

**EFFECT OF SOCIAL MEDIA ON SECONDARY SCHOOL IN  
THREE LOCAL GOVERNMENT AREAS**

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BENIN CITY**

**MAY, 2025**

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**BEING A PROJECT WORK SUBMITTED TO THE DEPARTMENT OF  
COMPUTER SCIENCE , THREE LOCAL GOVERNMENT AREAS OF BENIN,  
BENIN CITY, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR  
THE AWARD OF B.Sc. DEGREE IN SOCIAL WORK**

**MAY, 2025**

## **CERTIFICATION**

This is to certify that this project was carried out by Igbasan Taiye Miracle with Matriculation Number PSC1712828 of the Department of Computer Science in partial fulfillment of the requirements for the award of Bachelor Degree (B.Sc.) in Computer Science Three local government areas of Benin, under my supervision.

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**DR. NWELIH EMMANUEL**  
*Project Supervisor*

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**PROF. GODSPower EKUObASE**  
*Head of Department*

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**Date**

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**Date**

## **DEDICATION**

This work is dedicated to God almighty for his grace towards my life and my academic pursuit in Three local government areas of Benin.

## **ACKNOWLEDGEMENTS**

I am grateful to God for His steadfast love and mercies. For His Faithfulness and strength when it felt like I couldn't go on, for the ability to read and retain knowledge and for His grace that sustained me through the period of my stay in the great three local government areas of Benin.

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## ABSTRACT

*This study examines impact of social media trends on the behavioural pattern of the Three local government areas of Benin Students. The study adopted the survey design using simple random sampling to source data from a sample of 400 respondents. The data collected was analysed using percentage and chi-square statistical technique. The Result shows that social media contribution impacts on the behavioural pattern of three local government areas Students in Edo State , social media platform impacts on students reading habit, social media trends affects daily relations of students in the Three local government areas. Social media trend impact on students' academic performance in the Three local government areas. The study recommended that students should be monitored by teachers and parents on how they use these sites. Teachers should ensure they use the Social media as a tool to improve the academic performance of students in schools and students lifestyles. Students should better manage their study time in and prevent distractions that can be provided by the Social media. There should be a decrease in the number of time spent by students when surfing the net. Social Networking Sites should be expanded and new pages should be created to enhance academic activities and avoid setbacks in the students' academic performance and students lifestyles. The students should create a balance between chit-chatting and academic activities. More attention should be directed to research. The use of Social media network by students should focus on the academic relevance of those sites instead of using them for negative purposes.*

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

The way people send and receive data has been altered by the internet. It claims to be a unique method of encoding and translating data between people and in organisations. This can be accomplished through a variety of stages, each with unique and intriguing features. One of the fastest phenomena you can imagine in the twenty-first century is education, which has shifted to an innovation-based approach (Lohani, 2023). Consequently, social media organising innovation is a uniting force in education that has advanced national advancement in the field of technological instruction. Over the past few decades, social media has had a significant impact on how people communicate with one other in educational communities.

Presently, the media makes life easier for everyone involved by promoting intellectual, social, and political growth (Oghenetega, Oyenike & Ugeh, 2014). This is because there has been a fantastic adoption of e-learning frameworks in the country's higher education system. The rapid advancement of innovation, especially the internet, has led to e-learning frameworks having a remarkable impact on customers. A few conversations, theories, and initiatives have emerged in the field of e-learning, especially in relation to social organising and the use of ICT to understand academic and authoritative difficulties in schools, most notably higher education (Awodele, Idowu,

Anjorin, Adedire & Akpor, 2009). It is evident that the conventional method of instruction seems not to be meeting the requirements for preparing students to participate successfully and competently in the current system.

There is undoubtedly a connection between social systems as connect one person to another at different location in the globe and it also affect young people's behaviour. Consequently, communications can result in changes and patterns and can reach target groups and gatherings of people in real time. These days, younger generations grow up in an environment where adults are essentially naturalised citizens, have excellent touch with various social systems, and easily absorb computerised culture (Gbadeyan & Bayraktar, 2023). People that grow up in technologically advanced environments are referred to as members of the "technology generation." Youngsters use multicultural values, engage in creative learning, interact in a hybrid virtual environment, and develop contemporary dialects (Dzogbenuku, Doe & Amoako, 2021). Among the most defining characteristics of N-Gen culture are freedom, passionate and mental openness, consideration, flexibility of expression and firm focuses of vision, advancement, development, joy of inquiry about quickness and affectability to the interface of individuals, companies, verification, and belief (Dzogbenuku et al., 2021).

Social media might be considered a cutting-edge invention that facilitates the exchange of ideas and information through virtual communities and systems, including

text and images (Ozlem & Neslihan, 2019). Trends show what people are talking about at any point in time on different social media sites; what trends are there on social media; the constantly shifting topics and behaviours that are popular on social media which are known as social media patterns (Quaye, 2022). Put differently, patterns are transient substance types that capture the interest of a sizable audience and spread swiftly across all major social media platforms. They are available in a variety of formats, including challenges, memes, short-form videos, conversations, and subjects.

Everyone has unfettered access to information in the display era, which is recognised as the information age. The younger generation referred to as the "Net-Generation" seems to have a strong bias in favour of using current innovations to acquire data. Although using social media for education appears to be advantageous on all fronts, first-year college students are much too crazy to use it (Gurcan, 2015). Thus, the goal of this research is to determine how social media affects the behavioural patterns of college understudies.

## **1.2 Statement of the Research Problem**

This study aims to investigate the impact of social media usage habits on the behaviour patterns of Nigerian Three local government areas Undergraduates. It seems that Three local government areas Students are becoming more and more accustomed to using social media, and many of them rely on it for communication and intuition (Alaika et al., 2020).

It appears that a growing number of students, particularly those enrolled in higher education, are using social media without giving their physical, mental, or emotional health any thought. The way undergraduates at all instructional levels think and learn has changed as a result of the use of social media platforms with a variety of resources. Social media plays a crucial role in education since it has become an essential part of everyone's life. The use of social media affects students' learning in radically varied ways (Ahmad, 2019). Presently, it seems that higher education institutions' increasing use of social media is altering the prediction made by Armstrong and Franklin (2008), who stated that as information becomes more widely available through other sources and is produced by more people in more ways into reality, universities will lose their preferred role as a crucial information provider and custodian.

Innovation is a well-known fact that has its big stars, but some researchers have discovered that when it is placed in the wrong hands, it can be dangerous. Researchers have also discovered that understudies often experiment with practices that make them feel good always and allow them to stand out among their peers (Azizi, Soroush & Khatony, 2019). Students use social media in part, which means they spend some time on their computers or other smart devices with internet access. The time spent on these devices can be used to complete more lucrative tasks. This generation uses social media platforms like Facebook, Twitter, Instagram, Tiktok, WhatsApp, and so on more than any

other generation. Social media, which is viewed as an incredibly beneficial tool yet is occasionally exploited, has been made possible by innovation (Otaru & Nwankwo, 2021). In order to access these stages, one must have a device that can access the internet, such as a computer, tablet, or phone.

Without a doubt, social media contributes to both individual and societal development because it allows users to get information from the internet, and via social media, many speeches and lectures have been given. Social media can have certain disadvantages, too, particularly when it comes to poorly monitored children. Since kids will absorb the bad aspects, it can have an impact on their social behaviour. According to Singh, Amiri, and Sabbarwal's (2017) research, social media platforms have a significant impact on undergraduates' academic experiences and values. The media attracts the attention of students and has the power to divert them from academic pursuits. While using the internet for educational purposes is beneficial, using social media without proper guidance harms students' careers. Web addiction results in low interest in class assignments, poor academic performance, and a lack of interest in thought processes (Ali, 2016). Additionally, it makes students feel anxious, depressed, and hopeless. Undergraduates' excessive use of social media creates a lot of social, enthusiastic, and physical congestion among them because undergraduates at universities must engage in

both practical and creative exercises due to the ethical consequences of their principles (Rodriguez et al., 2021).

The undergraduates may also be negatively impacted by exposure to sexual information, cyberbullying, meaningless online promotion, and initiation to risky online behaviour. In line with Matt Ritchel's article "Developing up Computerised, Wired for Diversion" published in the Modern York Times on November 21, 2010, other factors include time wastage, the creation of flimsy and harmful connections, and, ultimately, the infliction of social confinement, withdrawal, and misery on users rather than their alleviation.

### **1.3 Aim and Objectives of the Study**

The main aim of this study is to investigate Effect of Social Media on Secondary School In Three Local Government Areas. The specific objectives are to:

- 1) investigate the impact of social media on undergraduates in Nigeria three local government areas.
- 2) ascertain the influence social media of on the behavior of students in Three local government areas of Benin, social media platform on students reading habit.
- 3) determine how three local government areas students use social media trends on their daily relations with others.

4) find out whether social media trend impact on students' academic performance in the Three local government areas.

#### **1.4 Research Questions**

The study will be guided by the following questions in order to meet the objectives of the study.

1) How does social media impact on undergraduates students in three local government areas?

2) to what extent does the social media influences the behavior of students in Three local government areas of Benin?

3) How does the three local government areas students' use social media trends on their daily relations with others?

4) to what extent does social media trend impact on students' academic performance in the Three local government areas?

#### **1.5 Significance of the Study**

It is clear that since 2010/2011, a sizable portion of the population mostly college students has had access to Facebook and other social media platforms. It is reasonable to conduct this study even if they may participate in a variety of activities off social media, as their rate of participation on social media platforms appears to be significantly higher than that of other platforms (Cheung & Lee, 2010). It is intended that this study's findings

would close the knowledge gap about how social media affects pupils and how to modify behaviour.

The study's findings may also be helpful to policymakers in other branches of the government. For instance, the ministry of health will benefit from knowing what resources to use when developing programmes for young people, particularly for those in charge of counselling them, as they have the ability to create new vocabulary and dialects from social media and have a deeper understanding of it. Educators will also benefit from this information when creating curricula for students. The study's findings are probably going to impact future academic investigations by other scholars who might be interested in this area of study and start the necessary mitigation.

### **1.6 The Scope and Limitation of the Study**

The goal of the study is to determine how social media trends affect three local government areas students' behaviour changes. Even though the study solely focused on three local government areas students, it acknowledges that social media has an impact on people in other contexts as well. Rather of examining all universities in Nigeria, the study concentrated on just three. Time and financial constraints impose further restrictions on the study, and it is anticipated that students may withhold information due to concerns about privacy invasion. Therefore, it is expected that you will inform them

that the study is driven solely by academic interests and not by any other kind of motivation.

### **1.7 Definition of Terms/Concepts**

1. **Social media:** Social media refers to the means of interactions among people in which they create, share, and/or exchange information and ideas in virtual communities and networks, e.g. Facebook, Twitter, Instagram, LinkedIn and YouTube accounts.

2. **Academic Performance:** Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests.

3. **Behaviour:** refer to one's actions before or toward others, especially on a particular occasion. Behaviour refers to actions usually measured by commonly accepted standards.

4. **Exposure:** Exposure involves certain level of awareness of social and intellectual information.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 The Concept of Social Media**

According to Alaika, Doghmi, and Cherti (2020), social media is thought to be the web application that is developing the fastest in the twenty-first century. This rapid advancement is made possible by innovative progress. As Andreassen (2015) argued, "there is no single recognised definition for social media," it is difficult to give social media a fixed definition because it is constantly evolving. In any event, over the years, a few academics have described it from a variety of angles. Merrian-Webster.Com defines social media as the implication of electronic communication, encompassing small-scale blogs and social systems. Social media are also defined as "websites and applications utilised for Social Networking" by the Oxford Lexicon (2011).

Another way to describe social media is as a "very popular, incredibly fast, and widely distributed communication channel that has proven to be incredibly successful and trusted by billions of people to share and find substance concerning people, brands, data, excitement, and know how" (Ayatalumo & Ukegbu, 2019). According to Azizi, Soroush, and Khatony (2019), social media is also defined as meaning that forms deeply intelligently through the use of flexible and web-based innovation. It facilitates the sharing, co-creation, discussion, and alteration of user-generated content by individuals and communities. All of these definitions corroborate one another, namely that social

media refers to a variety of online communication and interaction methods that people use for a variety of reasons. These include sharing information, exchanging private messages, viewing videos and images, posting, and engaging in thought dialogue.

Social media is used in a way that connects people with one another while providing information, rather than educating people fairly. It is a collection of web-based applications that let users to create and exchange user-generated content (Otaru & Nwankwo, 2021). Since we commonly refer to news reporters as the media, blending social media with social news is an easy task. Golan, Arceneaux, and Soule's 2019 study included a list of media websites that include

1. 1. Social book marking: engage through online tagging and browsing through other people's bookmarked pages. (For instance, Diggs, Flipboard, and Pinterest).
2. 2. Social News: Engage by commenting on and voting on articles on sites like Grow News, Newsvine, Delicious, and Reddit.
3. 3. Social networking: engage by adding friends, leaving comments on images and profiles, and exchanging discussion groups on platforms like Facebook, Twitter, WhatsApp, and QQ.
4. 4. Social Photo and Video Sharing: Participate by posting images or videos and leaving comments on other users' work on platforms like Instagram, YouTube, Tiktok, and Vimeo.

5. 5. Wikipedias: Contribute to the site by adding new entries or revising ones that already exist (Golan, Arceneaux, and Soule, 2019).

### **2.1.1 Social Media Platform and Students Reading Habit**

Social media was categorised by Kaplan and Haenlein (2010) into the following six (6) categories:

1. The Collaborative Project on Wikipedia
  2. The blogs and microblogs on Twitter
  3. Communities for YouTube Content
  4. Social networking sites (Facebook, WhatsApp, BlackBerry Messenger, and Telegram)
  5. A virtual game called World of War Craft
  6. The virtual Second World, or Second Life
- This classification of social media into classes has proven beneficial for both individuals and scholars as it facilitates the rapid identification and research of certain social media types. However, because social media is so widely used these days, it could become unclear which category a newly created social media type belongs in (Quintelier & Vissers, 2008).

### **2.1.2 Types of Social Media**

Social media has greatly benefited humanity and will continue to do so; as a result, its significance for communication cannot be understated. Man is a social creature who uses

communication to engage with his surroundings. Four categories of social media can be distinguished, according to Raplan (2002):

1. Space-timers (time- and location-sensitive): messaging based on a certain place and time (e.g. Facebook, WhatsApp, Twitter etc.).
2. Time-sensitive and quick-time transfer of classic social applications to mobile services (such as posting messages on Twitter, updating display pictures (DP), and status updates)
3. Space-locators (location-sensitive): these systems allow users to exchange relevant messages for a single, identified location.
4. Slow-timers (neither time nor place sensitive): use mobile devices to access traditional social media applications (Ram, 2018).

### **Examples of Social media**

Social media users have increased exponentially as well. According to statistics, there were about 2 billion followers across social media and app stores in 2015. Furthermore, this figure is probably going to surpass 2.6 billion by 2018 due to the growing usage of mobile devices (Ram, 2018).

1. Facebook: This is unquestionably the biggest and most popular social media platform worldwide. Furthermore, Facebook may have been the first to exceed the milestone of one billion user accounts. In addition to connecting with friends and family, Facebook offers a variety of applications for online sales, and you can use paid advertisements to

advertise and promote your company, products, and brand. Facebook has recently lost the trust of millions of users by giving third parties access to the personal information of over 87 million users. The audience of the social media site is feeling uneasy as a result of this grave betrayal of trust. So much so that there is already a movement on social media called #deletefacebook, in which users are abandoning Facebook entirely in favour of other networks. Approximately 1.59 billion people use the site each month (Akokuwebe, Omololu, Sanda & Adekola, 2021); (McAllister, 2015).

## **2 – WhatsApp**

Facebook bought this instant messaging business in 2014, yet it is still autonomous today. With its ability to facilitate rapid conversation and sharing with both individuals and groups, it has managed to pique the interest of millions of users worldwide despite entering the market considerably later than Facebook. The WhatsApp call feature is incredibly economical, according to users! Every month, almost one billion users are active (McAllister, 2015).

## **7 – Instagram**

Instagram was a new social networking platform when it initially began, allowing users to upload just photos and videos. With this photo-sharing social networking software, you may capture the best moments of your life with your phone's camera or any other camera and create artistic works out of them. You may add different filters to your images on

Instagram, and it's easy to share them to other popular social media sites like Facebook and Twitter. It is presently a component of the Facebook empire. Every month, about 400 million users are active (McAllister, 2015).

### **2.1.3 Mobile Social Media**

Because more mobile devices can now run social network programmes, social media has been more widely used and has extended into new domains. The use of mobile devices with Android social media applications is referred to as mobile social media. The integration of network information and communication into public spaces is now possible because to the shift of social network apps from PCs to mobile phones. Per Humphreys's (2007) research on "mobile social networks and social practices," individuals utilising these more modern mobile phone services have the capacity to create, strengthen, and expand their social networks. Due to its mobile-only nature and integration of additional aspects including the user's present location and the time lapse between when they spend and receive money, mobile social media differs from traditional social media (Nida, 2018).

## **2.2 Measuring Students' Academic Performance**

One statistic used to evaluate academic achievement is the grade point average (GPA). Academic performance is often measured through exams and continuous assessments; however, attitudes on the best ways to measure it and whether declarative knowledge

(e.g., facts) or procedural knowledge (e.g., skills) is more important vary (Dzogbenuku, Doe & Amoako, 2021). Accepted standards state that the practical indicator of a student's academic success at the three local government areas level is the grade that their instructor assigns them at the conclusion of an assessment system, most notably the oral, written, or practical exams that students take throughout the academic year (Otaru and Nwankwo, 2021).

To determine how effectively students have fulfilled the necessary learning objectives, their performance is measured. The ultimate goal of education is to improve students' academic performance through the transfer of knowledge and skills (Gbadeyan & Bayraktar, 2023). Notwithstanding its ambiguity, the word "academic success" or "academic performance" is one of the most widely used categories in educational research and assessment within higher education (York, Gibson, and Rankin, 2015). The cornerstone of a well-executed assessment is a clearly defined objective. Part of the confusion surrounding definitions of academic success stems from its inherently perspectival nature.

Diverse constituents hold distinct viewpoints of success and, in turn, academic achievement. For example, while the head of the English department might not agree, a director of career services would probably consider utilising alumni's job promotion histories as a gauge of academic performance. In this case, the faculty member may argue

that academic achievement is defined as finishing courses and proving that you have acquired specific information and abilities. The administrator may argue that a graduate's ability to find work in industries related to or within their degree programmes is proof of their academic accomplishment. Given the present definition of academic success and the requirement that it be applied in connection to departmental goals for students, both points of disagreement are valid (York, Gibson, and Rankin, 2015).

Teachers and administrators are unable to prioritise initiatives intended to improve institutional effectiveness by closely assessing academic accomplishment due to the broad interpretation of this term. Academic success is perhaps the most studied outcome in education; however, it is so hard to measure such an ill-defined concept that, as far as we know, educational researchers do not have a comprehensive presentation of empirical instruments to measure various aspects of academic success.

However, they went on to mention the following components as resources that may be operationalized as measures of performance or success in the classroom:

1) Academic achievement; 2) Learning objectives fulfilled; 3) acquisition of skills and competencies; 4) contentment; 5) success in the workplace; and 6) tenacity.

They contend that grades and GPA of students might serve as a stand-in for academic success. This point of view is supported by the absence of another generally recognised or verified index for assessing a student's academic progress or competence.

They propose a paradigm for measuring student happiness that may be used to larger, nationally accessible surveys or institutional surveys such as the Cooperative Institutional Research Programme (CIRP) (York, Gibson, and Rankin, 2015).

Extrinsic and intrinsic metrics are two distinct approaches to quantifying career success (York, Gibson, & Rankin, 2015). While job attainment rates, promotion histories, and annual performance ratings are examples of extrinsic career success metrics, measures of job happiness or achieving professional goals are examples of intrinsic career success metrics. York, Gibson, and Rankin's (2015) paper provides a fantastic example of intrinsic measures. Success in this study was measured by the participants' assessments of their capacity to meet objectives, realise potential, increase their job alternatives, and feel more content with oneself. We found that research concentrating on extrinsic metrics were more common between the two because they are simpler to operationalize (Akokuwebe, Omololu, Sanda, and Adekola, 2021).

It is possible to meet learning objectives and measure the skills and competencies attained at the course, programme, and institutional levels. Assignments and course evaluations serve as the primary instruments for evaluating students' performance in a course. Programmatic evaluation is usually conducted by an independent professional organisation such as the Engineering Accreditation Board, or in other cases, by a capstone project that is part of the curriculum (Otaru and Nwankwo, 2021). There is a

large overlap between measuring learning objectives met and developing skills and abilities. Furthermore, research suggests that perseverance can be evaluated with two primary instruments: degree completion rates and retention throughout particular college years, usually during the first and second years (York, Gibson, and Rankin, 2015).

### **2.2.1 Social Media on Students Academic Activities and Behavioural Patterns**

Students' academic goals and lifestyles are greatly impacted by the social phenomena of social media. Even the all-powerful, all-good God Almighty has a bad side. There are still many who still ascribe certain things to Him, claiming that if He were all benign, He wouldn't have to allow evil to exist in the world. We are not as interested in this discussion as we are in finding out more about how social media affects students' academic lives and activities. We'll discuss the benefits and drawbacks of social media for students' academic endeavours and lifestyle. According to Heffner (2016), for example, students can use social media to express their concerns about their academic work, especially if they are connected to other students going through a similar situation. Students can interact with one another on social media, which is beneficial since it allows them to have online discussions about subjects covered in class. In another study, Mushtaq (2015) discovered that social media can make students less likely to read newspapers and cause them to lose important information from them, which may leave them with insufficient knowledge in particular topic areas. Wang, Chen, and Liang (2011)

assert that social networking directly affects students' academic achievement and efficacy. Thus, educators need to be aware of these problems and try to find better solutions (Otaru and Nwankwo, 2021).

### **2.2.2 Social Media Trend and Behavioural Values of Students in the Three local government areas**

Social media offers pupils a novel perspective on a well-known assignment. It provides students with an immediate, public means of evaluating and commenting on other students, teachers, administrators, classes, and campus surroundings. Virtually invisible social media networks traverse our campuses, bringing with them the burden of intricate legal precedents and social injustices accumulated over many years of student expression (Gurcan, 2015).

These days, students communicate via technology, and that If you announce that Facebook and messaging are not permitted, you are severing a vital connection with your students' technology as an online educator who makes use of a variety of platforms like Skype, Text, Email, Facebook, and Twitter. With the use of internet search engines like Google, TinEye, Yahoo, and others, social media offers a multitude of material uploading, coping, sharing, and search options. This creates new opportunities for dialogue and cooperation. Students today use social media whenever there is an internet connection, at any time, to suit their educational needs (Dewing, 2010).

Students can use social media to seek teachers for help with schoolwork at any time of day or night so they never fall behind academically. They can also use it to plan school events and connect with teachers outside of the classroom. During the school day, teachers can be swiftly contacted by WhatsApp and cell phone numbers in the event that a kid is likely to be absent or late, or in case of an emergency.

Numerous studies—including one by Rifkin, Longnecker, Leach, and Ortia (2009)—have confirmed the enormous influence that social media has on students in higher education. Since the emergence of social media, students' academic lives have taken on new dimensions. According to their research, using social media among college students has four primary advantages: 1. enhancing relationships; 2. raising learning motivation; 3. offering customised course content; and 4. promoting collaborative skills. Social media has been a big aid in learning facilitation in the twenty-first century. In a study titled "The impact of social networking in promoting education," Jain, Verma, Verma, and Tiwari (2012) found that students can learn through having conversations with instructors, other students, and outside sources.

By offering educators and learners fresh and engaging ways to engage, social media as a teaching tool really improves learning and encourages flexible learning. People are considered to have greater choices in terms of what, when, and how they choose to learn. It supports a variety of learning modalities, including e-learning, which is popular all over the world (Pappas, 2013). The Three local government areas of Benin

used computerised methods to administer its Post UTME and other exams through e-learning. This is corroborated by a 2013 study by Arquero and Esteban, which discovered that because social media is such an effective instrument for promoting connections and information exchange, it undoubtedly opens up new avenues for involving students in higher education.

Three local government areas students have an especially good opportunity to foster socialisation through social media. The social interaction processes and information sharing patterns that can appear on Twitter have a favourable effect on the sense of community that students build, claim Blight, Ruppel, and Schoenbauer (2017). Mamonov, Koufaris, and Benbunan-Fich (2016) found a favourable correlation between social contact and the sense of community on social networks. Yu, Tian, Vogel, and Kwok (2010) claim that social media promotes student connection, which increases engagement and pleasure. Alhazmi and Rahman (2014) and Tur and Marin (2015) claim that students' commitment to and participation in academic activities seem to be strengthened by their use of social media. Additionally, the findings of a study conducted by Eke, Omekwu, and Odoh (2014) among undergraduate students in Nigeria demonstrated that there are benefits to social media use, such as the capacity for online reading and writing, research and learning, wellbeing and self-esteem, virtually convening with other researchers, and fostering interpersonal relationships. Furthermore,

it has been noted that students utilise social media for educational purposes, for buddy conversations, for movie viewing, and for political, economic, and religious discussions regarding national concerns. As a result of accessing and engaging with social media, some students reported an improvement in their reading comprehension, according to Mingle and Adams (2015). Furthermore, respondents conversed, debated, and shared exam questions with one another on social media (Otaru & Nwankwo, 2021).

### **2.2.3 Social Media Trend impact on behavioural values of students in the Three local government areas**

Inappropriate advertising, sexual abuse or harassment, and criminal behaviour such as identity theft and phoney connections—which are frequent in today's world—were among the risks associated with social media use. O'keeffe and Clakepearson (2011) discussed a number of negative aspects of social media, such as privacy concerns, cyberbullying, online harassment, sexual abuse, and Facebook depression.

Cyberbullying: Cyberbullying is a type of bullying that occurs over text messaging apps or other digital platforms. "It refers to any behaviour involving nine people or groups using digital or electronic media to consistently spread hostile or aggressive messages meant to cause discomfort or harm to others." said Tokunaga (2010). Cyberbullying is a significant issue in the social media world, and its origins have been the subject of multiple investigations. Cheever (2009) discovered that the following

factors were significantly correlated with cyberbullying: the use of proactive aggressiveness, the defence of violence, exposure to violence, and a decreased sense of social support from peers. Privacy concerns are another issue that impacts all users of social networking sites. The frequency with which false information is spread online is alarming, and it can be difficult to confirm that the things individuals say and post are real. Users' private information is publicly accessible on several social media sites, which gives malicious people the opportunity to utilise it to harass others in different ways. Another issue is that most Social Networking Sites (SNSs) lack the flexibility users need to cope with individuals that have varying definitions of privacy (Preibusch, Hoser, Gurses & Berendt, 2007). According to certain ideologies, social media disrupts students' academic lives.

For instance, in their study, Kuppuswamy and Shankar (2010) asserted that students' focus and attention are being drawn away from their studies and towards extracurricular activities such as meaningless social media chit-chatting. Nevertheless, further investigation has yielded findings that contradict these assertions. Academic studies have also confirmed that students' use of social media might negatively impact their academic lives if caution is not used when using it. As an illustration, a study by Obi, Bulus, Adamu, and Sala'at (2012) titled "The need for safety consciousness among youths on social networking sites" found that social media had an effect on how well

students used English. They unwittingly grow accustomed to writing in shorthand when conversing with friends, and they make the same blunders on tests. It's important to acknowledge the increasing frequency of these errors occurring in the educational system, notwithstanding the arguments of those who believe they are minor problems. Future generations might come to regard this as the norm if nothing is done (Otaru & Nwankwo, 2021).

The majority of respondents, according to Mingle and Adams (2015), stated that their excessive usage of social media had resulted in negative outcomes such as low academic performance, late assignment submission, bad language and spelling, and insufficient study time. Furthermore, a sizable portion of college students suffered from social media addiction. The hazards associated with social media platforms were delineated by Eke, Omekwu, and Odoh (2014). In addition to common crimes like fraud, murder, and kidnapping, these hazards included e-crime, Internet addiction, idleness, and immoral behaviours like prostitution, pornography, and cyberbullying when they were discovered. Taking into account the frequency of complaints regarding inappropriate social media communication, the potential risks are simply too big. Gurman (2015) states that students who have private relationships with their lecturers outside of the classroom might have to urge them to stop.

Profanity, vulgarity, obscenity, and other language that is insulting, harassing, or otherwise inappropriate for a school environment may spread as a result of users' occasional lack of consideration for others. When it comes to hate speech, discrimination, or sexual content, students can easily publish, share, retrieve, or download it on social media without the permission of their friends, professors, or administrators. Under such circumstances, students may concur that they have no expectation of privacy and no legal right to use school technology; hence, they may not wish to fully engage in the process. Gurman, In 2015. Social media has the following negative effects on students' academic goals and way of life:

1. 1. The main problem with social media's negative consequences is that it tends to take users' focus away from academic goals when they are teaching and learning. It was impossible for teachers to tell who in the class was paying attention.
2. 2. There is a disrespect for proper spelling and language as a result of the extensive use of social media and the quick diffusion of information. Students' ability to write well without utilising a computer's spell check feature is consequently diminished (Kirik, Arslan, & Mehmet, 2015).
3. 3. A large number of students depend on social media and the internet for simple access to information. This suggests that learning and information retention are not as important.

4. 4. Because of the apparent anonymity and nuanced ways in which private information might be obtained online, college students don't appear to recognise the necessity to double-check the information they enter. A lot of universities and prospective companies check through an applicant's social media profiles before making an offer of employment or scheduling an interview. The content that most college students submit online is rarely reviewed, which might have terrible repercussions months after the original publication (Akokuwebe, Omololu, Sanda & Adekola, 2021).
5. 5. Privateer concerns, such as revealing personal information online, are among the biggest issues with social media in education.
6. 6. A number of inaccurate records that could have deceived the pupils were posted in some of the scenarios.
7. 7. Social media users engage in less in-person communication (Kirik, Arslan, & Mehmet, 2015).
8. 8. Our capacity to keep records and our motivation to research and look for correct information have decreased as a result of how simple it is for us to access material these days on social media.
9. 9. Students who attempt to multitask by simultaneously completing analysis and browsing social media score worse academically overall. Their capacity to

concentrate on the task at hand is significantly hampered by the distractions that are disseminated through Facebook, Twitter, and YouTube.

10. 10. Many authors and bloggers post misleading content on social media sites, which leads to malfunctions in educational technologies (Kirik, Arslan & Mehmet, 2015).

### **2.3 Theoretical Framework**

Ennis (1999) defined a theoretical system as a framework that outlines and clarifies the main ideas, influencing variables, or structural components that make up your grant. There are presumptions, an understanding of the connections between the factors influencing, impacting, or forecasting the occurrences or results you designate, or context is given. The theoretical framework that organises your research papers and presentations and directs the person's mental process is created by the research centre. This study is utilizing the Bandura's Social Learning theory (SLT) and Katz's Use and Delight theory. The two theories addressed the two perspectives under investigation: academic achievement (learning outcomes) and rivalry (social media and academic activism).

In line with the social learning theory, three factors—individual learners, peers, and environment—do have an impact on how people learn (Bandura, 1997). The social learning theory "basically clarifies how the normal and cognitive components collaborate to impact an individual learning and conduct pattern," according to Parveen, Jaafar, and

Ainin (2015). According to "social learning speculation," people will self-initiate, control, and sustainably create data by gathering, producing, and organising knowledge.

According to Bandura's (1997) social learning theory, an individual's or understudy's employment of social systems with friends or peers on distinct social orchestrate stages (circumstances) effects his or her academic execution (learning outcomes). Traditionally supported by Parveen et al. (2015), who "emphasised that individuals' cognition and conduct are influenced by circumstances (e.g., learning common measures, social orders, and approaches) and recognition and collaboration with peers." The way a person interacts with their environment determines the outcomes of their actions. Accordingly, the results of individual learning are largely influenced by peer interaction on a one-on-one basis, peer social reinforcement, and peer understanding of the issue (DeAndrea, Ellison, La-Rose, Stein field & Fiore, 2012). Consequently, when students interact with individuals on social media platforms through instincts, judgements, and other means, this could lead to a behavioural outcome that could have a clear or contradictory effect on the way education is carried out.

Furthermore, according to the fulfilment hypothesis, which addressed a small portion of the question, individuals are capable of selecting a certain medium to suit their needs. In turn, these media fight with other information sources for the attention of viewers (Blumler & Katz, 1974). Understudies' perceptive execution can be attributed to

the struggle between instructional work and social media organisation. This suggests that the total amount of time spent sharing on social media may have an effect on the amount of time students devote to their studies, which may have an effect on their academic performance.

Consequently, when students interact with individuals on social media platforms through instincts, judgements, and other means, this could lead to a behavioural outcome that could have a clear or contradictory effect on the way education is carried out. Furthermore, according to the fulfilment hypothesis, which addressed a small portion of the question, individuals are capable of selecting a certain medium to suit their needs. In turn, these media fight with other information sources for the attention of viewers (Blumler & Katz, 1974). Understudies' perceptive execution can be attributed to the struggle between instructional work and social media organisation. This suggests that the total amount of time spent sharing on social media may have an effect on the amount of time students devote to their studies, which may have an effect on their academic performance.

Symbolization in the context of the social learning hypothesis refers to an individual's ability to create mental images and memories from fleeting material encounters (Ponton & Rhea, 2006). These quick material encounters are updated within the social media environment because contact with the social media platform locks in a

variety of learning modes. Through the use of outlines, recordings, charts, and charts, social media provides visual and auditory cues; additionally, it provides fabric shocks through the physical connection of electronic input peripherals. Superior opportunities for symbolization and memory formation are provided by a multimodal approach to information sharing that is skillfully experienced in a social learning environment.

### **Application of Theories**

According to Bandura's (1977) social learning theory, social media platforms can be used for learning, with an emphasis on observation as a critical phase in the process that helps learners model acceptable behaviour. According to the social learning theory, people might pick up new behaviours by watching and copying what others do. This theory addresses how people behave in social situations and how they learn. According to Smith (2012), learning is a social cognitive process that can take place even in the absence of motor reproduction or direct reinforcement. Furthermore, it can only happen through direct instruction or observation. In order to provide a complete model that could describe the variety of learning events that emerge in daily life, social learning theory merged behavioural and cognitive theories of learning. The hypothesis departs from the recognition that learning is a cognitive process that occurs in a social setting in addition to being behavioural. Observational learning, commonly referred to as modelling, is the process of choosing how to proceed with an activity based on data obtained from

observations, observations themselves, and observation. The learner is not only someone who absorbs knowledge passively. Learning is improved by the interaction of behaviour, environment, and cognition (Smith & Smith, 2008). Consequently, the social learning hypothesis is supported by the usage of particular social learning technologies. Social learning tools use social media and/or social software for pedagogical and andragogical goals in order to support learning through interactions between people and systems (Smith, 2012). Joosten (2012) defines social media as technical platforms, such as social networking sites, that encourage community and collaboration.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **Preamble**

The methodology and process used in this investigation are presented in this chapter. It was espoused in the following subsections: Study Population, Research Design, Sample size, sampling technique, data collection instrument, validity of the instrument, instrument reliability, data collection method, and data analysis method.

#### **3.2 Research Design**

The survey research design was inform the questionnaire that was administered to the study's target respondents. A research design, on the other hand, is a blueprint, template, or plan that seeks to make clear the kinds, tools, procedures, and methods of research that are employed in the study. It was a prototype for the research framework. A research design is a methodical programme used to evaluate the empirical relationship between variables. In order to verify the validity of the relationships, relevant data must be gathered, examined, and interpreted according to the proof model outlined in this design.

#### **3.3 Population of the Study**

The study's population comprises of all (4,497) students from 14 public secondary school in Egor local Government, (3690) students in the 12 public secondary schools, (4,3872) students in Oredo Local Government Areas as at (2022/2023). Comparably, the term

"population" can refer to all cases or persons that meet particular criteria, or it can be used to all subjects or items that the researcher is interested in.

### 3.4 Sample Size

A sample is a population representative fraction and the technique of choosing samples from the population to produce estimates of or test questions regarding the parameters of the entire population is known as sample size. It is the precise amount of the population fraction that needs to be taken into account. We include the number of responders in sample size. The Ministry of Education Record tracks the number of students by gender in each school.

Taro Yamane formula;  $n = N/1+N(e)^2$

Where: n=signifies the sample size

N=signifies the population under study

e=signifies the margin error= 0.05

Thus,

$$n = N / 1 + N(e)^2$$

$$n=34547/1+34547 (0.05)^2$$

$$n=34547/1+34547 (0.0025)$$

$$n=34547/1+86.37$$

$$n=34547/87.37$$

$$n=395.41$$

≈400

### **3.5 Sampling Technique**

This research adopted random sampling method. However, sampling technique is the process of choosing specific students from the different local government areas due to the sample size adapted from population in order to estimate the characteristics of the entire population and draw statistical conclusions from them.

### **3.6 Instrument of Data Collection**

A questionnaire is the research tool used in this investigation. A questionnaire consists of a set of questions intended to elicit a respondent's opinions on a certain topic. It is followed by a letter that introduces the researcher, explains the goal of the study, and asks for help in gathering the necessary data. To get the necessary data from the students, a well-designed and self-developed structured questionnaire called "Effect of Social Media on Secondary School In Three Local Government Areas Questionnaire (TISMTBPUSQ)" is used. There are two sections on the questionnaire (A and B). While respondents' personal information was gathered in Section A, respondents were asked to reply to questions in Section B with the following options: Strongly Agree (SA), Agree (A), Undecided (UN), Strongly Disagree (SD), and Disagree (D).

### **3.7 Method of Data Collection**

In order to collect data from targeted respondents chosen from several faculties, the study will use a standardised questionnaire administered by a researcher. The study uses a one-time survey approach in which the questionnaire is distributed and collected immediately.

### **3.8 Validity of the Instrument**

Cross-checking an instrument's suitability for a study or project is known as validity. This study will make use of facial validity. The supervisor ensured face validity by cross-referencing the instrument's design with the study objectives and questions from the first chapter.

### **3.9 Reliability of the Instrument**

Verifying the instrument's dependability is known as reliability. In order to verify the reliability of the research instrument, a sample was sent to the supervisor, who was reviewed it and provide her professional opinion on the questionnaires.

### **3.10 Method of Data Analysis**

The study used frequency tables of analysis and basic percentages to analyse the data that was gathered.

$$\text{Simple Percentage (\%)} = \frac{n}{N} \times 100$$

## CHAPTER FOUR

### PRESENTATION AND ANALYSIS OF DATA

#### 4.0 Introduction

Data presentation and analysis are fundamental elements of any empirical research project. The primary focus of this study is "Effect of Social Media on Secondary School in Three Local Government Areas". This chapter's main topics are the presentation and analysis of data collected from the intended respondents utilising a questionnaire as an instrument. Throughout the course of the study, 400 completed questionnaires were returned, and three of them had incomplete answers.

The results of the analysis are tabulated below.

#### 4.1 Analysis of Distribution of Respondents Characteristics

This section starts with the demographic/bio-data of respondents which includes location such as Faculties: Social Sciences, Management Sciences, Arts, Law, Engineering, Life Sciences, Agriculture, and students' gender, Age, Level and Religion.

**Table 4.1: Distribution of Respondents by Faculty**

Gender	Frequency	Percentage (%)
Male	207	52.14
Female	190	47.86
Total	397	100.0
Age	Frequency	Percentage (%)
16-20 years	167	42.06
21-25 years	109	27.45
26-30 years	67	16.88

31 – 35 years	29	7.31
Others	25	6.30
Total	397	100
Religion	Frequency	Percentage
Christian	299	75.31
Muslim	24	6.05
African Traditional Religion	45	11.34
Others	29	7.31
Total	397	100

**Source: Field Survey, (2025)**

The table above shows that (42.06%, which translated to 167 respondents) were 16-20 years, (27.45%, which translated to 109 respondents) were 21-25 years, (16.88%, which translated to 67 respondents) were 26-30 years, (7.31%, which translated to 29 respondents) were 31 – 35 years, while (6.30%, which translated to 25 respondents) were others. This implies that 16-20 years and 21-26 years were more in participation during the survey exercise. The table above again, showed that (75.31%, which translated to 299 respondents) were Christians, (6.05%, which translated to 24 respondents) were Muslims, (11.34%, which translated to 45 respondents) were African traditional religion, while (7.31%, which translated to 29 respondents) were practicing other forms of religion.

#### **4.2 Analysis of Questionnaires**

The questionnaires is made up of five variables = 5; Strongly Agree = 5; Agree =4; Undecided =3; Strongly Disagree = 2; Disagree = 1

**Research Question 1: To investigate impact of social media contribution to behavioural pattern of students' in three local government areas in Nigeria?**

**Table 4.6: Question 1: Social Media Platforms is Educative and Helps Students Access Material Online which is Affordable to Enhances Their Academic Learning Process and Life-Style.**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	195	49.12
A	132	33.25
UN	20	5.04
SD	35	8.82
D	15	3.77
<b>Total</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

From Table 6 above, (49.12%, which translated to 195 respondents) strongly agreed, (33.25%, which translated to 132 respondents) agreed, (5.04%, which translated to 20 respondents) were undecided, (8.82%, which translated to 35 respondents) strongly disagreed, while (3.77%, which translated to 15 respondents) disagreed that social media platforms is educative and helps students access material online which is affordable to enhances their academic learning process and life-style.

**Table 4.7: Question 2: Social Media Platforms can be Used to Access Library Project Materials and this has Affected Reading Life Style in Manual Library.**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	168	42.33
A	129	32.49
UN	18	4.53
SD	60	15.11
D	22	5.54
<b>Total</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

From Table 7 above shows that, (42.33%, which translated to 168 respondents) strongly agreed, (32.49%, which translated to 129 respondents) agreed, (4.53%, which translated to 18 respondents) undecided, (15.11%, which translated to 60 respondents) strongly disagreed, while (5.54%, which translated to 22 respondents) disagreed that Social media can be used to access library project materials and this has affected reading life style in manual library.

**Table 4.8: Question 3: Social Media Platforms Helps Students to Obtain Materials, to Complement with what they Have Been Taught in Class and has Also Help Them to Increase Their Overall Performance?**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	195	49.12
A	109	27.46
UN	33	8.31
SD	21	5.29
D	39	9.82
<b>Total</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

Table 8 above revealed that (49.12%, which translated to 195 respondents) strongly agreed, (27.46%, which translated to 109 respondents) agreed, (8.31%, which translated to 33 respondents) undecided, (5.29%, which translated to 21 respondents) strongly disagreed, while (9.82%, which translated to 39 respondents) disagreed that

social media platforms helps students to obtain materials, to complement with what they have been taught in class and has also help them to increase their overall performance

**Table 4.9: Question 4: Social media platforms improves student reading skills because of the easy access to likely examination questions, past examination question and this has reduced the cost of purchasing books**

Variables	No of respondents	% of respondents
SA	149	37.53
A	140	35.26
UN	25	6.30
SD	43	10.83
D	40	10.08
<b>Total</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

The table 9 above shows that (37.53%, which translated to 149 respondents) strongly agreed, (35.26%, which translated to 140 respondents) agreed, (6.30%, which translated to 25 respondents) undecided, (10.83%, which translated to 43 respondents) strongly disagreed, while (10.08%, which translated to 40 respondents) disagreed that social media improves student reading skills because of the easy access to likely examination questions, past examination question and this has reduced the cost of purchasing books.

**Table 4.10: Question 5: Social media improves social communication skills amongst course mates, lecturers and this is able facilitate academic activities and lifestyle of students?**

Variables	No of respondents	% of respondents
SA	249	62.72
A	102	25.69

UN	Nil	Nil
SD	33	8.31
D	13	3.28
<b>Total</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

Table 10 above shows that (62.72%, which translated to 249 respondents) strongly agreed, (25.69%, which translated to 102 respondents) agreed, no respondent is undecided, (8.31%, which translated to 33 respondents) strongly disagreed, (3.28%, which translated to 13 respondents) disagreed that Social media improves social communication skills amongst course mates, lecturers and this is able facilitate academic activities and lifestyle of students.

**Research Question Two: To determine impact of specific social media platform on students reading habit.**

**Table 4.11: Question 6: Social media distract student from their studies. During vacation students may spend lot of time participating on Social media for their assignments?**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	279	70.28
A	70	17.63
UN	15	3.77
SD	14	3.53
D	19	4.79
<b>Total</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

From the Table 11 above shows that, (70.28%, which translated to 279 respondents) strongly agreed, (17.63%, which translated to 70 respondents) agreed, (3.77%, which translated to 15 respondents) were undecided, (3.53%, which translated to 14 respondents)

strongly disagreed, while (4.79%, which translated to 19 respondents) disagreed that social media distract student from their studying, during vacation students may spend lot of time participating on social media for their assignments.

**Table 4.12: Question 7: Social media addiction and poor reading habit of students should be discouraged.**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	205	51.64
A	131	32.99
UN	19	4.79
SD	32	8.06
D	10	2.52
<b>Total</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

Table 12 above revealed that (51.64%, which translated to 205 respondents) strongly agreed, (32.99%, which translated to 131 respondents) agreed, (4.79%, which translated to 19 respondents) were undecided, (8.06%, which translated to 32 respondents) strongly disagreed, while (2.52%, which translated to 10 respondents) disagreed, that social media addiction and poor reading habit of students should be discouraged.

**Table 4.13: Question 8: social media make easy access to academic materials?**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	185	46.60
A	129	32.49
UN	13	3.27
SD	30	7.56
D	40	10.08

<b>Total</b>	<b>397</b>	<b>100</b>
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*Source: Field Survey, 2025*

Table 13 shows that (46.60%, which translated to 185 respondents) strongly agreed, (32.49%, which translated to 129 respondents) agreed, (3.27%, which translated to 13 respondents) were undecided, (7.56%, which translated to 30 respondents) strongly disagreed, while (10.08%, which translated to 40 respondents) disagreed that social media make easy access to academic materials.

**Table 4.14: Question 9: Social media can have positive and negative effect on reading habit?**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	215	54.16
A	109	27.46
UN	28	7.05
SD	33	8.31
D	12	3.02
<b>Total</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

Table 14 shows that (54.16%, which translated to 215 respondents) strongly agreed, (27.46%, which translated to 109 respondents) agreed, (7.05%, which translated to 28 respondents) were undecided, (8.31%, which translated to 33 respondents) strongly disagree, while (3.02%, which translated to 12 respondents) disagreed that social media can have positive and negative effect on reading habit.

**Table 4.15: Question 10: There are no improvements in students' grades resulting to addiction to social media?**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	278	70.03
A	93	23.43
UN	10	2.52
SD	9	2.26
D	7	1.76
<b>TOTAL</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

From result in Table 15 above, (70.03%, which translated to 278 respondents) strongly agreed, no response from undecided, (23.43%, which translated to 93 respondents) agreed, (2.52%, which translated to 10 respondents) were undecided, (2.26%, which translated to 9 respondents) strongly disagree, while (1.76%, which translated to 7 respondents) disagreed that there are no improvements in students grades resulting to addiction to social media.

**Research Question Three: To determine how three local government areas students use social media trends on their daily relations with others?**

**Table 4.16: Question 11: Students should avoid adopting social media behavioural patterns as it negatively affects their daily academic activities and lifestyle?**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	265	66.75
A	83	20.90
UN	40	10.08
SD	09	2.27
D	-	-
<b>TOTAL</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

Table 16 above shows that (66.75%, which translated to 265 respondents) strongly agreed, (20.90%, which translated to 83 respondents) agreed, (10.08%, which translated to 40 respondents) were undecided, (2.27%, which translated to 9 respondents) strongly disagreed, while no respondents representing disagreed on students should avoid adopting social media behavioural patterns as it negatively affect their daily academic activities and lifestyle.

**Table 4.17: Question 12: Students frequency to social media can lead to poor performance and strange behavioural patterns?**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	136	34.26
A	190	47.86
UN	16	4.03
SD	33	8.31
D	22	5.54
<b>TOTAL</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

Table 17 above shows that (34.26%, which translated to 136 respondents) strongly agreed, (47.86%, which translated to 190 respondents) agreed, (4.03%, which translated to 16 respondents) were undecided, (8.31%, which translated to 33 respondents) strongly disagreed, while (5.54%, which translated to 22 respondents) disagreed that Students frequency to social media can lead to poor performance and strange behavioural patterns.

**Table 4.18: Question 13: Social media if used wisely as not to allow interfere with academic performance and behavioural patterns can have positive effect on students?**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	191	48.11
A	98	24.68
UN	27	6.80
SD	56	14.11
D	25	6.30
<b>TOTAL</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

Table 18 above shows that (48.11%, which translated to 191 respondents) strongly agreed, (24.68%, which translated to 98 respondents) agreed, (6.80%, which translated to 27 respondents) were undecided, (14.11%, which translated to 56 respondents) strongly disagreed, while (6.30%, which translated to 25 respondents) disagreed that social media if used wisely as not to allow interfere with academic performance and behavioural patterns can have positive effect on students.

**Table 4.19: Question 14: Students social media addiction can influence students' daily academic routines in the classroom?**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	164	41.31
A	125	31.49
UN	33	8.31
SD	57	14.36
D	18	4.53
<b>TOTAL</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

Table 19 shows that (41.31%, which translated to 164 respondents) strongly agreed, (31.49%, which translated to 125 respondents) agreed, (8.31%, which translated

to 33 respondents) were undecided, (14.36%, which translated to 57 respondents) strongly disagree, while (4.53%, which translated to 18 respondents) disagreed that students social media addiction can influence students daily academic routines in the classroom.

**Table 4.20: Question 15: Students using social media develop behavioural patterns that negatively affect their daily academic activities?**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	217	54.66
A	110	27.71
UN	22	5.54
SD	33	8.31
D	15	3.78
<b>TOTAL</b>	<b>396</b>	<b>100</b>

*Source: Field Survey, 2025*

Table 20 above shows that (54.66%, which translated to 217 respondents) strongly agreed, (27.71%, which translated to 110 respondents) agreed, (5.54%, which translated to 22 respondents) were undecided (8.31%, which translated to 33 respondents) strongly disagreed, while (3.78%, which translated to 15 respondents) disagreed that students using social media develop behavioural patterns that negatively affect their daily academic activities.

**Research Question Four: To what Extent does Social Media Trend Impact on Student’s Academic Performance in the Three local government areas?**

**Table 4.21: Question 16: Students’ exposure to social media has effect on their academic performance**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	203	51.13
A	114	28.72
UN	36	9.07
SD	27	6.80
D	17	4.28
<b>TOTAL</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

Table 21, above revealed that (51.13%, which translated to 203 respondents) strongly agreed, (28.72%, which translated to 114 respondents) agreed, (9.07%, which translated to 36 respondents) were undecided, (6.80%, which translated to 27 respondents) strongly disagreed, (4.28%, which translated to 17 respondents) disagreed that Students' exposure to social media have effect on their academic performance.

**Table 4.22: Question 17: The influence of social media on the academic performance of students is negative.**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	159	40.05
A	147	37.03
UN	21	5.28
SD	29	7.31
D	41	10.33
<b>TOTAL</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

Table 22 shows that (40.05%, which translated to 159 respondents) strongly agreed, (37.03%, which translated to 147 respondents) agreed, (5.28%, which translated to 21 respondents) were undecided, (7.31%, which translated to 29 respondents) strongly

disagreed, while (10.33%, 41 respondents disagreed that social media has a negative impact on students' academic achievement.

**Table 4.23: Question 18: Students who spend more time on social media tend to perform worse in academic activities than those who do not.**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	255	64.23
A	120	30.23
UN	22	5.54
SD	-	-
D	-	-
<b>TOTAL</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

Table 23 shows that (64.23%, or 255 respondents) strongly agreed, (30.23%, or 120 respondents) agreed, (5.54%, or 22 respondents) were undecided, and no respondents strongly disagreed or disagreed that students who spend more time on social media are more inclined to perform poorly in academic activities than those who do not.

**Table 4.24: Question 19: Boys uses social media platform for academic activities leading to academic performance than girls.**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	207	52.14
A	130	32.75
UN	6	1.51
SD	34	8.56
D	20	5.04
<b>TOTAL</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

Table 24 shows that, (52.14%, which translated to 207 respondents) strongly agreed, (32.75%, which translated to 130 respondents) agreed, (1.51%, which translated to 6 respondents) were undecided, (8.56%, which translated to 34 respondents) strongly disagreed, while (5.04%, which translated to 20 respondents) disagreed that boys uses social media plant for academic activities leading to academic performance than girls.

**Table 4.25: Question 20: Girls uses social media plant for academic activities leading to academic performance than boys.**

<b>Variables</b>	<b>No of respondents</b>	<b>% of respondents</b>
SA	223	56.17
A	126	31.74
UN	9	2.26
SD	19	4.79
D	20	5.04
<b>TOTAL</b>	<b>397</b>	<b>100</b>

*Source: Field Survey, 2025*

Table 25 above shows that (56.17%, which translated to 223 respondents) strongly agreed, (31.74%, which translated to 126 respondents) agreed, (2.27%, which translated to 9 respondents) were undecided, (4.79%, which translated to 19 respondents) strongly disagreed, while (5.04%, which translated to 20 respondents) disagreed that girls uses social media plant for academic activities leading to academic performance than boys.

#### **4.4 Discussion**

The findings demonstrated that social media has an impact on the behavioural patterns of three local government areas Students in Edo State . More precisely, social

media platforms have an impact on students' reading habits at three local government areas. Three local government areas students use social media platforms for their daily interactions with other students. Social media trends have an impact on the behavioural standards of three local government areas students. Social media platforms are educational and allow students to access information online at a low cost, which improves their academic learning process and lifestyle. They may also be used to access library project resources, which has had an impact on reading habits in traditional libraries.

Social media platforms helps students to obtain materials, to complement with what they have been taught in class and has also help them to increase their overall performance and helps in reading skills because of the easy access to likely examination questions, past examination question and this has reduced the cost of purchasing books.

Social media platforms improves social communication skills amongst course mates, lecturers and this is able facilitate academic activities and lifestyle of students and specific social media platform impact on students reading habit. Similarly, social media distract student from their studies. During vacation students may spend a lot of time participating on Social media for their assignments.

Secondly, students frequency to social media can lead to poor performance and strange behavioural patterns and allow interfere with academic performance and

behavioural patterns can have positive effect on students. Students' social media addiction can influence students' daily academic routines in the classroom. Students using social media develop behavioural patterns that negatively affect their daily academic activities and

The result showed that students' exposure to social media has effect on their academic performance and that the influence of social media on the academic performance of students is negative. The result boys' uses social media plant for academic activities leading to academic performance than girls and that girl uses social media plant for academic activities leading to academic performance than boys.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.2 Introduction

This chapter is summarised as the findings, draw conclusions, and make recommendations for further research.

The findings from research question one show that social media platforms are educative and assist students in accessing material online that is affordable to improve their academic learning process and lifestyle, and that social media platforms can be used to access library project materials, which has influenced reading habits in manual libraries.

The findings show that social media platforms assist students in obtaining materials to supplement what they have been taught in class, as well as in increasing student performance. Additionally, social media platforms improve student reading skills by providing easy access to likely examination questions and past examination questions, lowering the cost of purchasing books. The results show that social media platforms improve social communication skills among course mates and lecturers, which can facilitate academic activities and student lifestyles, and that the research question two test revealed that social media addiction has led to students' poor reading habits.

The findings demonstrated that social media exposes students to many behavioural patterns that have a negative impact on their daily academic activities and lifestyle, and that social media addiction has resulted in low performance and an unusual lifestyle among students. The results also show that social media use interferes with students' academic performance and lifestyle, and that social media affects students' daily lives; many have developed the habit of checking their accounts multiple times during the day, even when they are in class, and that the test of research question three demonstrates that social media distracts students from their studies.

During vacation, students may spend more time on social media than reading my books. The findings found that social media makes it difficult for students to concentrate on their studies because they may play online games and visit these sites simply by logging in, and that addiction to social media is a serious problem that impacts students' reading habits and lifestyle. The results show that time spent on social media can never be compared to time spent studying by some students, that there is no improvement in students' grades as a result of addiction, and that the research question four test indicates that social media addiction and poor reading habits among students should be discouraged.

The findings indicate that students require education on social media addiction and should avoid adopting social media behavioural patterns that negatively impact their

everyday academic pursuits and lifestyles. The findings indicate that students should limit their use of social media since addiction can lead to poor performance and weird behavioural patterns, and that social media should be used with caution so as not to interfere with academic performance and behavioural patterns. The findings revealed that students should not allow social media to impact their daily reading time by checking their accounts many times throughout the day, including when they are in the classroom.

### **5.3 Conclusion**

The conclusions were made based on the results from the analysis of the hypotheses.

- 1) Social media can contribute to behavioural pattern of three local government areas Students in Edo State.
- 2) The impact of specific social media platform impacts on students reading habit.
- 3) Three local government areas students use social media trends on their daily relations with others students.
- 4) Social media trend can significantly impact on student's academic performance in the Three local government areas.

### **5.4 Recommendations**

The findings led to the following suggestions.

1. Students should be informed about the impact of social media on their academic performance and lifestyle.
2. Teachers and parents should monitor how students utilise these websites.
3. Teachers should use social media as a tool to improve kids' academic performance in schools and their lifestyles.
4. Students should better manage their study time and avoid distractions from social media. Students should spend less time surfing the internet.
5. Social networking sites should be enlarged and new pages created to improve academic activities and prevent setbacks in students' academic performance and lives.
6. Students should strike a balance between chitchat and academic work. More attention should be given to research.
7. Students should use social media networks for academic goals rather than for bad ones.

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**APPENDIX**  
**QUESTIONNAIRE**  
**DEPARTMENT OF COMPUTER SCIENCE**  
**FACULTY OF SOCIAL SCIENCES, THREE LOCAL GOVERNMENT AREAS**  
**OF BENIN, BENIN CITY,**

Dear sir /ma,

March 12, 2025.

**Request for a Completion of Questionnaire**

I am an undergraduate student, undergoing a B.Sc. program in the Three local government areas of Benin. I am currently carrying out a research on **“Effect of Social Media on Secondary School in Three Local Government Areas”**.

I wish to appeal to you to assist me in filling these questionnaires as honestly as you can. Your opinion or information supplied will be used purely for the academic purpose intended, and such information will be treated with utmost confidentiality.

Thanks for your anticipated corporation.

Yours Faithfully

Taiye Igbesan

Researcher

**SECTION A: (DEMOGRAPHIC DATA)**

Please tick (√) the option that is applicable to you.

1. Faculty: Social Science ( ), Management Science ( ), Arts ( ), Law ( ). Engineering ( ), Education ( ), Life Science ( ), Agriculture ( ).

2. Gender: Male ( ), Female ( ).

3. Age: 16-20 ( ) 21-25 ( ), 26-30 ( ), 31-35 ( ), Others ( ).

4. Level: 100 ( ), 200 ( ), 300 ( ), 400 ( ), 500 ( ).

5. Religion: Christian ( ), Muslim ( ), African traditions ( ), Others ( ).

**SECTION B:**

Effect of Social Media on Secondary School In Three Local Government Areas. Kindly tick (√) on one of the multiple - choice answers that agree most with your opinion in each of the following question. The response categories are: Strongly Agree [SA], Agree [A], Undecided [UN], Disagree [D], Strongly Disagree [SD].

	<b>Objective</b>	<b>Responses</b>				
ITEM	<b>How does the Social Media Contribution to Behavioural Pattern of Three local government areas Students in Edo State ?</b>	SA	A	UN	D	SD
1.	Social media platforms encourages indecent dressing fashion among students					
2.	Social media platforms encourages cohabiting					

3.	Social media platforms can encourage fraudulent behavior among students					
4.	Social media platforms encourages strange cultures					
5.	The social media platforms exposes the students to various immoral behaviors					
	<b>To what extent does a specific social media platform impact on students reading habit (Google)?</b>					
6.	Social media is educative and help students access to reading materials					
7.	Social media enable students to materials their assignments					
8.	Google has being one search engine for different field of research					
9.	Google as social media platform creates convenience for reading and studying					
10.	Social media platform creates sharing of reading ideas that could aid ready among students					
	<b>How does Three local government areas Students Use Social Media Trends on Their Daily Relations with Others?</b>					
11.	Social media platform is used for communication concerning time for certain lecture					
12.	Social media platform can be used to structure discussion group that enhance relationship among students					
13.	Social media platform encourages assess to distance relations among students and lecturers					
14.	Social media platform influences face-to-face interaction based on daily academic activities					

15.	Social media platform fosters negative daily academic activities					
	<b>To what Extent does Social Media Trend Impact on Student's Academic Performance in the Three local government areas?</b>					
16.	Students' exposure to social media have effect on their academic performance					
17.	The influence of social media on the academic performance of students is negative					
18.	Students who spend more time on social media are likely to perform poorly in their academic activities than those who do not.					
19.	Boys uses social media plant for academic activities leading to academic performance than girls					
20.	Girls uses social media plant for academic activities leading to academic performance than boys					