledge sharing between me and other students.				
9.	Social media use has affected my language pattern negatively which have affected my academic performances.				
10.	My language and academic performance cannot be affected negatively by the social media.				
	<b><i>Does social media motivate junior secondary school students to improve their academic performance in Social Studies in Egor Local Government Area of Edo State?</i></b>				
11.	Social media has helped to improve my academic performance in Social Studies.				
12.	Through group chat discussions on Whatsapp, I have been motivated to learn.				
13.	I don't engage in any serious studying once I am connected to				

	any social media application like Facebook and Whatsapp.				
14.	I do not feel relaxed and motivated to learn when I am connected with my friends online.				
15.	I do not have interest in social media, I rather read from my notes and textbooks.				
	<b><i>What aspects of the social media are helping students at the junior secondary schools to improve their academic performance in Social Studies in Egor Local Government Area of Edo State?</i></b>				
16.	Online study groups is one aspect the social media has helped to improve my academic performance.				
17.	Access to current event and news is another aspect the social media has assisted me in my academic performances.				
18.	I find encouragement and motivation from my friends on social media.				
19.	Engaging on platforms like LinkedIn, Twitter with experts in academics has helped improve my academic performance.				
20.	Social media provides an avenue for educational resources such as videos, articles, tutorials and other valuable information.				