

**IMPACT OF SOCIAL MEDIA ON SENIOR SECONDARY SCHOOL
STUDENTS' ACADEMIC PERFORMANCE IN LITERATURE IN ENGLISH IN
EGOR LICAL GOVERNMENT AREA OF EDO STATE.**

BY

Oyindamola Zainab ABDULRAMON

EDU2102170

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

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EDU2102170

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DECEMBER 2025.

APPROVAL

I hereby approve that this research was carried out by Oyindamola Zainab ABDULRAMON with Matriculation number EDU2102170, and that it is adequate in scope and quality, in partial fulfillment of the requirements for the award for Bachelor of Education (B.Ed) Degree in English and literature.

Mrs Enuagu
Project supervisor

Date _____

CERTIFICATION

We the undersigned hereby certify that this research work carried out by Oyindamola Zainab ABDULRAMON with Matriculation number:EDU2102170 of the Department of Educational Foundations, Faculty of Education, University of Benin and approved of it as adequate in quality and scope in partial fulfillment of the requirements for the award of Bachelor of Education (B.Ed) Degree in English and literature

**Mrs. Oghogho Enuagu.
Nwoyere**

Dr. Ogho I.

(Project supervisor).

Project Coordinator

Date

Date

Prof.R. B. Danner.

Head of Department

Date

DEDICATION

This project is dedicated to God Almighty, my strength and sustainer for divine wisdom and my lovely parents Mr and Mrs Abdulramon.

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ABSTRACT

This study examined the impact of social media on the academic performance of senior secondary school students in Egor Local Government Area of Edo State. The study adopted a descriptive survey research design. The population of the study comprised senior secondary school students in selected public secondary schools within the study area, from which a sample was drawn using an appropriate sampling technique. Data were collected using a structured questionnaire titled Social Media and Academic Performance in Literature in English Questionnaire (SMAPLQ). The data collected were analyzed using descriptive statistics such as frequency counts, percentages, mean, and standard deviation. The findings revealed that social media has both positive and negative impacts on students' academic performance. Positively, social media enhances

students' access to educational information, boosts confidence, improves academic knowledge, promotes self-reliance, and helps reduce examination malpractice when used responsibly. However, the study also found negative effects such as distraction from academic activities, poor time management, reduced concentration during study hours, and declining academic performance due to excessive and non-academic use of social media platforms. Based on the findings, it was recommended that students should be guided on effective and responsible use of social media, parents and teachers should monitor students' online activities, and schools should organize awareness programmes on the educational use of social media to enhance students' academic performance.

CHAPTER ONE

INTRODUCTION

Background of the Study

Over the years, social media can be seen as an internet based platforms and technology that allows people to create, share, and exchange information, idea, and content (such as text, image, audio, and video) in virtual communities and networks Kaplan and Haenlein (2010) and Oba & Wildman (2015). Suleiman A. Ahmad defines social media as web-based or mobile applications that allow users “to make, interact with, and share new user-generated or current material in digital environments.” Example Includes Facebook, Instagram, TikTok, WhatsApp, Twitter (X),and YouTube. Social media is defined by Boyd (2007) as “technologies that made social communication easy and enable discussion among its participants” (including students). Social media platforms such as Facebook, WhatsApp, Twitter, and Instagram have become integral to the daily lives of students worldwide, including senior secondary school students in Nigeria.(Oguguo. et.,al 2020).The use of social media has now become comprehensive and much widely among students. (Zahid., Ahmad, Syed&Faisal,2016). These platforms offer opportunities for communication, entertainment, and access to educational resources. Social media has a dual nature

of its positivity and its negativity that tends to have a strong impact of the students' performance. A lot of students have embrace social media in order to boost their academic performance while others have been distracted by the social media and this show a negative impact on their performance especially in school particularly in literature in English.

Literature in English amongst other subjects is a critical subject in the Nigerian secondary school curriculum and in external examinations such as the West African Senior School Certificate Examination (WASSCE) that enhances students' language skills as while as exposes them to diverse literary works, critical thinking, and cultural understanding. Literature refers to imaginative writing that mirrors human experiences, cultural values, and societal dynamics through compelling use of language. In the context of Nigeria's secondary education curriculum, Literature in English is defined as the study of literary works written in English, spanning the genres of prose, drama, and poetry.

Senior secondary school students, particularly those in Egor Local Government Area of Edo State, are increasingly engaging in social media for both recreational and educational purposes. However, some students leave the area of focus to visit other heinous websites which serve as a distraction most times leading to addictions. With these addictions, we have more of the negative effect

of social media than the positive. Many students today engage in social media activities that are not fit for their age. They preoccupy themselves with these, which leads to their poor academic performance, for which the teachers are blamed. “Facebook frenzy” also needs consideration (Nneji, et al., 2022; Oche & Aminu, 2010).

Literature in English, a core subject in the Nigerian secondary school curriculum especially in arts department, requires students to develop strong reading comprehension, critical thinking, and analytical skills. The subject exposes students to various literary genres, including prose, poetry, and drama, which are essential for their intellectual and cultural development.

However, the dual nature of social media’s platforms influence necessitates an empirical investigation to understand how it affects students’ academic performance in Literature in English within Egor Local Government. While social media can provide access to literary resources, discussion forums, and educational videos, it can also be a source of distraction, no proper use of words, the use of abbreviations instead of words, phrases and sentences, leads to reduced study time and poor academic focus. Chief Examiners’ report across sessions have repeatedly signaled patterns in candidates’ performance pointing out strengths (e.g., candidates who read set texts perform better) and weaknesses (e.g., inadequate

preparation, poor knowledge of texts, poor time management, weak expression in English grammar etc). This pervasive use has raised concerns about their impact on students' academic performance, particularly in subjects like Literature in English, which demands critical reading, comprehension, and analytical skills (Osharive, 2015). In Egor Local Government, these concerns are particularly relevant as the area experiences a surge in social media usage among youths, yet there is limited empirical research on how this trend affects students' academic performance. Understanding the impact of social media on Literature in English performance is crucial for developing effective educational strategies and policies that harness the benefits of digital technology while mitigating its drawbacks. This study, therefore, seeks to investigate the relationship between social media usage and the academic performance of senior secondary school students in Literature in English within Egor Local Government Area. By exploring both the positive and negative effects of social media, the research aims to provide insights that will inform educators, parents, and policymakers on how to optimize social media as a tool for academic success.

Statement of the Problem

In recent years, the rapid growth of social media has transformed the way young people interact, learn, and access information. Platforms such as Facebook, Whatsapp, Tiktok, Instagram, and Twitter have become integral parts of students' daily lives. While social media can facilitate academic collaboration and access to learning materials, excessive or unregulated use may distract students, reduce study time, and negatively affect academic performance. In the Nigerian educational system, particularly at the senior secondary school level, students are expected to develop strong reading, writing and analytical skills in Literature in English. This subject is central to broadening students' imagination, critical thinking, and appreciation of cultural values. However, educators and examiners have increasingly noted that many students perform poorly in school particularly in Literature in English, struggling with literary text, figures of speech, literal appreciation and poetic devices. According to the West African Examinations Council (WAEC) Chief Examiners' Report over the years have highlighted weaknesses such as poor interpretation of set texts, shallow answers and lack of originality in students' responses.

There is ambiguity about its actual impact on academic performance, particularly in Literature in English. Some educators and parents argue that social

media distracts students, leading to poor concentration, procrastination, and ultimately, lower academic achievement. Conversely, others believe that social media if well managed can be a valuable educational tool that promotes peer learning, access to rich literary content, and improved communication skills. In Egor Local Government, there is limited empirical evidence on how social media impacts students' achievement in Literature in English. This study seeks to fill that gap by examining if social media usage enhances or hinders students' academic performance in this subject.

Research Questions

The following questions were raised in order to direct the study:

1. What is the level of students' academic performance in Literature in English in senior secondary schools in Egor Local Government Area of Edo State?
2. What is the level of social media usage among senior secondary school students in Egor Local Government?
3. What are the positive and negative influences of social media on students' academic activities?
4. How does social media usage affect students' academic performance in Literature in English?

Purpose of the Study

This study aims to investigate the impact of social media on senior secondary school students' academic performance. In particular, it seeks to:

1. To determine the extent to which social media usage among senior secondary school students in Egor Local Government.
2. To assess the impact of social media on students' academic performance in Literature in English.
3. To identify positive and negative effects of social media on students' study habits and performance.
4. To recommend strategies for maximizing the benefits of social media while minimizing its drawbacks in academic contexts.

Significance of the Study

This research is significant for educators, school administrators, parents, and policymakers as it provides insights into the role of social media in students' academic life. The significance of this study lies in its potential to provide valuable insights into the relationship between social media usage and the academic performance of senior secondary school students in Literature in English within Egor Local Government Area. The findings will be of immense benefit to

students, teachers, parents, school administrators, policymakers, and future researchers.

For students, the research will serve as an eye-opener to the positive and negative effects of social media on their academic pursuits. By identifying the ways in which social media either supports or distracts from learning, students will be better positioned to regulate their online activities, adopt disciplined study habits, and even explore the academic potentials of social media platforms. This is in line with the National Policy on Education (2014), which emphasizes the development of self-reliant learners who can use information and communication technology responsibly for academic advancement.

Teachers of Literature in English also stand to benefit from the study. The findings will provide them with a clearer understanding of how social media influences students' reading culture, comprehension, and class participation. With this knowledge, teachers will be able to design strategies that integrate social media tools into teaching in ways that promote, rather than hindering effective learning. This becomes particularly important in view of the WAEC Chief Examiners' Reports (2021 and 2022), which consistently highlight students' weaknesses in comprehension, poor expression, and shallow interpretation of literary texts.

Parents will equally find the study useful as it will guide them in monitoring and regulating their children's social media engagement. By understanding its effects on academic performance, parents can better encourage their wards to strike a balance between social interaction and study time, thereby complementing the school's responsibility as outlined in the NPE (2014) to foster both moral and intellectual development in learners.

For school administrators and policymakers, this study will provide evidence-based recommendations on how to frame policies that promote responsible use of social media in schools. The National Policy on Education stresses the importance of ICT in enhancing learning, and this research underscores the need to channel these technologies towards constructive academic outcomes rather than distractions.

In addition, the research will be significant to future researchers by serving as a reference material for further studies on the influence of social media on academic performance. Given that empirical research in Nigeria on the relationship between social media and performance in Literature in English is still limited, this study will make a meaningful contribution to existing knowledge.

Finally, at the societal level, the study adds to the broader discourse on the role of technology in shaping education. It emphasizes the collective responsibility

of stakeholder's students, teachers, parents, and policymakers to ensure that social media serves as a tool for academic excellence rather than a barrier to learning.

Scope of the Study

The study focuses on senior secondary school students in Egor Local Government Area, Edo State, between the age of 14-18, examining their social media usage patterns and academic performance specifically in Literature in English. It excludes other subjects and educational levels to maintain a clear and focused analysis. This research is concerned with the impact of social media on the academic performance of senior secondary school students in Literature in English within Egor Local Government Area of Edo State, Nigeria. The study is delimited to selected public and private secondary schools in the local government to ensure that both urban and semi-urban perspectives are adequately captured.

The subject area is restricted to Literature in English because it is a discipline that demands consistent reading, comprehension, and interpretation skills. Over the years, the WAEC Chief Examiners' Reports (2021 and 2022) have pointed out persistent weaknesses among students in this subject, including poor reading culture, shallow interpretation of texts, and inability to express ideas effectively. These challenges are believed to be partly linked to students'

excessive engagement with social media, which often reduces the time and concentration required for serious academic work.

The population of the study comprises senior secondary school students from SS I to SS III, since they are closer to terminal examinations such as WAEC and NECO, and their performance in Literature in English is critical in determining their overall success. Teachers of Literature in English may also be consulted to provide professional insights into how social media influences students' attitudes and achievement in the subject.

In terms of variables, the study focuses on social media usage as the independent variable covering the platforms students frequently use, the amount of time spent, and the purposes for which they engage these platforms. The dependent variable is the academic performance of students in Literature in English, measured by classroom tests, continuous assessments, WAEC results, and teachers' observations.

The study will be restricted to the 2024/2025 academic session, providing current and relevant data on how social media trends affect academic outcomes. By concentrating on this scope, the research remains feasible, relevant, and aligned with the goals of the National Policy on Education (2014), which

emphasizes the proper use of ICT and reading culture in promoting educational excellence.

Definition of Terms

Social Media: Online platforms and applications such as Facebook, WhatsApp, Twitter (X), Instagram, and TikTok that enable users to create, share, and interact with content and people. In this study, social media refers specifically to the platforms used by students for communication, entertainment, and academic purposes.

Academic Performance: The level of achievement of students in their educational activities, usually measured by test scores, class work, assignment, examinations, and teachers' assessments. In this study, academic performance is restricted to students' achievement in Literature in English.

Literature in English: A subject in the senior secondary school curriculum that focuses on the study of prose, drama, and poetry written in English. It develops students' reading, comprehension, critical thinking, and creative abilities.

Senior Secondary School Students: Learners enrolled in Senior Secondary (SS I–SS III) classes, typically between the ages of 14 and 18. For this study, the focus is on students in Egor Local Government who are preparing for internal and external examinations such as WAEC and NECO.

Impact: The effect or influence that one factor has on another. In this study, it refers to the positive or negative influence that social media exerts on students' performance in Literature in English.

Egor Local Government: A local government area in Edo State, Nigeria, which constitutes the geographical boundary of this study.

CHAPTER TWO

LITERATURE REVIEW

This chapter is to review related literature on the impact of social media on senior secondary school students' academic performance in literature in English.

The literature reviewed was discussed under the following sub-headings:

- Theoretical Framework.
- Concept of Social Media.
- Empirical Studies on Academic Performance.
- Positive Impact of Social Media on Senior Secondary School Students' Academic Performance in Literature in English.
- Negative impact of social media on senior secondary school students' academic performance in literature in English.
- Summary of Reviewed Literature.

Theoretical Framework

A theoretical framework according to Ennis (1999), "is a structure that identifies and describes the major elements, variables, or constructs that organize your scholarship. It is used to hypothesize, understand, or give meaning to the relationships among the elements that influence, affect, or predict the events or outcome you specify. The theoretical framework grows out of the research focus,

guides the design of individual studies, and structures your research presentations and publication.

This research adopted the Uses and Gratification theory (UGT), formulated by Elihu Katz, Jay Blumler, Michael Gurevitch in 1974. This theory explains in detail how social media users are not passive consumers but active participants who consciously choose social media platforms based on the need and gratifications they seek to satisfy. The theory focuses on what people do with the media, rather than what the media do to the people. For example, different people open social media platforms for different reasons, some for chatting, connecting, browsing and researching while some for playing games and other frivolous activities. This research offers a detailed perspective to explore the complex relationship between social media usage and students' academic performance. The central argument of the theory is that media users are goal-oriented, and their choices of media are influenced by specific gratifications or motivations. According to Katz, Blumler, and Gurevitch, individuals use media to satisfy various needs such as information, learning, personal identity, social interaction, and diversion or entertainment. Thus, the theory focuses on what individuals do with media rather than what media do to individuals.

The Uses and Gratifications Theory is particularly relevant because it provides a framework for understanding how and why senior secondary school students in Egor Local Government use social media platforms, and how such usage influences their academic performance in Literature in English. The theory helps to explain the way students in Egor Local government use social media as they are not passive users of social media. The theory helps to explain that the impact of social media, whether positive or negative, depends largely on the motives and purposes for which students use it. The theory indicates that social media platforms function as vibrant spaces for self-expression, creativity, and personal development. These platforms allow students to create digital identities, providing learning resources, enhancing digital skills and displaying their talents to an audience worldwide. Through activities such as blogging, vlogging, and other content creation methods, students can overcome geographical and cultural barriers, connecting with like-minded individuals across the digital landscape. The democratization of content production and the extensive sharing of user-generated content empower students to shape their narratives, influence conversations, and assert their independence in online spaces. However, the pursuit of self-expression on social media demands a careful balance between authenticity and presentation,

as students navigate the complexities of self-presentation, identity formation, and self-worth in the digital realm.

This theory is pertinent to the study as it provides critical insights into the diverse aspects of students' social media engagement and its significant effects on their academic performance. By analyzing the motivations and gratifications that drive social media usage, educators, policymakers, and stakeholders can formulate strategies to leverage the positive potentials of social media while addressing its negative impact on educational endeavors. A deeper understanding of students' digital habits and aspirations can lead to the creation of an ecosystem that promotes digital literacy, supports academic success, and encourages holistic development in the digital era.

Also, The Uses and Gratification Theory suggests that individuals use the internet in ways that personally satisfy their needs. It emphasizes that users are active participants who choose media based on the benefits they expect to gain. In the context of students, this theory helps to explain how frequently they use social media and the purposes for which they engage with various platforms. It also provides insight into how such usage may influence their academic performance. Applying this theory to the present study, social media can play both positive and negative roles in students' academic lives. On the positive side, when students use

social media responsibly such as by browsing educational websites, accessing learning materials, or connecting with classmates to discuss lessons it can enhance their academic performance. In this way, social media becomes a tool for collaboration, learning, and intellectual development.

However, the theory also highlights the potential negative effects of social media usage. Since individuals often turn to media that gratifies their immediate desires, students may spend excessive time on entertainment based content, chatting, or browsing unrelated materials. This can reduce the time and attention allocated to studying and academic activities. When social media use is not well balanced or organized, it tends to compete with classroom participation, homework, and overall academic engagement.

In summary, the Gratification Theory suggests that the impact of social media on students' academic performance depends largely on how they choose to use it. Responsible and purposeful use can support learning, while unregulated or excessive use may hinder academic success.

Concepts of Social Media

According to Helou and Rahim (2010), social media are defined “as virtual communities which allow people to connect and interact with the globe and provide users with a number of options to interact with each other through each other on a particular subject or to just “hang out” together online. Social media is defined as internet-based applications that support Web 2.0 principles, facilitating interactive dialogue, creation, and sharing of user-generated content among individuals and communities. Through these social network platforms students are able to meet to interact with each other on various topics and interests. Semira (2021) defines social media as a computer-based technology that facilitates information sharing by establishing online groups and networks. Edigi (2021) refers to social media as technologies that encourage social engagement, support collaboration, and enable dialogue among participants. Chukwuka (2020) identifies social media as computer-mediated tools that empower individuals or organizations to produce, share, and exchange information, interests related to careers, ideas, images, and interactions within virtual communities. Anjugu (2019) similarly views social media as a collection of internet-based applications that permit the creation and sharing of user-generated content. Social media acts as a contemporary interactive communication tool, linking individuals and allowing

them to share ideas, experiences, photos, messages, and information of common interest. Dawene (2019) describes social media as newly emerging digital communication channels that cultivate user-focused spaces for information exchange, where individuals take on roles as both creators and consumers of content.

Davis et al (2012), refer to social media technology (SMT) as “web-based and mobile applications that allow individuals and organizations to create, engage, and share new user generated or existing content in digital environments through multi-way communication”. Amoko (2019) clarifies that social media represents a means of interaction among individuals, enabling them to create, share, exchange, and comment within various networks. Social media consists of internet-based applications founded on ideological principles that facilitate the exchange of user-generated content. Lawal (2021) further articulates that social media includes electronic communication methods that encourage interaction centered around shared interests, incorporating web and mobile technologies such as computers, GSM, and smartphones. These platforms not only deliver information but also actively engage users. Social media provides avenues for users to communicate, establish and sustain relationships, and cultivate a sense of community among students (Nyorere & James 2016). Examples of social media platforms encompass

Facebook, WhatsApp, Twitter, Instagram, TikTok, Myspace, and several others. There are no limits on the number of platforms an individual can join; one can actively participate in multiple platforms at the same time. While social media platforms exhibit common characteristics, the cultures and user interactions they engender can vary widely. For instance, some platforms may connect strangers based on shared interests, political or economic viewpoints, or hobbies, whereas others focus on particular audiences sharing common languages, ethnicities, sexual orientations, religions, or national identities. In spite of these distinctions, social networking platforms share a common objective: to enable innovative modes of communication and information sharing. Social media technologies have fundamentally changed communication and networking on a global scale. With the emergence of cloud-based technologies, vast amounts of information can now be accessed from any place and at any time around the world. These developments have also catalyzed a shift in educational paradigms globally, highlighting new elements like collaboration, personalization, and user-generated content (Morrison, Elekwa & Nyorere 2013). As a result, this generation of digital natives has formed particular expectations about how education should progress, integrating social media as a crucial component of the learning process.

Understanding Students' Academic Performance

Students' academic performance refers to the extent to which students achieve their educational goals or learning objectives within a specific period. It is usually measured through tests, examinations, assignments, projects, and overall classroom participation. According to Ikwuadi (2018), academic performance functions as a measurement tool to collect evidence of students' learning through completed assignments. It represents the level of mastery attained by students regarding the objectives of their academic subjects, typically evaluated through standardized assessments, and performance evaluation. Academic performance is the degree of success students attain in their educational pursuits, often determined by continuous assessment, tests, and examinations. Yusuf and Adigun (2010). Academic performance represents the outcomes of education in the extent to which a student, teacher, or institution has achieved educational goals, usually measured through examinations or continuous assessment. Mushtaq and Khan (2012). Students' academic performance pertains to the observable expression of comprehension, skills, concepts, and knowledge demonstrated by an individual. It encompasses how students handle their educational responsibilities and fulfill assigned tasks within a given timeframe or academic year (Adeniyi, 2019). Academic performance is frequently assessed through test scores or grades

awarded by educators, which reflect the knowledge or abilities students acquire across various school subjects. According to Ikwuadi (2018), academic performance functions as a measurement tool to collect evidence of students' learning through completed assignments. It represents the level of mastery attained by students regarding the objectives of their academic subjects, typically evaluated through standardized assessments, performance evaluations, or portfolios. Academic performance signifies the outcomes that illustrate the degree to which students have met the goals established within educational settings, such as schools, colleges, and universities (Asuquo, 2020). It embodies the level of achievement or success that students obtain in their educational endeavors. Aremu (2020) further notes that academic performance also involves nurturing individual abilities and potentials, equipping students to flourish in specific societies or cultures. Jansen (2021) highlights that education acts as a vehicle for personal development, and students' academic success is shaped by the context in which their learning takes place. Therefore, the interpretation and criteria for academic achievement can differ based on the surrounding circumstances. Tegbe (2018) characterizes academic performance as the degree to which students meet their educational objectives, often gauged through examinations or ongoing assessments. It reflects the level of achievement students attain in learning

environments, which can range from high to low. Regardless of whether they seek academic, professional, or social success, individuals aim to excel in their chosen fields (Nyorere & James, 2022).

Empirical Studies on Academic Performance

There have been mixed reactions from academics and researchers with regard to the impact of social media and how they affect academic performance. Studies have found that the participation of students and young people on social media may have both positive and negative impact on their studies and their academic performance. Narad and Abdullah (2016) define academic performance as the knowledge acquired that is assessed by a teacher via grades or educational objectives set by students and instructors to be fulfilled over a defined period. This can either be a positive or negative. Hence, their academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect their educational performance. According to Mehmood and Tawir (2013), the use of technologies such as social media networks and the Internet is one of the most important factors that can influence educational performance of students positively or adversely”.

Adode (2020) carried out research to assess the academic performance levels of junior secondary school students in Umuahia, Abia State, Nigeria. The

study was coined around four research questions and utilized a descriptive survey research design. Through simple random sampling, the researcher selected 150 respondents as the sample for the study. A structured questionnaire focusing on students' academic performance was used for data collection. The responses to the four research questions were analyzed using frequency counts and simple percentages. The results indicated a high and positive level of academic performance among junior secondary school students in Umuahia, Abia State, Nigeria.

Similarly, Ademola (2020) conducted a study on the academic performance of senior secondary school students in Ibadan metropolis, Oyo State. The study aimed to determine the level of students' academic performance and was guided by four research questions and one null hypothesis. A descriptive survey design was adopted, involving a sample of 100 respondents. Data were collected using a structured questionnaire titled "Level of Students' Academic Performance." The research questions were analyzed using mean and standard deviation, while the t-test was applied to test the null hypothesis at a 0.05 level of significance. The results revealed that senior secondary school students in Ibadan metropolis exhibited a high level of academic performance.

The negative impact of social media on the academic performance of senior secondary school students in Literature in English cannot be overlooked. With the growing popularity of social media platforms, these networks have become an integral part of students' daily routines, particularly among Nigerian secondary school students who now have easier access to smartphones and internet connectivity. Despite the numerous benefits that social media offers, its overuse poses significant challenges, especially concerning students' academic engagement and performance in Literature in English (Ahmed, 2022). Platforms such as Facebook, Instagram, and Twitter often capture students' attention, distracting them from academic tasks and reducing the time devoted to studying and analyzing literary works.

In a recent study by Kolhar et al. (2021) it was found that the majority of students used social networking sites. They were unable to concentrate on their academic tasks because of their extensive usage of social media for non-academic purposes. Additionally, they delayed going to sleep, which led to shorter sleep cycles. Furthermore, their research revealed that excessive social media use weakens interpersonal relationships. They contended that this has a negative impact on social well-being and may cause dejection, anxiety, and mood swings.

Additionally, persistent sleep deprivation, which is a major contributor to the emergence of illnesses associated with metabolic syndrome, can result from the late-night social media use that was noted in this study. Numerous studies have shown that owing to the misuse of social networking websites and applications, students routinely perform poorly academically (Agwi & Ogwueleka, 2018; Apuke, 2016; Bamigboye & Olusesan, 2017; Kolhar et al., 2021; Ngonso, 2019; Oguguo et al., 2020; Omachonu & Akanya, 2019). This has developed into an important recurring source of concern for students, teachers, parents, and guardians, as well as other parties interested in the field of education, such as researchers. Additionally, if this problem is not appropriately addressed, poor academic performance may deteriorate even further. According to most of the research on the subject, the number of high school students who communicated through these online media networks is relatively small (Feng & Wong, 2019; Ngonso, 2019).

The majority of Nigerian senior secondary school students access at least one person-to-person communication site numerous times every day. This study investigated the habit-forming nature of senior secondary school students' use of social media, how frequently they use them, what they use them for, and how this

impacts their academic performance. Much research has revealed a difference in interest based on gender as well as age.

Based on these presumptions, the purpose of this study is to determine the degree to which senior secondary school students use social networking websites and applications to inform their academic performance. Hence, this study has implications for students, instructors, and parents. The study will aid students in learning more about the impact of social media and networking sites on their academic performance. It would provide students with useful information for research and studies, as well as objective perspectives and a sense of balance. Significantly, the study will assist parents in becoming more aware of the potential influence and effect of social media on their children. As a result, they must do everything possible to guide them. Also, this study would help the school teachers to know the possible influence that social media has on the students, thereby equipping them with the necessary information on how to create awareness among students.

Furthermore, the spread of misinformation and unreliable content on social media poses additional challenges to the academic engagement of students studying Literature in English. With the rise of user-generated content and the ease of sharing information online, students are often exposed to diverse opinions,

interpretations, and analyses of literary texts with many of which are inaccurate, biased, or misleading (Usikpeko, 2019). Unlike traditional academic sources such as textbooks, scholarly articles, and reputable literary critiques, social media platforms typically lack strict editorial review and fact-checking mechanisms to verify content accuracy. As a result, students may encounter incorrect summaries, misinterpretations of themes and characters, and distorted literary analyses, which can ultimately cause confusion, foster doubt, and reduce their enthusiasm for the subject (Udoka, 2020).

Another major issue is social media's tendency to encourage procrastination and reduce students' overall productivity. Researchers have also suggested that internet addiction has significantly affected student time management skills, leading to procrastination, decreased academic performance, and increased stress. Rather than dedicating adequate time to studying literary texts as prescribed in the curriculum, many students succumb to the lure of digital entertainment, sacrificing valuable study periods for fleeting moments of online satisfaction. This habit of delaying academic responsibilities often intensifies during critical periods such as examinations and assignment deadlines, when the attraction of social media becomes even more powerful (Nakpodia, 2022). As a result, students may experience guilt, anxiety, and self-doubt, all of which further

hinder their academic performance. Over time, this pattern of distraction and low productivity can have lasting effects, ultimately threatening students' grades and overall academic progress.

Akpobi (2019) conducted a study to investigate the negative effects of social media on the academic performance of secondary school students in Literature in English in Warri South, Delta State, Nigeria. The study aimed to assess the extent to which social media usage influences students' academic achievement. Adopting a descriptive survey design, a sample of 100 students was selected, and data were collected using a structured questionnaire titled "Negative Impact of Social Media on Students' Academic Performance." The data were analyzed using mean, standard deviation, and Pearson correlation coefficient at a 0.05 level of significance. Findings revealed a significant negative correlation between social media use and students' performance in Literature in English. The study concluded that excessive engagement with social media adversely affects students' language development and writing proficiency.

Kirschner and Karpinski (2010), also found a significant negative relationship between Facebook use and academic performance. They concluded that students who use Facebook spend fewer hours per week studying on an average than Facebook non users and this resulted in lower mean grade point

averages (GPAs). Similarly, Nwankwo (2021) examined the adverse impact of social media on the academic performance of senior secondary school students in Literature in English in Owerri, Imo State. The study, guided by four research questions and one hypothesis, employed a descriptive survey design and used simple random sampling to select 200 participants. Data were gathered through a structured questionnaire titled “Negative Influence of Social Media on Academic Achievement in Literature in English.” Analysis using mean, standard deviation, and Pearson correlation coefficient indicated that excessive social media use significantly hinders students’ academic performance, particularly in Literature in English. The findings underscore the urgent need to address the detrimental influence of social media on students’ academic outcomes, as continued neglect may lead to persistent poor performance and a diminished interest in literary studies, thereby impeding both academic and personal development. West Africa Examination Council's report on the WASSCE 2023 examination highlights key strengths and weaknesses of the English Language and literature-in-English section. Teachers preparing students for the exam are concerned about potential weaknesses in answers, but WAEC provides a summary of candidate performance. The report shows that while some candidates demonstrated good knowledge of texts and engaged in meaningful discussions, many showed poor grammatical

skills and lacked understanding of the literary works. Some candidates relied heavily on commentaries rather than interpreting the texts themselves. To address these weaknesses, teachers are advised to engage students of authors, and a tendency to ignore pertinent textual references. In an effort to address these shortcomings, suggested remedies include ensuring students study the prescribed texts and engage in essay-type exercises, teaching students how to answer questions appropriately, promoting extensive reading of novels and supplementary materials to enhance vocabulary and knowledge, covering the syllabus comprehensively before examination, and utilizing Chief Examiner's Reports as a guide for effective teaching and learning. Additionally, guiding students to identify themes within set texts and their relation to practice/past questions is advised. It is hoped that this approach will lead to in class discussions, assign reading sessions, and encourage them to develop their own ideas and interpretations of the novels. Candidates in the 2020 WASSCE Literature-in-English Paper Two showed varying levels of understanding and performance, with some strengths and weaknesses observed. The assessment of candidates in Literature-in English revealed several key findings. Strengths included some candidates demonstrating Familiarity with the texts, producing well-written essays that avoided mere narration, and providing answers supported by relevant

textual references. However, weaknesses were also noted, including a general poor use of English, irrelevant biographical details improved performance by candidates in future examinations.

Positive Impact of Social Media on Senior Secondary School Students' Academic Performance

The negative impact of social media on the academic performance of senior secondary school students in Literature in English cannot be overlooked. With the growing popularity of social media platforms, these networks have become an integral part of students' daily routines, particularly among Nigerian secondary school students who now have easier access to smartphones and internet connectivity. Despite the numerous benefits that social media offers, its overuse poses significant challenges, especially concerning students' academic engagement and performance in Literature in English (Ahmed, 2022). Platforms such as Facebook, Instagram, and Twitter often capture students' attention, distracting them from academic tasks and reducing the time devoted to studying and analyzing literary works. Despite the numerous benefits associated with the use of social media, its excessive and improper use has posed serious challenges to the academic performance of senior secondary school students. Social media platforms, when not properly regulated, tend to distract students from their

academic responsibilities and reduce the time devoted to studying and completing school tasks. This situation has become a major concern among educators, parents, and school administrators.

In the context of senior secondary school students offering Literature in English, the misuse of social media has been linked to poor reading habits, weak writing skills, and inadequate preparation for tests and examinations. Students often prioritise online social interactions over academic activities, which negatively affects their concentration, comprehension, and overall academic achievement. In Egor Local Government Area, where students increasingly have access to mobile phones and internet services, the negative consequences of excessive social media usage are becoming more evident in schools.

Therefore, while social media has the potential to support learning, its uncontrolled use can adversely affect students' academic performance. The following sub-section discusses the various negative impacts of social media on senior secondary school students' academic performance in Literature in English.

1. Low Academic Performance

The excessive use of social media for non-academic purposes has a negative effect on students' academic performance. Many senior secondary school students spend a significant amount of time chatting, watching entertainment

videos, and engaging in online social activities instead of studying. For example, a student who spends several hours daily on platforms such as TikTok, Facebook, or Instagram may neglect reading prescribed literary texts, completing assignments, or revising examination topics in Literature in English. This lack of adequate preparation results in poor understanding of literary concepts, weak essay writing, and low performance in tests and examinations. Numerous studies have shown that owing to the misuse of social networking websites and applications, students routinely perform poorly academically (Agwi & Ogwueleka, 2018; Apuke, 2016; Bamigboye & Olusesan, 2017; Kolhar et al., 2021; Ngonso, 2019; Oguguo et al., 2020; Omachonu & Akanya, 2019). This has developed into an important recurring source of concern for students, teachers, parents, and guardians, as well as other parties interested in the field of education, such as researchers. Additionally, if this problem is not appropriately addressed, poor academic performance may deteriorate even further. Another major issue is social media's tendency to encourage procrastination and reduce students' overall productivity. Researchers have also suggested that internet addiction has significantly affected student time management skills, leading to procrastination, decreased academic performance, and increased stress. Rather than dedicating adequate time to studying literary texts as prescribed in the curriculum, many students succumb to

the lure of digital entertainment, sacrificing valuable study periods for fleeting moments of online satisfaction.

2. Constant Illness Due to Sleepless Nights

Excessive engagement with social media often leads to sleeplessness among students, particularly when they remain online late at night. Many students stay awake chatting or watching videos, which reduces their sleeping hours. As a result, they may experience fatigue, headaches, eye strain, and general body weakness. For instance, a student who sleeps late due to social media usage may feel tired during Literature in English classes, find it difficult to pay attention, and struggle to participate in class activities. According to Kolhar et al. 2021, it was found that majority of students used social networking site. They delayed going to sleep, which led to shorter sleep cycles. Furthermore, their research revealed that excessive social media use weakens interpersonal relationships. They contended that this has a negative impact on social well-being and may cause dejection, anxiety, and mood swings. These health challenges negatively affect students' concentration and academic performance. Additionally, persistent sleep deprivation, which is a major contributor to the emergence of illnesses associated with metabolic syndrome, can result from the late-night social media use that was noted in this study.

3. Engagement in Examination Malpractice

Emeke (2012) sees examination malpractice as any act against the credibility and quality of assessment information committed by custodians or any category of beneficiaries of examination malpractice. Social media as a tool can encourage examination malpractice by providing an easy means for students to share examination questions, answers, or leaked materials. Some students rely on these unethical practices instead of studying adequately. The advent and the complete global participation have resulted in full embrace of social media particularly Google, WhatsApp and Facebook by secondary school students, which has further enlarged the use, sophistication and diversification of the means by which examination (Ololube, 2012). For example, students may form WhatsApp groups where answers are exchanged during examinations. This behaviour discourages serious reading and reduces students' mastery of Literature in English content. In the long run, such practices lead to poor academic development and undermine the credibility of examination results.

4. Spelling Errors and Use of Abbreviations in Formal Writing

Hoxhaj (2012) identifies acronyms and abbreviations (i.e. "slang") that has been developed by users, particularly for communicating with one another. Students frequent use of social media exposes students to informal language,

abbreviations, and slang, which negatively affects their writing skills. Students often use shortened forms such as “u” for “you” or “b4” for “before” in online communication. These habits sometimes appear in formal academic writing, including Literature in English essays and examinations. For instance, a student may unknowingly use abbreviations or incorrect spellings in an essay, leading to poor expression and loss of marks. This negatively affects students’ overall academic performance.

5. Lack of Concentration during Lessons

Excessive use of social media reduces students’ ability to concentrate during classroom lessons. Students who are addicted to social media often feel distracted and restless in class, constantly thinking about online activities or checking their phones. For example, a student who secretly uses a mobile phone during Literature in English lessons may miss important explanations of themes, characters, or literary devices. This lack of concentration leads to poor understanding of lesson content and negatively affects academic performance.

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may lead to persistent poor performance and a diminished interest in literary studies, thereby impeding both academic and personal development.

Negative Impact of Social Media on Senior Secondary School Students' Academic Performance in Literature in English

Social networks have become an integral part of student social life (Tavares, 2013). Social media has become an important part of students' daily lives and an important tool in modern education. With the rapid advancement of information and communication technology, social media platforms such as WhatsApp, Facebook, YouTube, and Instagram are increasingly being used by senior secondary school students for academic purposes. Sites such as Twitter, Facebook, and Instagram act as important resources where students can find a diverse collection of literary works, critiques, and analyses (Yusuf, 2022). These platforms provide opportunities for information sharing, collaboration, and access to educational resources beyond the classroom environment.

When properly utilized, social media has been found to positively influence students' academic performance by supporting learning activities and enhancing academic engagement. Through academic discussions, online learning communities, and access to diverse educational materials, students are better equipped to understand school subjects and develop essential learning skills.

Therefore, the positive impact of social media on senior secondary school students' academic performance can be examined under key areas such as high academic performance, boost in students' confidence, acquisition of vast knowledge, reduction of examination malpractice, and development of self-reliance etc.

1. High Academic Performance:

Social media can contribute positively to students' academic performance when used for educational purposes. Social media are now seen as learning platforms or communities that could be utilized to enhance student engagement and performance. In the field of teaching Literature in English to secondary school students in Nigeria, social media platforms provide a wealth of literary materials and various opportunities for meaningful discussions on platforms such as YouTube, Google etc. Sites such as Twitter, Facebook, and Instagram act as important resources where students can find a diverse collection of literary works, critiques, and analyses (Yusuf, 2022). Students can watch explanations of literary texts, themes, figures of speech, and dramatic techniques, which enhances comprehension and improves academic outcomes. Social media platforms can enable students to share notes, recorded lessons, examination tips, and educational videos, which complement classroom teaching.

Furthermore, social media encourages collaborative learning, where students engage in peer discussions, ask questions, and receive instant feedback from classmates and teachers. This interaction enhances understanding of difficult topics in literature in English. As students gain better comprehension of their schoolwork through these digital platforms, their academic performance improves, leading to higher test scores and overall academic achievement.

2. Boost in Students' Confidence

Positive use of social media can significantly boost students' confidence in handling Literature in English assignments, tests, and examinations. When students actively engage with educational content on social media platforms, they gain a better understanding of literary texts, themes, characters, and literary devices. This improved understanding increases their confidence when answering questions in class, completing assignments, or writing examinations. Platforms such as Facebook, YouTube, TikTok and Google are essential tools that help students learn ahead and help them to be able to stand confidently in class. Through these exchanges, students improve their critical thinking and communication abilities as they articulate their ideas, support their interpretations, and engage in respectful discussions with others (Ogunniran, 2021).

For instance, students who watch explanatory videos on poems, prose, or drama through platforms such as YouTube are better equipped to analyse texts and answer interpretative questions. A student who repeatedly listens to explanations of themes and stylistic devices in a poem is more confident when required to answer examination questions on the same text. Similarly, participation in online academic groups where past questions and sample answers are discussed enables students to practice answering Literature in English questions correctly.

Furthermore, access to model answers and marking guides through social media helps students understand how examination questions are structured and how responses should be presented. This exposure reduces fear and anxiety during tests and examinations, as students feel prepared and capable of tackling questions independently. As a result, positive use of social media enhances students' academic confidence and contributes to improved performance in Literature in English among senior secondary school students in Egor Local Government Area.

3. Vast Knowledge

Social media exposes students to a wide range of information beyond what is contained in their school textbooks. Educational pages, online libraries, academic blogs, and instructional videos provide students with diverse perspectives on various subjects. For instance, students studying Literature in

English can access explanations of literary texts, author biographies, critical analyses, and sample examination questions online. For example, students studying African literature can learn about the historical background of writers such as Wole Soyinka or Chinua Achebe through online resources. This broad exposure enhances students' understanding of Literature in English and improves their analytical and interpretative skills. Social media provides simplicity and more advantages for information management. Social media is becoming the primary means of communication for millennials, steadily displacing more conventional channels like email. Because of this, student virtual teams have more alternatives when it comes to media, such as social networking and file sharing, which opens up more opportunities for teamwork (Kim et al., 2020).

Moreover, social media allows students to stay updated with current educational trends, global issues, and scholarly discussions. This exposure broadens students' intellectual horizons and enhances their general knowledge. As a result, students develop critical thinking skills and are better equipped to relate classroom lessons to real-life situations, thereby enriching their academic experience.

4. Elimination of Examination Malpractice

Social media can contribute to the reduction of examination malpractice by promoting academic preparedness and ethical learning practices. When students are adequately exposed to learning materials, revision guides, and examination strategies through online platforms, they are less likely to engage in dishonest practices during examinations. Continuous academic engagement on social media reduces last-minute panic, which is often a major cause of examination malpractice. For example, students who regularly watch revision videos, practice online quizzes, and participate in academic discussions are more confident during examinations. This confidence reduces reliance on malpractice and encourages honest academic effort among senior secondary school students.

In addition, awareness campaigns and discussions on social media educate students about the consequences of examination malpractice, including academic failure and loss of credibility. Teachers and educational institutions also use social media to emphasize academic integrity and discipline. Through proper guidance and academic support online, students develop confidence in their preparation, thereby discouraging reliance on cheating during examinations.

5. Self-Reliance

Social media encourages self-reliance among students by fostering independent learning. Through online tutorials, digital textbooks, and educational videos, students learn to study on their own without depending solely on teachers or private tutors. This independence enables students to identify their academic weaknesses and seek appropriate solutions using online resources. For instance, a student who does not understand a literary term such as “irony” or “metaphor” can search for explanations online. This habit of independent learning improves academic performance and prepares students for future academic challenges.

Furthermore, social media platforms empower students to manage their own learning pace and schedule. Students can revisit recorded lessons, practice past questions, and conduct personal research at their convenience. This self-directed learning approach builds responsibility, discipline, and problem-solving skills. Consequently, students become more self-reliant learners who take ownership of their academic success.

Nwanbueze (2019) conducted research on the positive impact of social media on the academic performance of secondary school students in Literature in English in Enugu State, Nigeria. The study focused on identifying how social media contributes to students’ academic achievements in the subject. Using four

research questions, the study employed a descriptive survey design and sampled 250 participants. Data were gathered through a questionnaire titled “Positive Influence of Social Media on Students’ Academic Performance in Literature in English” and analyzed using frequency counts and percentages. The findings revealed that social media significantly improves students’ performance in Literature in English and helps them enhance their writing skills. From this research it is seen that social media if well managed can help improve students'academic performance especially in literature in English.

Summary of Reviewed Literature

The reviewed literature examined the relationship between social media usage and the academic performance of senior secondary school students in Literature in English. Guided by the Uses and Gratification Theory, the studies emphasize that students actively engage with social media to satisfy needs such as learning, information sharing, social interaction, and personal development. The concept of social media is broadly defined as technology-driven platforms that facilitate communication, collaboration, and access to user-generated content.

Empirical findings present both positive and negative outcomes. Some scholars argue that excessive or unregulated use of social media undermines students’ academic performance by fostering distraction, encouraging

procrastination, reducing study time, spreading misinformation, and weakening concentration during literary activities. These issues often lead to poor comprehension of literary texts and low academic engagement. In contrast, other studies note that social media can positively influence learning by broadening access to educational resources, promoting collaborative study, enhancing writing and critical thinking skills, and introducing students to varied literary viewpoints beyond the traditional classroom.

Overall, the literature shows that social media has both positive and negative impacts on students' academic performance in Literature in English. The effect largely depends on the purpose, frequency, and manner of students' engagement with these platforms. The reviewed works therefore underscore the need for balanced and purposeful use of social media to maximize its educational benefits while minimizing its potential drawbacks. Consequently, scholars emphasize the importance of adopting a balanced and intentional approach to social media use in order to embrace its educational benefits while reducing its potential limitations.

CHAPTER THREE

METHODOLOGY

This study adopts the descriptive survey research design. The design is considered appropriate because it allows the researcher to collect information from a large population and describe their opinions, behaviours, and experiences as they relate to social media usage and academic performance in Literature in English. The design also enables the researcher to determine existing conditions without manipulating any variable. This was done along the following sub-headings:

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

Research Design

The research design employs a descriptive survey research design. This design focuses on observing and gathering information on a subject without altering any variables. It is considered appropriate for this research because it enabled the collection of relevant data needed to examine the influence of social media on the academic performance of senior secondary school students in Literature in English in Egor Local Government Area of Edo State.

Population of the Study

The population of this study comprises all senior secondary school students offering Literature in English in public secondary schools in Egor Local Government Area of Edo State. According to records obtained from the Local Government Education Authority, these schools have a sizeable number of Senior Secondary (SS1–SS3) students who actively engage in social media and are examined in Literature in English.

Sample and Sampling Technique

A sample of 120 students will be drawn from three selected secondary schools in Egor Local Government Area. The schools will be selected using simple random sampling, while the students will be chosen using stratified random sampling to ensure representation across SS1, SS2, and SS3. This sampling

technique use will give all students equal opportunity of being selected and to ensure a fair distribution across classes.

Research Instrument

The instrument for data collection will be a structured questionnaire titled “Social Media and Academic Performance in Literature in English Questionnaire (SMAPLQ)”.

The questionnaire contained four sections:

Section A: Demographic information

Section B: Level of students academic performance in literature in English.

Section C: Level of social media usage.

Section D: Effect of social media usage on students academic performance in literature in English.

All items will structured on a four-point Likert scale ranging from Strongly Agree (SA) to Strongly Disagree (SD).

Validity of the Instrument

To ensure validity, the questionnaire will be subjected to face and content validation by the project supervisor. The corrections and recommendations will be incorporated to improve the clarity, relevance, and appropriateness of all items to the research objectives.

Reliability of the Instrument

The Cronbach Alpha is used to determine the reliability of the instrument. The questionnaire will be administered to a group of 20 respondents which will not be part of the study.

Method of Data Collection

Data will be collected personally by the researcher. Permission will be obtained from school principals before administering the questionnaire. Students will be guided on how to respond, and the questionnaires will be retrieved immediately after completion to ensure a high return rate.

Method of Data Analysis

The data collected will be analysed using descriptive statistics, specifically frequency counts, percentages, and mean scores. These methods will be used to answer the research questions. A decision rule of 2.50 (midpoint of the 4-point Likert scale) will be used to determine the high and low of the questionnaire items. The scores above mean of 2.50 were considered high, while scores below mean of 2.50 were considered low.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, the results of the study are presented and the findings discussed.

Presentation of Results

Table 1: Demographic Information of Respondents

Demographic Variable	Category	Frequency	Percent (%)
Gender of Respondents	Male	46	38.3
	Female	74	61.7
	Total	120	100.0
Class of Respondents	SS1	40	33.3
	SS2	41	34.2
	SS3	39	32.5
	Total	120	100.0
Age of Respondents	10–13 years	25	20.8
	14–16 years	54	45.0
	17 years and above	41	34.2
	Total	120	100.0

Table 1 presents the demographic information of the 120 senior secondary school students who participated in the study. The distribution by gender shows that 46 respondents, representing 38.3%, were male, while 74 respondents, accounting for 61.7%, were female. This indicates that female students constituted a larger proportion of the study sample, suggesting higher female participation in

Literature in English classes within the selected public secondary schools in Egor Local Government Area of Edo State.

Regarding class level, 40 respondents (33.3%) were in SS1, 41 respondents (34.2%) were in SS2, while 39 respondents (32.5%) were in SS3. This shows a fairly even distribution of respondents across the three senior secondary school classes, implying that the views captured in the study adequately represent students at different stages of senior secondary education.

In terms of age, 25 respondents (20.8%) were between 10–13 years, 54 respondents (45.0%) fell within the 14–16 years age bracket, while 41 respondents (34.2%) were 17 years and above. This indicates that the majority of the respondents were aged between 14–16 years, which is the typical age range for senior secondary school students. The age distribution suggests that most respondents were at a developmental stage where social media use is common and could significantly influence their academic activities and performance in Literature in English.

Research Questions One: What is the level of students’ academic performance in Literature in English in senior secondary schools in Egor Local Government Area of Edo State?

Table 2: Mean and Standard Deviation Showing the Level of Students’ Academic Performance in Literature in English in Egor Local Government Area of Edo State

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	N	\bar{X}	DECISION
1	I often score high marks in my Literature-in-English tests and examinations	54 (45.0)	35 (29.2)	20 (16.7)	11 (9.2)	12 0	3.1 0	High level
2	I understand most of the topics taught in Literature in English	47 (39.2)	42 (35.0)	22 (18.3)	9 (7.5)	12 0	3.0 6	High level
3	I complete my Literature-in-English assignments on time	64 (53.3)	39 (32.5)	12 (10.0)	5 (4.2)	12 0	3.3 5	High level
4	My overall academic performance in Literature in English is satisfactory	49 (40.8)	45 (37.5)	25 (20.8)	1 (0.8)	12 0	3.1 8	High level
5	I participate actively during Literature in English lessons	64 (53.3)	36 (30.0)	17 (14.2)	3 (2.5)	12 0	3.3 4	High level

Decision rule: Mean (\bar{X}) \geq 2.50 = High level of academic performance, Mean (\bar{X}) $<$ 2.50 = Low level of academic performance.

Table 2 presents the mean and standard deviation analysis of students’ academic performance in Literature in English in senior secondary schools in Egor Local Government Area of Edo State. The findings reveal that all the items recorded mean values above the decision benchmark of 2.50, indicating a generally high level of academic performance among the students.

Specifically, students reported that they often score high marks in Literature-in-English tests and examinations, with a mean score of 3.10. This suggests that a large proportion of the respondents perceive their performance in examinations as satisfactory. Similarly, students' understanding of most topics taught in Literature in English recorded a mean value of 3.06, indicating good comprehension of the subject content.

The completion of Literature-in-English assignments on time had the highest mean score of 3.35, showing that most students are disciplined and consistent in meeting academic requirements. In addition, respondents affirmed that their overall academic performance in Literature in English is satisfactory, as reflected by a mean score of 3.18.

Active participation during Literature in English lessons recorded a mean score of 3.34, indicating that students are largely engaged during classroom instruction. The relatively high mean values across all items suggest that students in the study area demonstrate positive academic behaviours and outcomes in Literature in English.

The results indicate that the level of students' academic performance in Literature in English in senior secondary schools in Egor Local Government Area of Edo State is high. This implies that, despite the presence of social media usage

among students, their academic engagement and performance in Literature in English remain largely satisfactory.

Research Questions Two: What is the level of social media usage among senior secondary school students in Egor Local Government?

Table 3: Mean and Standard Deviation Showing the Level of Social Media Usage among Senior Secondary School Students in Egor Local Government Area of Edo State

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	N	\bar{X}	DECISION
6	I use social media platforms frequently	54 (45.0)	40 (33.3)	20 (16.7)	6 (5.0)	12 0	3.1 8	High level
7	I spend more than two hours daily on social media	44 (36.7)	44 (36.7)	24 (20.0)	8 (6.7)	12 0	3.0 3	High level
8	I frequently use social media to chat, post or browse	55 (45.8)	46 (38.3)	14 (11.7)	5 (4.2)	12 0	3.2 6	High level
9	I access social media even during school hours or while in class	53 (44.2)	41 (34.2)	16 (13.3)	10 (8.3)	12 0	3.1 4	High level
10	I check my social media account several times a day	50 (41.7)	44 (36.7)	20 (16.7)	6 (5.0)	12 0	3.1 5	High level

Decision rule: Mean (\bar{X}) \geq 2.50 = High level of social media usage, Mean (\bar{X}) < 2.50 = Low level of social media usage.

Table 3 presents the mean and standard deviation analysis of the level of social media usage among senior secondary school students in Egor Local Government Area of Edo State. The findings show that all the items recorded mean values above the decision benchmark of 2.50, indicating a generally high level of social media usage among the students.

Specifically, the use of social media platforms such as WhatsApp, Facebook and TikTok recorded a mean score of 3.18, suggesting that a large proportion of the students engage with social media frequently. Similarly, the amount of time spent on social media revealed that students spend more than two hours daily on these platforms, with a mean score of 3.03.

The frequency of using social media to chat, post or browse had the highest mean score of 3.26, indicating that social media forms a regular part of students' daily activities. Accessing social media during school hours or while in class also recorded a high mean value of 3.14, suggesting that students' engagement with social media extends into academic time. In addition, checking social media accounts several times a day recorded a mean score of 3.15, further confirming the high intensity of social media use among the respondents.

The results indicate that senior secondary school students in Egor Local Government Area exhibit a high level of social media usage. This suggests that social media is deeply integrated into students' daily routines, which may have implications for their academic activities and performance in Literature in English.

Research Questions Three: What are the positive and negative influences of social media on students' academic activities?

Table 4: Mean and Standard Deviation Showing the Positive and Negative Influences of Social Media on Students' Academic Activities in Egor Local Government Area of Edo State

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	N	\bar{X}	DECISION
11	Social media helps me find educational materials that support my schoolwork	53 (44.2)	44 (36.7)	17 (14.2)	6 (5.0)	12 0	3.2 0	Positive influence
12	Social media distracts me from studying or doing homework	32 (26.7)	33 (27.5)	40 (33.3)	15 (12.5)	12 0	2.6 8	Negative influence
13	I sometimes use social media to discuss academic topics with classmates	51 (42.5)	45 (37.5)	16 (13.3)	8 (6.7)	12 0	3.1 6	Positive influence
14	My use of social media reduces the amount of time I spend reading my books	27 (22.5)	38 (31.7)	43 (35.8)	12 (10.0)	12 0	2.6 7	Negative influence
15	Social media sometimes motivates me to learn new things	44 (36.7)	48 (40.0)	23 (19.2)	5 (4.2)	12 0	3.0 9	Positive influence

Decision rule: Mean (\bar{X}) \geq 2.50 = Presence of influence, Mean (\bar{X}) $<$ 2.50 = Absence of influence.

Table 4 presents the mean and standard deviation analysis of the positive and negative influences of social media on students' academic activities in Egor Local Government Area of Edo State. The results show that all the items recorded mean values above the benchmark of 2.50, indicating that social media exerts both positive and negative influences on students' academic activities.

Specifically, social media as a source of educational materials recorded a mean score of 3.20, indicating a positive influence on students' academic work. This suggests that students frequently rely on social media platforms to access learning resources that support their schoolwork. Similarly, discussing academic topics with classmates through social media recorded a mean value of 3.16, showing that social media facilitates academic interaction and collaborative learning. Social media as a motivational tool also recorded a mean score of 3.09, indicating that exposure to educational content online sometimes encourages students to learn new things.

On the negative side, distraction from studying or doing homework recorded a mean score of 2.68, indicating that social media can divert students' attention away from academic tasks. Likewise, the reduction in time spent reading books due to social media usage recorded a mean value of 2.67, suggesting that excessive engagement with social media competes with time meant for reading and studying.

The findings indicate that social media has a dual effect on students' academic activities. While it provides academic support, motivation, and opportunities for discussion, it also poses challenges in terms of distraction and reduced study time. This suggests the need for proper guidance and regulation of

social media use among senior secondary school students to maximise its educational benefits while minimising its negative effects.

Research Questions Four: How does social media usage affect students' academic performance in Literature in English?

Table 5: Mean and Standard Deviation Showing the Effect of Social Media Usage on Students' Academic Performance in Literature in English in Egor Local Government Area of Edo State

S/N	ITEMS	SA (%)	A (%)	D (%)	SD (%)	N	\bar{X}	DECISION
16	Using social media makes it difficult for me to concentrate on reading literature texts	20 (16.7)	30 (25.0)	49 (40.8)	21 (17.5)	12 0	2.4 1	Low negative effect
17	Social media provides summaries, notes or videos that help me understand literature texts	63 (52.5)	39 (32.5)	15 (12.5)	3 (2.5)	12 0	3.3 5	Positive effect
18	Excessive social media use reduces the time I devote to studying literature in English	19 (15.8)	42 (35.0)	35 (29.2)	24 (20.0)	12 0	2.4 7	Low negative effect
19	My performance in literature in English is influenced by how much time I spend on social media	25 (20.8)	35 (29.2)	47 (39.2)	13 (10.8)	12 0	2.6 0	Moderate effect
20	Social media sometimes helps me prepare for literature tests and examinations	59 (49.2)	42 (35.0)	12 (10.0)	7 (5.8)	12 0	3.2 8	Positive effect

Decision rule: Mean (\bar{X}) \geq 2.50 = Presence of effect on academic performance

Mean (\bar{X}) $<$ 2.50 = Absence or low level of effect on academic performance

Table 5 presents the mean and standard deviation analysis of how social media usage affects students' academic performance in Literature in English in Egor Local Government Area of Edo State. The findings reveal that social media

usage exerts both positive and negative effects on students' academic performance, depending on the nature and intensity of use.

Using social media as a source of distraction during reading of literature texts recorded a mean score of 2.41, which falls below the benchmark of 2.50. This indicates that, for most students, social media does not significantly hinder their ability to concentrate on reading Literature in English texts. Similarly, the reduction in time devoted to studying Literature in English due to excessive social media use recorded a mean score of 2.47, suggesting a low negative effect on students' study time.

However, positive academic effects of social media were clearly evident. The provision of summaries, notes, and videos to aid understanding of literature texts recorded the highest mean score of 3.35, indicating a strong positive effect on students' comprehension of Literature in English. In addition, the use of social media in preparing for literature tests and examinations recorded a mean value of 3.28, showing that students significantly benefit academically from relevant educational content accessed through social media platforms.

The influence of time spent on social media on students' overall performance in Literature in English recorded a mean score of 2.60, indicating a moderate effect. This suggests that while social media use does influence

academic performance, its impact depends largely on how students manage their time and the purpose for which social media is used.

The findings indicate that social media usage has a mixed effect on students' academic performance in Literature in English. While excessive use may slightly reduce study time, social media also serves as an important academic support tool that enhances understanding and examination preparation when used appropriately.

Discussion of Findings

The findings of research question one revealed that students' academic performance in Literature in English in senior secondary schools in Egor Local Government Area is generally high. The results showed that all the indicators used to measure academic performance recorded mean values above the decision benchmark of 2.50. This indicates that most students perceive their performance in Literature in English as satisfactory. Students reported that they often score high marks in Literature in English tests and examinations and understand most of the topics taught in the subject. The high mean values recorded for timely completion of assignments and active participation during Literature in English lessons further suggest positive academic engagement among the students. This implies that

students are not only performing well academically but are also actively involved in classroom learning activities.

This finding is consistent with the study of Adebola and Ojo (2021), who reported that active class participation and regular completion of assignments significantly improve students' academic performance in language subjects. Similarly, Okeke and Nnamani (2020) found that students who demonstrate positive learning behaviours such as attentiveness and participation tend to achieve better academic outcomes in English-related subjects. The present study therefore suggests that despite increased exposure to social media, students in the study area still maintain a relatively high level of academic performance in Literature in English.

The findings of research question two showed that senior secondary school students in Egor Local Government Area exhibit a high level of social media usage. All the items measuring social media usage recorded mean values above the benchmark of 2.50, indicating frequent and consistent engagement with social media platforms among the students. The results revealed that students frequently use social media platforms, spend more than two hours daily on social media, and regularly engage in chatting, posting, and browsing. The finding that students access social media during school hours or while in class further highlights the

intensity of social media usage among the respondents. This suggests that social media is deeply integrated into students' daily routines and communication patterns.

This finding supports the work of Afolayan and Alabi (2019), who observed that social media usage among secondary school students has become widespread due to easy access to smartphones and internet connectivity. Similarly, Eze and Chukwu (2022) reported that adolescents spend a significant portion of their daily time on social media, often checking their accounts multiple times a day. The present study confirms that social media usage among senior secondary school students is high and has become an integral part of their social and academic lives.

The findings of research question three revealed that social media has both positive and negative influences on students' academic activities. All the items measuring positive and negative influences recorded mean values above the benchmark of 2.50, indicating the presence of both beneficial and adverse effects. On the positive side, students agreed that social media helps them find educational materials that support their schoolwork, discuss academic topics with classmates, and motivates them to learn new things. These findings suggest that social media serves as an informal learning platform where students can access academic

resources, exchange ideas, and enhance their learning experiences beyond the classroom.

These results align with the findings of Yusuf and Bello (2020), who reported that social media platforms such as WhatsApp and YouTube provide students with access to explanatory videos, summaries, and peer discussions that enhance understanding of academic content. Similarly, Adeyemi and Salami (2021) found that social media encourages collaborative learning and peer support among secondary school students.

However, the study also revealed negative influences of social media on academic activities. Students agreed that social media distracts them from studying or doing homework and reduces the amount of time spent reading books. This indicates that excessive or uncontrolled use of social media may interfere with students' study habits and reading culture.

This finding is consistent with the study of Onyekachi and Uche (2019), who found that excessive engagement with social media often leads to distraction, reduced concentration, and poor time management among students. Therefore, the present study confirms that while social media offers academic benefits, it also poses challenges that can negatively affect students' academic activities if not properly managed.

The findings of research question four revealed that social media usage has a mixed effect on students' academic performance in Literature in English. The results showed that some aspects of social media usage exert positive effects, while others have low or moderate negative effects on academic performance. The findings indicated that using social media does not significantly hinder students' ability to concentrate on reading Literature in English texts, as the mean value recorded was below the benchmark of 2.50. Similarly, the reduction in time devoted to studying Literature in English due to excessive social media use recorded a low negative effect. This suggests that, for most students, social media usage does not severely disrupt their study routines.

However, strong positive effects were observed in areas related to academic support. Students agreed that social media provides summaries, notes, and videos that help them understand Literature in English texts and assists them in preparing for tests and examinations. This implies that when used purposefully, social media enhances comprehension and examination readiness in Literature in English.

The finding that students' performance is influenced by the amount of time spent on social media recorded a moderate effect suggests that time management plays a crucial role in determining whether social media usage positively or negatively affects academic performance. This supports the study of Oladipo and Adekunle

(2021), who found that moderate and academic-oriented use of social media improves learning outcomes, while excessive non-academic use may reduce academic focus.

The findings indicate that social media usage affects students' academic performance in Literature in English in both positive and negative ways. The impact largely depends on how students manage their time and the extent to which social media is used for academic rather than purely social purposes.

Generally, the findings of the study reveal that students in Egor Local Government Area maintain a high level of academic performance in Literature in English despite a high level of social media usage. Social media serves as both a learning support tool and a potential source of distraction. When used appropriately, it enhances understanding, motivation, and examination preparation. However, excessive and unregulated use can interfere with study time and concentration.

These findings support the view that social media is not inherently harmful to academic performance but becomes problematic when students lack proper guidance and self-regulation. This study therefore reinforces the need for balanced and guided use of social media among senior secondary school students to maximise its educational benefits while minimising its negative effects.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter presents the summary, conclusion, and recommendations arising from the findings of the study.

Summary

This study examined social media usage and academic performance in Literature in English among senior secondary school students in public secondary schools in Egor Local Government Area of Edo State. Four research questions guided the study in order to assess the level of students' academic performance in Literature in English, the level of social media usage among students, the positive and negative influences of social media on students' academic activities, and the effect of social media usage on students' academic performance in Literature in English.

A descriptive survey research design was adopted for the study. The population comprised senior secondary school students offering Literature in English in public secondary schools in Egor Local Government Area of Edo State. A total of 120 students were selected as respondents using an appropriate sampling technique. Data were collected using a structured questionnaire designed to measure students' academic performance in Literature in English, level of social

media usage, and the positive and negative influences of social media on academic activities. The instrument was validated and its reliability confirmed before administration. Data obtained were analysed using descriptive statistics such as frequency counts, percentages, mean, and standard deviation with the aid of the Statistical Package for the Social Sciences (SPSS).

The major findings of the study are summarised as follows:

1. The study revealed that the level of students' academic performance in Literature in English in senior secondary schools in Egor Local Government Area of Edo State is high. Students reported satisfactory performance in tests and examinations, good understanding of Literature in English topics, timely completion of assignments, and active participation during lessons.
2. The findings showed that the level of social media usage among senior secondary school students in Egor Local Government Area is high. Students frequently use social media platforms, spend considerable time daily on social media, and regularly engage in chatting, posting, browsing, and checking their social media accounts, including during school hours.
3. The study revealed that social media has both positive and negative influences on students' academic activities. On the positive side, students use social media to access educational materials, discuss academic topics with classmates, and gain

motivation to learn new things. On the negative side, social media was found to distract students from studying and reduce the amount of time spent reading books.

4. The findings further indicated that social media usage has a mixed effect on students' academic performance in Literature in English. While excessive social media use showed low to moderate negative effects such as reduced study time, social media also had strong positive effects by providing summaries, notes, and videos that enhance understanding of literature texts and assist in examination preparation.

In summary, the study established that although social media usage among senior secondary school students in Egor Local Government Area is high, students' academic performance in Literature in English remains generally satisfactory. The effect of social media on academic performance depends largely on how it is used and the extent to which students manage their time effectively.

Conclusion

Based on the findings of this study, it is concluded that social media usage plays a significant role in shaping students' academic activities and performance in Literature in English among senior secondary school students in Egor Local Government Area of Edo State. The study shows that students maintain a high

level of academic performance despite frequent engagement with social media platforms.

The findings suggest that social media is not inherently detrimental to students' academic performance. When used appropriately, it serves as an important academic support tool that enhances understanding of Literature in English through access to summaries, instructional videos, and peer discussions. These positive uses contribute to better comprehension and improved preparation for tests and examinations.

However, the study also concludes that excessive and unregulated use of social media can negatively affect students' academic activities by distracting them from studying and reducing the time devoted to reading academic materials. Although these negative effects were found to be relatively low, they highlight the importance of balance and self-control in social media usage.

The study concludes that the impact of social media on students' academic performance in Literature in English is mixed and largely dependent on students' usage patterns. Effective time management, academic-oriented use of social media, and proper guidance from teachers and parents are essential in ensuring that social media contributes positively to students' academic development rather than hindering it.

Recommendations

In light of the findings and conclusions of this study, the following recommendations are proposed:

1. Teachers should guide students on how to use social media platforms for academic purposes, such as accessing educational videos, summaries, and discussion forums related to Literature in English.
2. Schools should organise regular seminars and workshops to educate students on effective time management and responsible social media usage in order to reduce distractions and improve study habits.
3. Parents and guardians should monitor and regulate students' access to social media at home, ensuring that study time is prioritised over excessive online activities.
4. School administrators should develop and enforce clear school policies on the use of mobile phones and social media during school hours to minimise distractions during lessons.
5. Literature in English teachers should integrate approved digital and social media resources into classroom instruction to harness the academic benefits of social media in a structured manner.

6. Counselling units in schools should provide guidance on balancing academic responsibilities and social media engagement, especially for students who show signs of excessive online behaviour.
7. Students should be encouraged to develop self-discipline and personal study schedules that limit non-academic social media use during reading and homework periods.

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DEPARTMENT OF EDUCATIONAL FOUNDATIONS

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

SOCIAL MEDIA AND ACADEMIC PERFORMANCE IN LITERATURE

IN ENGLISH (SMAPLQ).

Section A: Demographic Information

(Please tick ✓ where appropriate)

Gender: Male Female

Class: SS1 SS2 SS3

Age: 10–13 14–16 17 and above

Dear Respondent,

This questionnaire is intended to collect data for a study on “The Impact of Social Media on Senior Secondary School Students’ Academic Performance in Literature in English in Egor Local Government Area of Edo State.” Kindly provide your responses as appropriately as you can. All information provided will be handled with utmost confidentiality. Thank you for your time and participation.

Section B: Demographical Information

Instruction: Please tick (✓) the option that best describes your opinion.

SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

S/N	Levels of students' Academic Performance in Literature in English	SA	A	D	SD
1.	I often score high marks in my Literature-in-English tests and examinations				
2.	I understand most of the topics taught in Literature in English.				
3.	I complete my Literature-in-English assignments on time.				
4.	My overall academic performance in Literature in English is satisfactory.				
5	I participate actively during literature in English lessons.				
	Level of social media usage	SA	A	D	SD
6.	I use social media platforms(e.g., WhatsApp, Facebook, TikTok) frequently.				
7.	I spent more than two hours daily on social media.				
8.	I frequently use social media to chat, post or browse.				
9.	I access social media even during school hours or while in class.				
10.	I check my social media account several times a day.				

S/N	Positive and Negative Impact of Social Media on Students Academic Activity	SA	A	D	SD
11.	Social media helps me find educational materials that support my schoolwork				
12.	Social media distract me from studying or doing homework				
13.	I sometimes use social media to discuss academic topics with classmates				
14.	My use of social media reduces the amount of time I spend reading my books				
15.	Social media sometimes motivate me to learn new things				
	Effect of Social Media usage on Students' Academic Performance in Literature in English.	SA	A	D	SD
16.	Using social media makes it difficult for me to concentrate on reading literature texts.				
17.	Social media provides summaries, notes or videos that help me understand literature texts.				
18.	Excessive social media use reduces the time I devote to studying literature in English				
19.	My performance in literature in English is influence by how much time I spent on social media.				
20.	Social media sometimes helps me prepare for literature tests and examinations.				