

# Use of Social Networking among Secondary School Students: Implications for Academic Performance

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**Abstract-** The study focused on the use of social networking among secondary school students in Lagos State, Nigeria with implication for academic performance. Specifically, the study determined the relationship between social networking usage and various factors affecting secondary school students who are users of SNSs. The study was strictly restricted to randomly-selected students in public and private secondary schools in Lagos State, Nigeria.

A survey design was adopted because the study examined variables upon which data can be collected through responses to questions by way of questionnaire and records inspection. The study population comprised students in public and private secondary schools in Lagos. A sample size of 240 was selected across 12 secondary schools in three LGAs representing about 15% of LGAs in the state with 20 participants selected from each school, through simple random sampling. Primary and secondary data collection method was adopted. Primary data were collected using questionnaire with five-point likert scale while secondary data were collected from students' achievement scores in Mathematics and English. The questionnaire method was adopted because of its usefulness as a tool for gathering data over a large number of respondents to give definite answers based on the structure of the question in a relatively short period. Scores were analysed using grades A, B, C, D, E, and F with "A" represented as an excellent performance while "F" was the worst. Codes were assigned to grades and students grouped into best performance (A and B), average performance (C and D) while others were grouped as below average. Frequency distribution, Factor analysis, crosstabs and regression test were the methods adopted for analysis.

Findings showed that time spent on SNSs did not significantly influence academic performance of secondary school students, and that participation in class by students was not a significant predictor of their average academic performance (in Mathematics and English). Findings further revealed that number of friends that students had on social networking sites had a positive, significant influence on the time spent on SNSs, and also that the number of posts that students put on social networking sites was not a significant predictor of participation in class. Demographic characteristics did not significantly influence the academic performance of students who used SNSs, and, use of social networking significantly influence the academic performance of secondary school students.

It was therefore recommended that sensitization be done through seminars and symposia to orientate the students and their parents on the various possible negative effects of SN usage in school on students' academic performance. The school management should also restrict the usage of SNS to hours of break while the Ministry of Education should maintain its regulatory role in setting out policies on social networking use and enforce it across secondary schools.

**Index Terms—** Social Networking Sites, Secondary School Students, Academic Performance

## I. INTRODUCTION

Social networking among secondary school students has become more and more popular, over the years, because it is a way to make connections between friends within and outside the school. Due to this popularity, people begin to ask questions whether the performance of students are being affected by how much time students spent on various sites of social networking (Stollak, Vandenberg, Burklund, and Weiss, 2011). Social networking became popular from the years 2005 to 2011, after Facebook and other social networking sites were created. The most successful and largest social networking site is the Facebook which comprises more than 500 million active members in July, 2010. Its members are multiplying greatly with each day passing. The growth rate was 153% during the last year. About 190 million users visit twitter per month 65 million tweets everyday (Ahmed and Qazi, 2011).

New statistics show that there are 955 million monthly active users of Facebook at the end of June 2012. Approximately 81% of its monthly active users are outside the U.S. and Canada.

552 million daily active users on average in June 2012. 543 million monthly active users who used Facebook mobile products in June 2012 (Facebook © 2012). The 2go network, one of the social networks in Nigeria is getting tremendous patronage from mobile phone subscribers. It allows users to chat and exchange photos with friends. A bulk of its subscribers is teenagers who are mostly students of secondary school age. However, no research studies on the network have been found. Social networking sites (SNSs) brought many positive implications to human life. The idea of global village has been translated into reality through these sites connecting millions of people from all around the world. It has been an effective mode of communication to many people in different locations which brings about personal, professional and social benefits not only to the users of these sites but to the society at large (Ahmed and Qazi, 2011). However, these increasing links and networks online are setting back the real values of life especially for students accepting some adverse impact from using these sites which calls for parental and teacher monitoring of users.

According to Fodeman and Monroe (2009), the usage of Facebook has raised the level of anxiety among students such that they are apprehensive about being without their cell phones for a few hours. There seems to be a significant relationship between the time spent by students on SNSs and their level of academic performance. Academic success is

paramount issues to any student, with the pressure to belong to social networks. Are they really meeting up with the pressure to succeed academically? (Ogedebe, Emmanuel & Musa, 2012).

Since their introduction, SNSs have attracted a huge followership among teenagers and also university students (Lenhart & Madden, 2007; Salaway & Caruso, 2008). As such, it is not surprising to find SNSs making its way into the educational environments with many claiming that these social applications have even more potential to further improve learning and sharing of information among learners and teachers (Ferdig, 2007; Maloney, 2007; Pence, 2007; Simoes & Gouveia, 2008).

Site-specific culture can both positive and negatively affect the building of social capital and found that Facebook usage is not positively associated with lower grades of the students rather found Facebook users scoring higher grades. Paseket *et al.* (2006). No association was found between GPAs of student users and Facebook usage in a study conducted by Kolek and Saunders (2008). SNSs promote interactivity among students and teachers. In a research Lovitts and Nelson (2000) found that strong integration of students into their professional and social life is sturdily correlated to the successful completion of their degree. This study aims at exploring the influence of social networking usage on academic performance of secondary school students using some selected variables from literature thus; time spent on SNSs, students' participation in class, number of friends that students have on SNSs, posts on SNSs, academic performance of students, and demographic characteristics.

## II. STATEMENT OF THE PROBLEM

It has been recorded that at least one million, seven hundred and fourteen Nigerians are on Facebook with many of them young (Facebook statistics, 2010). However, there is no comprehensive knowledge of their activities as well as how this form of media can impact on various aspects of their lives. Students are paying more attention towards social networking activities rather than utilizing their time for their studies and this might affect their academic performance adversely (Ahmed and Qazi, 2011). As observed in senior secondary school certificate examinations result for the year 2010, less than average number of students obtained credit and above in English, as well as, Mathematics. From the total number of candidates who sat the examination, as low as 20.04% obtained credits in English language, Mathematics and at least three other subjects (West African Examination Council, 2010). While there has been a great deal of research relating to the social networking usage among students in Nigeria, there exists a gap in knowledge about the use of social networking with the implication of use on their academic performance, considering that social networking is now a recent trend among secondary school students.

In Nigeria, secondary school students are obsessed with social networking that they spend so much time on it to the extent that their academic scores suffer for it. The time students spend on SNSs also affects their participation in class which in turn bears on their academic performance (Ogedebe *et al.*, 2012). The number of friends they keep on the platform, affects the time spend on it chatting away with friends, how often students update their SN posts, is also a factor to be considered in determining the use of social networking. The understanding

of the use of social networking by secondary school student is an important factor in achieving better performance among students and recovering the glory of secondary school education in Nigeria. While there may be other factors responsible for the less-than-optimal performance of secondary school students, it is believed that social networking use is a major factor of concern over their falling academic performance. There is, therefore, the need to investigate the relationship between SN usage and students' academic performance in Nigeria, in order to determine students' attitude to social networking and how it impact on their academics.

## III. LITERATURE REVIEW

This chapter provides a review of literature related to the topic of SNS use and its implications for academic performance. The researcher hopes to cover in this chapter; subjects related to the study such as Social Networking: Trend and Usage, motives for Social Networking Usage, Academic Performance, Benefit of Social Networking, Misuse and Abuse of Internet through Social Networking among Students, Previous Studies on Social Networking and Academic Performance and Summary of Literature Review. The variables that were hypothesized to be related to SNS use and its implications for academic performance were briefly explained thereafter.

- Social Networking: Trend and Usage: Online social networks can be seen as a form of ICT. Information and Communication Technologies (ICTs) are generally accepted as a modern instrumental tool that enables the educators to modify the teaching methods they use in order to increase students interest. Its general definition covers any product that will store, retrieve, manipulate, transmit or receive information electronically in a digital form. It consists of hardware, software, networks and media for collection, storage, processing, transmission and presentation of information (voice, data, texts and images) (World Bank, 2002 (Mbaeze, Elochukwu, & Choima (2010))). Mbaeze *et al.*, (2010) found that there was no significant relationship between Information and Communication Technology usage and the academic performance of students. This means that usage SNSs would not influence significantly, academic scores of student as otherwise suggested by other schools of thought.

Generations today are experiencing a new wave of interpersonal communication. Currently, with the rise of online communities, communication has shifted away from traditional modes of interpersonal communication that have long been based on face-to-face models of interaction, to a more digital approach to maintaining and establishing relationships. Modern communication and interpersonal connectedness is now both fostered and mediated by the communicative tool itself: the computer. This structured technology is now mediating how communication occurs between people and has demonstrated that human interaction online is significantly different from physical interaction in a collection of ways (Oluwatoyin, 2011).

The Internet creates a simulation of real-time human interaction where one can see strategized constructs of people, places and events, and ultimately, uniquely forge and maintain interpersonal relationships (Oluwatoyin, 2011). In this regard,

the context in which these two worlds coexist to frame the context of communication and, more importantly, the idea of whether users benefit from the structural and communicative differences. Scholars have long debated whether the virtual world promotes a positive or negative approach to social interaction and relational maintenance (Oluwatoyin, 2011).

Online social networks focus on building social relationships among people who share interests and or activities. Most social networks allow users to maintain profiles of themselves and lists of their friends. These social networks encourage people to share their personal experience with others through music, videos and other media. Among the most popular social networks these days are Facebook, MySpace and Friendster. Of course, social networks are not a new phenomenon on the internet as people began socialising with one another almost as soon as the internet came into being.

Virtanen and Malinen (2008) suggest the term “sense of locality” that describes people’s relation to their physical environment and its social surroundings and that people’s personal ties to the local surroundings can be reinforced with the use of online communication. The authors explain that SNSs gather people who are related to one another by virtue of their current or past place of residence, supporting causes and sharing of information. In addition, they could easily communicate confidentially with their respective communities through SNSs. In an online SNS, there are many applications or functions that allow and support the formation of virtual groups of people who share the same interests. This can promote the sense of community and increase well-being similar to that in the face-to-face context (Virtanen and Malinen, 2008).

- **Motives for Social Networking Usage:** Users gain different kinds of uses and gratifications/satisfactions from online SNS. Joinson (2008) explain that motives will determine the users and types of services offered in SNS. The main motives to use include learning about old friends (social searching), to gaining emotional support or as an information resource (social capital) and maintaining or re-connect relations (surveillance). Satisfaction refers to how much they will gain from such use. Social connection satisfaction will lead to the increased frequency of use and content satisfaction to the increased time spent on the SNS.

It could be a good change that young Nigerians are embracing the I.C.T. (Information Communication Technology) trend but such change comes with its consequences, as many Nigerian students’ assignments and reading times suffer neglect while they spend more time chatting with their friends which affects their academic performances. But many Nigerian youths see it as a means to get into discussions with their peers and as a way to air their thoughts and hopefully to build relationships (nigerianobservernews.com). Those students who do not have access to the Internet use their mobile phones even while lectures are on-going and students can also access their Facebook accounts on their mobile phones using a mobile browser known as “OPERA MINI”. It means while lectures are on, some students still chat with their friends online which affects their concentration. The resultant effect is that it affects their performances academically. In the past, parents blamed

mass failures on the inadequacies of teachers but as it now, much attention should be given to what students do at their leisure, you will find out that most of them are on the internet cyber or busy with their mobile phone chatting with their friends. Some students cannot even do without accessing their account within an hour.

- **Academic Performance:** Because of the social media platform’s widespread adoption by students, there is a great deal of interest in how SNS use is related to academic performance. A small number of prior studies have examined the relationship between SNS use and college grades; however, these studies have been limited by their measures, sampling designs and failure to include prior academic ability as a control variable. For instance, previous studies used non-continuous measures of time spent on SNS and self-reported grades.

According to thefreedictionary.com, performance is the act of performing; of doing something successfully; using knowledge as distinguished from merely possessing it. Hence, academic performance must be managed efficiently keeping in view all the factors that can positively or negatively affect educational performance of students. Academic performance has been largely discussed in earlier literature in education and educational psychology (Rouis, Limayem and Salehi-Sangari, 2011). According to Warnemuende and Samson (2005), mostly, people expect that children will succeed as students just as we expect ourselves to succeed as parents. When they do not, we are confused, disappointed, angry, and afraid. Whether the lack of success is in academic skills, social behavior, or both, the recognition that our youngster is not doing well causes pain.

Poor academic performance according to Aremu (2003) is a performance that is adjudged by the examinee/testee and some other significant as falling below an expected standard. Poor academic performance has been observed in school subjects especially mathematics and English language among secondary school students (Adesemowo, 2005). Aremu (2000) stresses that academic failure is not only frustrating to the students and the parents, its effects are equally grave on the society in terms of dearth of manpower in all spheres of the economy and politics.

Use of technology such as internet is one of the most important factors that can influence educational performance of students positively or adversely. Shah, Kwak, Holbert (2001) proposed that student users are affected by the internet and this impact is determined by the type of internet usage. They are positively affected by the informative use of internet while having drastic impact of recreational use of internet on them. Also, Oskoueian and Chaudhary (2010) proposed that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination. Englander, Terregrossa, Wang (2010) asserted that internet usage is negatively associated with academic performance of student users and destructive impact of internet usage is far more momentous than its advantages.

The differential scholastic achievement of students in Nigeria has been and is still a source of concern, and research interest to educators, government and parents. (Asikhia, 2010). This is so because of the great importance that education has on the national development of the country. All over the country, there is a consensus of opinion about the fallen

standard of education in Nigeria (Adebule, 2004). A total of 324,998 candidates registered for the WAEC, 2010 examination, out of which 310,077 candidates consisting of 168,835 male and 141,242 female candidates sat the examination. Statistics show that 250,487 candidates representing 80.78% have two credits and above; 217,161 candidates (70.03), have three credits and above; while 180,480 candidates (58.20), have four credits and above. Furthermore, 141,167 candidates (45.52%), obtained five credits and above, while 99,750 candidates (32.16%) obtained six credits and above.

A total of 133,507 candidates (43.06%) obtained credit and above in English, while 151,569 candidates (48.88%) obtained credit and above in Mathematics. From the total number of candidates who sat the examination, however, 62,295 candidates, representing (20.04%) obtained credits in English language, Mathematics and at least three other subjects (WAEC, 2010).

- The Benefit of Social Networking: There have been a number of studies exploring the use and benefits of SN for educational purposes (Ajjan & Hartshone, 2008; Arnold & Paulus, 2010; Teclhaimanot & Hickman, 2010; Ferdig, 2007; Kabilan *et al.*, 2010). These studies have identified a number of benefits of SN which include increased student interactions with other students and their teachers, increased students' satisfaction with the course, and improved students' learning and writing ability.

The affordance of social technologies in supporting better student engagement and interaction has also been acknowledged in some studies (Maloney, 2007; Ajjan & Harshone, 2008; Odom, 2010; Roblyer *et al.*, 2010). Nevertheless, there has also been failure cases identified where SN use does not demonstrate the expected benefits (Cole, 2009). Moreover, while the past studies pertaining to SN use from the students' perspective are all relevant and useful in furthering our understanding of SN use phenomenon, many studies do not employ any theoretical lens (Maloney, 2007; Teclhaimanot & Hickman, 2010; Odom, 2010). Those studies with theoretical base, generally discuss the phenomenon from the lens of learning theories (Cole, 2009; Kabilan *et al.*, 2010; Ferdig, 2007), pedagogical approach (Arnold & Paulus, 2010; Roblyer *et al.*, 2010), and the theory of planned behavior (Ajjan & Hartshone, 2008). In addition, the existing literature has not specifically discussed the elements, processes or the dynamic interactions involved in making engagement and interaction occur as part of students' use of SN for their learning. However, social networking can be abused in some ways.

- Misuse and Abuse of Internet through Social Networking among Students:
  - i. Criminal internet abuse of social networking sites which involve seeking out individuals who then become victims of sexually related internet crime (e.g. online sexual harassment, cyberstalking, pedophilic "grooming" of children).
  - ii. Other abuses involve activities such as digital manipulation of images on the internet for the purpose of entertainment and/or masturbatory purposes (e.g. creating celebrity fake photographs where heads of famous people are superimposed onto someone else's naked body) (Griffiths, 2000).

- iii. It is a cause of disturbance to secondary students when they are busy in their lecture or projects in class rooms or libraries.
- iv. It may cause increase in decline of moral values. With the use of mobile phone, now students feel no shy to tell a lie. When they are sitting in hotel or park, they tell to their parents or teachers that they are sitting in the library.
- v. Loss and misplacement of mobile phone is very common. The student who loses his/ her mobile phone also undergoes tension and this affects their studies (Awaz, 2008)
  - Previous Studies on Social Networking and Academic Performance: According to Adamic and Adar (2005), social networking services gather information on users' social contacts, to later construct a large interconnected social network and reveal to users how they are connected to others in the network. This extended interconnected network allows SNS users to connect and reconnect with others based on their similar interests, background and attributes. In a study by Backstrom *et al.* (2008), their findings indicate that there are three types of Internet users who can be classified into groups of long-core, short-core and light users. They also found that this different groups of users exhibited varying degrees of engagement. For example, the average member of a small, private group will be much more engaged than a member of a large, public group.

The differential scholastic achievement of students in Nigeria has been and is still a source of concern, and research interest to educators, government and parents (Asikhia, 2010). This is so because of the great importance that education has on the national development of the country. All over the country, there is a consensus of opinion about the fallen standard of education in Nigeria (Adebule, 2004). Students may have difficulty completing homework assignments, studying for exams, or getting enough sleep to be alert for class the next morning due to internet misuse. Often, students may be unable to control their social networking use on the internet which eventually results in poor grades and academic probation. Student may be eventually expelled from school (Tella, 2007).

However, Nigerian secondary school graduates are not normally examined for their proficiency at computer and internet use but are repeatedly required to employ such skills in applying for certification and placement examinations (Adebowale *et al.*, 2010). Meanwhile, an average Nigerian student is assumed to possess enough computer knowledge to enable him/her access the Internet while registering for their certification and placement examinations like Secondary School Certificate Examination (SSCE)(conducted by the West African Examination Council (WAEC) and the National Examinations Council (NECO)), and University Matriculation Examinations (UME) and Polytechnic and College of Education Entrance Examinations (PCE) (conducted by the Joint Admissions and Matriculations Board (JAMB)) respectively. This precludes any attempt at examining how much knowledge or understanding of the computer, or even the internet application the individual possesses (Adebowale *et al.*, 2010). Social networking sites have opened up the Nigerian

student to acquiring internet use skill and computer literacy necessary to survive in the new information age.

Studies have examined the relationship between Facebook use and grades (Kirschner & Karpinski, 2010; Kolek & Saunders, 2008; Pasek, More, & Hargittai, 2009). Pasek *et al.* (2009) examined the relationship between Facebook use and academic performance, and found there was no relationship between Facebook use and grades. Kolek and Saunders (2008) found that there were no differences in overall grade point average (GPA) between users and non-users of Facebook. Kirschner and Karpinski (2010), on the other hand, found that Facebook users reported a lower mean GPA than non-users; additionally, Facebook users reported studying fewer hours per week than non-users (Kirschner & Karpinski, 2010). Similar study on mobile phone use among private and secondary school students by Olofinniyi *et al.*, (2012), shows a negative correlation between mobile phone use and academic performance of students. Oluwatoyin (2011) found in his research results that most students cannot get CGPA above 3.50 because they often waste their on social networking sites. The result further shows that lower grades are some effects of social network since the time spent could have been invested on home work and assignments which all contribute to higher grade.

Astin (1984) stated that students reach academic goals because of the time and effort spent on activities designed to reach those goals, and Chickering and Gamson (1987) emphasized that the amount of time students spend engaged in academic work is highly related to academic success. Because students have a fixed amount of time available in any given day, and because time on task is an important factor in academic success, this research paper suggests that students who spend more time on SNSs will have less time to study and therefore will have lower grades. Research on Internet use has revealed that some online activities have a positive effect and some a negative effect on psychological outcomes; a similar pattern has also been detected related to technology use and academic outcomes (Bliuc *et al.*, 2010; Cotten, 2008; Ellison *et al.*, 2011; Gordon *et al.*, 2007; Junco & Cotten, 2010; Junco *et al.*, 2011; Morgan & Cotten, 2003; Pempek *et al.*, 2009; Rizzuto *et al.*, 2009). Junco's *et al.*, (2011) findings confirmed that some Facebook activities were positively related and some negatively related to student engagement. Therefore, this study will also examine the extent to which social networking activities relate to time spent studying and student grades. Other similar studies on teenagers' use of the internet showed teenagers have been inclined to concentrate on Internet addiction (Na, 2004; Kim, 2004; Kim, 2002; Lim *et al.*, 2004; Son, 2003). These studies have suggested alternatives by investigating conditions of Internet addiction. However, their efforts had some limitations in that they considered individual social-psycho attributes as a cause and an effect simultaneously. Also, their focus on the negative aspect of Internet use hampered to develop further discussion. The implication drawn from these studies is that we can launch an effective policy for Internet addiction by analyzing the school environment that is an important factor for students using the Internet.

- Summary of Literature Review: This chapter reviews the academic performance variables as it relates to social networking usage among students. The works of various researchers on this subject are also

discussed. It can be deduced that social networking as become a commonplace among secondary school students today and that compliance with this technology have an effect on how well they perform in their academic achievement whether positively or negatively. Therefore, it is important to investigate the extent to which social networking has affected students academically. It clearly shows that knowledge gap exist in that previous studies made use of self-reported method alone without validating the output of their research through other means such as analyzing students past academic report to affirm the genuine-ness of the data supplied in relation to academic performance and extent of social networking service usage.

#### IV. METHODOLOGY

The survey research design was adopted covering some schools in Lagos. It covered selected secondary schools, both private and public, in three Local Government Areas (LGAs) in Lagos State namely; Etiosa, Ikeja, and Alimosho. A survey design was adopted because the study intends to examine variables upon which data can be collected through responses to questions. There are several research methods that can be adopted in carrying out a research. However, this study adopted the survey design approach. This method was adopted so as to help generate data on sampled size and also to infer facts about social networking usage by secondary school students in Lagos State. A survey is chosen as the method to investigate the guiding question as it is the most suitable method to gather information on behavioral patterns across a large population (Ary *et al.*, 2009).

A population is any group of individuals that has one or more characteristics in common and that is of interest to the researcher. In other words, it is a group of individuals with at least one common characteristic which distinguishes them from other individuals (Best and Kahn, 2006). This study targeted Lagos state in South-West of Nigeria. The state has a population of 17,552,942 and a density of 5,100/km<sup>2</sup> (13,000/sq mi) (Nigerian Population Census, 2006), with twenty (20) Local Government Areas. However, the study was limited to three Local Government Areas representing 15% of Local Government Areas in the state. The three Local Government Areas were randomly selected to give an unbiased representation of the state. The study population was secondary school students in the selected LGAs.

Some schools were selected from the study population using stratified random sampling due to varying number of schools under each Local Government Areas to be considered in order to avoid some form of bias in representation. Stratified random sampling technique is when the population to be sampled is divided into homogenous groups based on characteristics considered as important indicators being measured and then taking a simple random sampling in each stratum (Westfall, 2009). The sampling size for this study comprised twelve (12) schools. A total of 240 copies of the questionnaire were distributed to participants in all participating schools.

All secondary schools in the selected LGAs were eligible candidates to be studied. Alimosho, Eti-Osa and Ikeja had 241, 66 and 177 public and private secondary schools respectively

(lagoschoolsonline.com). However, twelve schools were purposively selected from these three LGAs.

This study adopted primary and secondary data collection method. Primary data collection involved questioning method. Questions were in the form of a structured questionnaire while the secondary data were collected from students' achievement scores in Mathematics and English. The questionnaire method was selected because of its usefulness as a tool for gathering data over a large number of respondents to give definite answers based on the structure of the question in a relatively short period. The instrument of data collection comprised both open-ended and close-ended (structured) questions in order to arrange responses and provide flexibility for answers where applicable. A five-point likert scale was adopted for the purpose of standardization.

Before administering copies of the questionnaire, record of student results from the immediate past examinations was sought and obtained from the school authority, so as to obtain a true report on students' academic performance. Students who were frequent users of SNSs were asked to identify themselves. The identified students were taken to a separate classroom and then tagged in the questionnaire against their respective academic performance in Mathematics and English as stated in the students' academic result reports provided by each school authority, as questionnaires were being administered to them. The data for the performance of students' academic performance in Mathematics and in English were thus gotten from the immediate past report sheet from the respective school principal's office.

The validity of the scale in this study was ensured because all the items in the instrument were adapted from various scales that had been validated, tested and used, and their results found to be accurate by various researchers. Similarly, the scale had both content and face validity because all the items in it were relevant to the content and construct of what is being measured. The reliability for internal consistency of the instrument using Cronbach's alpha gave the value 0.621.

Statistical Package for Social Science (SPSS) was used to analyze the data collected. Descriptives such as simple frequency table, simple percentages, and crosstabs were used in summarizing the data. Statistical tests such regression analysis, chi square were used in explaining and understanding the relationships between the dependent and independent variables. The variables used were measured using a 5-point Likert scale, and were recoded as; (1=strongly disagree)+(2=disagree) = (1=total disagree), (4=strongly agree)+(5=agree) = (2= total agree) and (3=Undecided) = (3= Undecided). Principal component factor analysis was carried out on all variables measuring social networking to perform dimension reduction on the construct that make up the variable. This was done to determine the highest loading factor i.e. the constructs that are contributing the most to the variable and that best measured it. The aim is to bring out the parsimonious few variables that can absorb the other variables. Regression analysis was used to test the relationships that exist between variables as stated in the hypotheses.

The data on performance scores of students were analysed using grades rated A, B, C, D, E, and F with "A" being an

excellent performance while "F" was the worst. Codes of 1, 2, 3, 4, 5, and 6 were assigned to the grades of each student respectively for the purpose of analysis. Recoding the data, those who had grades A and B represented "best performance" group, those with C and D represented "average performance" group while others were grouped as "below average."

## V. RESULTS

The frequency distribution of the responses collected from each part of the questionnaire.

TABLE 4.1: FREQUENCY DISTRIBUTION OF DEMOGRAPHIC CHARACTERISTICS ABOUT PARTICIPANTS

Demographic characteristics	Frequency	Valid %
<b>Age</b>		
13- 15yrs	84	37.5
16-18yrs	140	62.5
Missing	6	
<b>Sex</b>		
Male	129	56.3
Female	100	43.7
Missing	1	
<b>School type</b>		
Private	113	49.3
Public	116	50.7
Missing	1	
<b>Class in school</b>		
Jss1	1	0.4
Jss2	4	1.7
Jss3	6	2.6
Ss1	6	2.6
Ss2	75	32.6
Ss3	138	60

From table 4.1, the data analysis showed that students between the ages of 16- 18 years accounted for the largest quota of participants with a percentage of 62.5 while the lower age group of 13- 15year accounted for only 37.5 percent. Male participants made up 56.3% compared to female participant which made up the rest, 43.7%. Students who participated from private school around the randomly selected areas in Lagos were 49.3% while participants from public schools across Lagos were 50.7%. Students who were in Jss 1, Jss 2, Jss 3, Ss 1, Ss 2 and Ss 3 classes accounted for 0.4%, 1.7%, 2.6%, 2.6%, 32.6% and 60% respectively.

TABLE 4.2: FREQUENCY DISTRIBUTION FOR TIME SPENT ON SOCIAL NETWORKING SITES

Social Networking Use and Time spent on Social Networking Sites	Total Disagree(Less time)		Total Agree(More time)		Undecided	
	n	Percent	n	Percent	n	Percent
I always spend a lot of time on Facebook or the like	148	66.1	59	26.3	17	7.6
I spend less time on facebook than academic-related activities”	154	68.8	56	25.0	14	6.2

The table 4.2 indicated that a higher percentage (66.1 and 68.8) of the participants spent less time on social networking sites compared to other participants who agreed to spending

more time on social networking sites during school hours being 26.3% and 25%. A meager percentage (7.6 and 6.2) of the participants was undecided.

TABLE 4.3: FREQUENCY DISTRIBUTION FOR PARTICIPATION IN CLASS ACTIVITIES

Participation in Class Activities	Total Disagree(Less participation)		Total Agree(More participation)		Undecided	
	n	Percent	n	Percent	n	Percent
I am motivated to be successful in class	11	4.8	216	94.3	2	0.9
I stay on Facebook or the like for long hours during a typical day(rev)	51	22.6	140	61.9	35	15.5
In general, I participate actively in class	16	7.1	196	86.7	14	6.2
I rarely contribute to class discussion(rev)	81	35.8	128	56.6	17	7.5

Table 4.3 shows 94.3% of participants agreed that they are motivated to be successful in class, 61.9% agreed that they do not stay long hours on social networking sites. Exactly 86.7% and 56.6% of participants agreed that they participate actively in class, and regularly contribute to class discussion respectively. This implies that students have more participation

in class and are not distracted by using social networking sites. On the otherhand, 4.8%, 22.6%, 7.1%, and 35.8% of participants disagreed that they are motivated to be successful in class, they do not stay long hours on social networking sites, they participate actively in class, and they regularly contribute to class discussion respectively.

TABLE 4.4: FREQUENCY DISTRIBUTION OF NUMBER OF FRIENDS STUDENTS HAVE ON SOCIAL NETWORKING SITES

Number of Friends Students have on Social Networking Sites	Total Disagree(Low number of friends)		Total Agree(High number of friends)		Undecided	
	n	Percent	n	Percent	n	Percent
I have a lot of friends on my favorite social networking	34	14.8	177	77.3	18	7.9
In general I often spend time on Facebook or the like	119	52	78	34.1	32	14

Table 4.4 indicates that 77.3 percent of the participants agreed that they have a lot of friends on my favorite social networking, while 34.1 percent believed that in general, they often spend time on Facebook or the like. Nevertheless, 14.8

percent of the participants do not agree that they have a lot of friends on my favorite social networking, and 52 percent do not agree that in general, they often spend time on Facebook or the like.

TABLE 4.5: FREQUENCY DISTRIBUTION FOR NUMBER OF POSTS

Number of Posts	Total Disagree(Rarely post)		Total Agree(Regularly post)		Undecided	
	n	Percent	n	Percent	n	Percent
I like posting pictures	78	34.8	120	53.6	26	11.6
I post comments on friend's profile page frequently	82	36.1	123	54.2	22	9.7
I often post information e.g breaking news for others to read	80	35.4	130	57.5	16	7.1
I rarely update my wall post(rev)	110	49.1	89	39.7	25	11.2
I often receive comments about my status messages from friends	44	19.5	165	73.0	17	7.5

Table 4.5 shows that 53.6%, 54.2%, 57.5%, 39.7%, and 73.0% agreed that they like posting pictures, post comments on friend's profile page frequently, often post information e.g breaking news for others to read, often update their wall posts, and often receive comments about their status messages from friends respectively. This means that the

topmost things that students posts on their social networking page are; posting information (57.5%) and reading comments from posted by their friends(73%). 34.8%, 36.1%, 35.4%, 49.1%, and 19.5% of the respective participants, however, do not agree to the above statements.

TABLE 4.6: FREQUENCY DISTRIBUTIONS OF FAVOURITE SOCIAL NETWORKING SITE AND THE MAIN REASON STUDENTS USE THEM

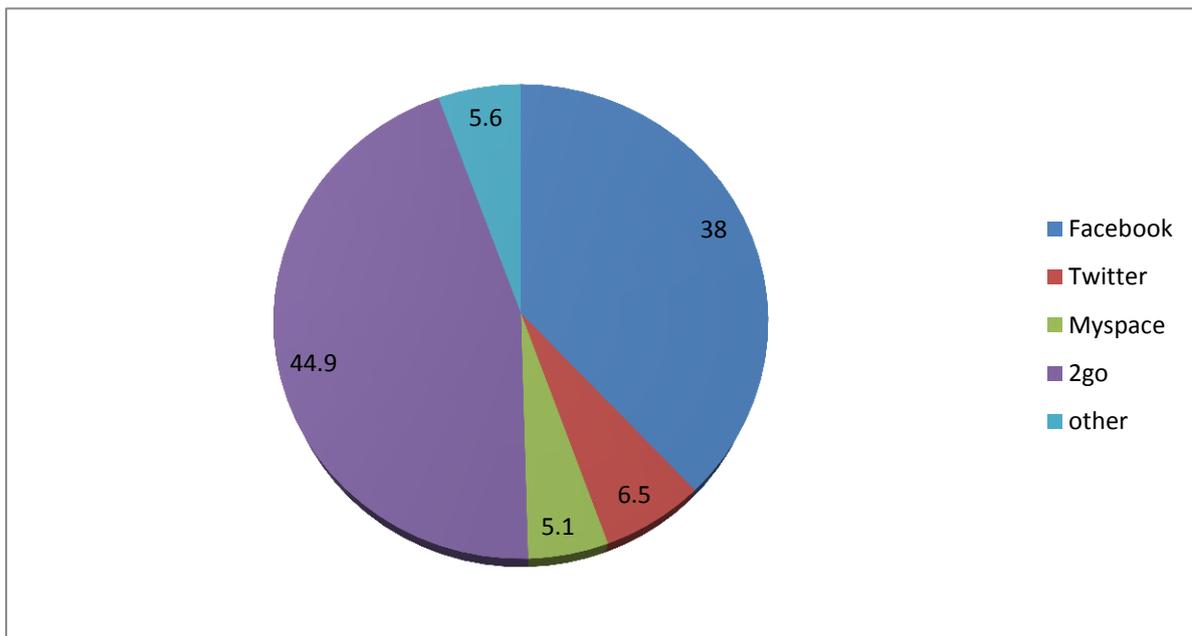
Favourite Social Networking Site	Frequency	Percent
2go	97	44.9
Facebook	82	38
Twitter	14	6.5
Other	12	5.6
Myspace	11	5.1
Missing	14	

<b>Main Reason Students use SNS</b>		
Interaction	172	79.3
information and learning	41	18.9
Other	4	1.8
Missing	13	

Other variables investigated such as the favourite social networking site used by students and the main reason students use them revealed that 2go social networking site (44.9%) was mostly used by secondary school students in Lagos, Nigeria, compared to other social networking sites with Facebook (38.0%) ranking second place. Twitter (6.5%) ranked third followed by Myspace (5.1%). Also, about 5.6% of participants have other social networking sites as favorite. The result

further shows that 79.3% of the participants use these sites for the main purpose of interacting while only 18.9% mainly use the medium to get information and for learning. The rest 1.8% have other reasons for using social networking. The frequencies are shown in the table below.

Figure 4.1 shows the contribution of each of the social networking sites



**Figure 4.1: Which is your favourite social networking site (SNS)?**

The constructs in the above pie chart (Figure 4.1) shows that of all the social networking sites listed in Table 4.6, the most preferred by participants is 2go (44.9%), Facebook (38%), Twitter (6.5%), other (5.6%), and Myspace (5.1%).

Grades rated A, B, C, D, E, and F with “A” being an excellent performance while “F” being the worst. Codes of 1, 2, 3, 4, 5, and 6 were assigned respectively for the purpose of

analysis. Recoding the data, those who have grades A and B represented “best performance” group, those with C and D represented “average performance” group while other others were grouped as “below average”.

TABLE 4.7: FREQUENCY DISTRIBUTIONS OF AVERAGE ACADEMIC SCORE OF PARTICIPANTS

Average academic score		
Scores	n=230	Percent
Best performance	131	59.8
Average performance	67	30.6
Below average	21	9.6
Missing System	11	

Grades of students were analysed and analysis shows from the table below (Table 4.7) that about 60% of the participants had high average scores, about 31% are average students with average mean scores, while about 10% had marks that are below average. About 11 of the responses were missing.

**Social networking usage of students**

This variable was computed from constructs extracted through factor analysis of social networking variables analysed. To assess the social networking usage of participants, principal components factor analysis was used to examine the structure of the four identified constructs used to measure the

variable. With  $p=0.000$ , the Kaiser Mayer Olkin and Bartlett test of sphericity is significant at  $p = 0.000 < 0.05$ . Also, the determinant of correlation matrix gives value of 0.438 that are greater than 0.001 for the group, indicating that the analysis is possible. Five (5) constructs were extracted and used to compute the variable, social networking usage. The constructs are; "I often post information e.g breaking news for others to read (**IPInfoR**)", "I always spend a lot of time on Facebook or the like (**NewAlotTimeSNS**)", "I am motivated to be successful in class (**NewIMotClass**)", "I rarely contribute to class discussion (**NewIRareContClass**)", and "I rarely update my wall post (**NewrevIUWallPost**)".

TABLE 4.8: KMO AND BARTLETT'S TEST FOR SOCIAL NETWORKING VARIABLES

KMO AND BARTLETT'S TEST

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.575
Bartlett's Test of Approx. Chi-Square	166.538
Sphericity df	78
Sig.	.000

**Scree Plot**

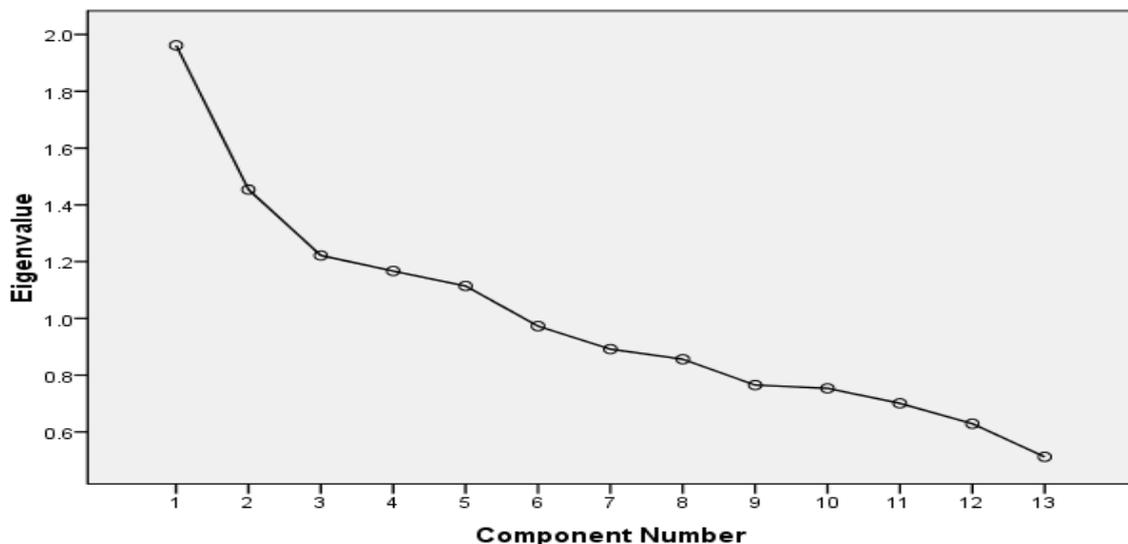


Figure 4.2: Scree Plot of Extracted Component

TABLE 4.9: EIGEN VALUES AND VARIANCE OF COMPONENT EXTRACTION FOR SOCIAL NETWORKING CONSTRUCTS  
 TOTAL VARIANCE EXPLAINED

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.962	15.090	15.090	1.962	15.090	15.090	1.563	12.024	12.024
2	1.454	11.183	26.273	1.454	11.183	26.273	1.490	11.462	23.487
3	1.222	9.397	35.670	1.222	9.397	35.670	1.341	10.317	33.804
4	1.167	8.976	44.647	1.167	8.976	44.647	1.308	10.061	43.864
5	1.114	8.570	53.217	1.114	8.570	53.217	1.216	9.353	53.217
6	.973	7.483	60.700						
7	.892	6.860	67.560						
8	.856	6.586	74.146						
9	.765	5.886	80.032						
10	.754	5.798	85.830						
11	.701	5.391	91.221						
12	.629	4.839	96.060						
13	.512	3.940	100.000						

Extraction Method: Principal Component Analysis.

**Component Plot in Rotated Space**

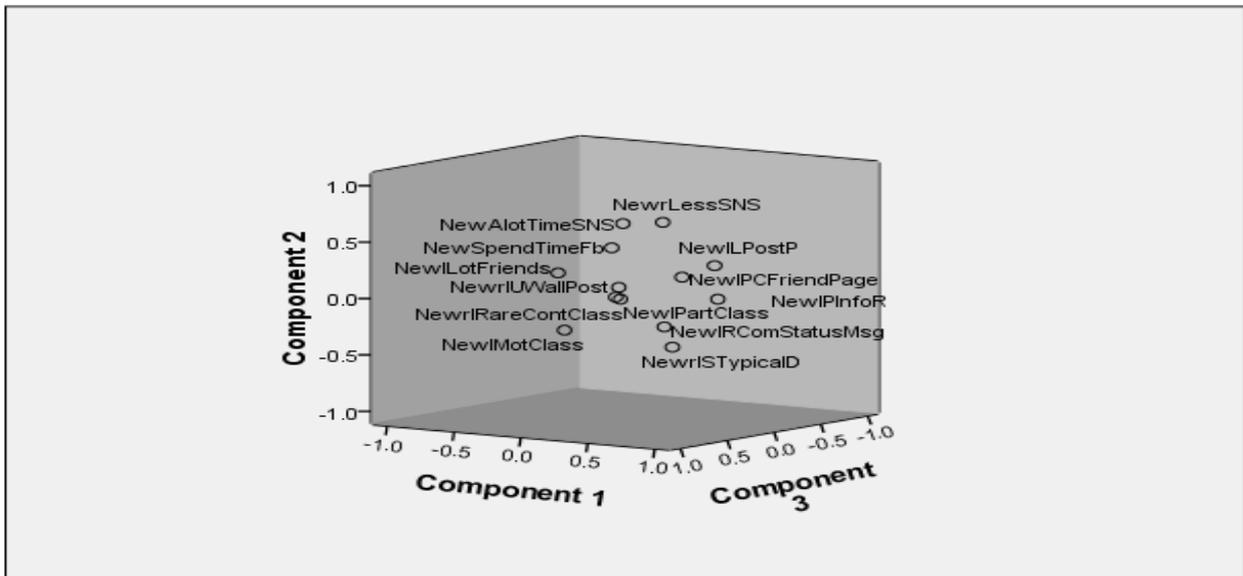


Figure 4.3: Component Plot in Rotated Factor Space

The figure below shows the component matrix of the principal component factor analysis performed on social networking variables used

Variables	Component				
	1	2	3	4	5
I always spend a lot of time on Facebook or the like	.308	.621	-.175	.161	.156
I am motivated to be successful in class	.301	-.400	-.296	.355	.398
In general, I participate actively in class	.380	-.341	-.194	-.378	-.034
I have a lot of friends on my favorite social networking site	.358	.06	-.563	.126	.278
In general I often spend time on Facebook or the like	.461	.235	-.148	-.097	.243
I like posting pictures	.531	.236	.171	.134	-.320
I post comments on friend's profile page frequently	.682	-.052	.268	-.202	-.032
I often post information e.g breaking news for others to read	.513	-.012	.270	.282	-.290
I often receive comments about my status messages from friends	.442	-.428	-.100	.094	-.301
I spend less time on facebook than academic-related activities	.206	.557	.21	-.253	-.151
I stay on Facebook or the like for long hours during a typical day	.049	-.254	.03	.08	.04
I rarely contribute to class discussion	.202	-.253	.49	-.539	.32
I rarely update my wall post	.012	.238	.21	.293	.53

Extraction Method: Principal Component Analysis.  
 a. 5 components extracted

Figure 4.4: Component Matrix of the Principal Component Factor Analysis

Table 4.10 shows the mean and standard deviation of component factors with factor loadings of extracted variables:

TABLE 4.10: MEAN AND STANDARD DEVIATION OF COMPONENT FACTORS WITH FACTOR LOADINGS OF EXTRACTED

<b>Descriptive Statistics</b>						
<b>Social Networking Variables</b>	<b>Me an</b>	<b>Std. Deviation</b>	<b>Factors</b>			
			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Time Spent on SNSs</b>						
I always spend a lot of time on Facebook or the like	.40	.622	.654			
I spend less time on facebook than academic-related activities	.37	.591	.751			
<b>Participation in Class</b>						
I am motivated to be successful in class	.96	.238				
I stay on Facebook or the like for long hours during a typical day	.96	.608				
I rarely contribute to class discussion	.72	.591		.870		
In general, I participate actively in class	1.00	.341				
<b>Number of Friends Students have on SNSs</b>						
I have a lot of friends on my favorite social networking site	.94	.478				
In general I often spend time on Facebook or the like	.60	.702				
<b>Number of Posts</b>						
I like posting pictures	.75	.633				
I post comments on friend's profile page frequently	.72	.613				
I often post information e.g breaking news for others to read	.73	.595				.705
I often receive comments about my status messages from friends	.88	.491				
I rarely update my wall post	.61	.672				.766

The extracted constructs; “I often post information e.g breaking news for others to read (**IPInfoR**)”, “I always spend a lot of time on Facebook or the like (**NewAlotTimeSNS**)”, “I am motivated to be successful in class (**NewIMotClass**)”, “I rarely contribute to class discussion (**NewIRareContClass**)”, and “I rarely update my wall post (**NewrevIUWallPost**)” had mean values of 0.75, 0.40, 0.96, 0.72 and 0.61 and loading factors of 0.654, 0.751, 0.870, 0.705, and 0.766 respectively.

They accounted for 53.217% of the total variance explained by the thirteen (13) constructs, with Eigenvalues of 1.962, 1.454, 1.222, 1.167 and 1.114 also respectively. This indicated that these five factors computed together were sufficient to represent the variable social networking usage. The group of participants who agreed to the statements is those who are heavy users while those who disagreed were regarded as low users.

Table 4.11 shows that 56% of the participants were relatively low users of social networking sites while about 42% were heavy users.

TABLE 4.11: FREQUENCY DISTRIBUTION OF SOCIAL NETWORKING USAGE OF STUDENTS

	<b>Social Networking Usage</b>	<b>n=230</b>	<b>Valid Percent</b>
Valid	Low Users	121	56.0
	Heavy Users	91	42.1
	Undecided	4	1.9
	Total	216	100.0
Missing	System	14	

**4.2 Test of Hypotheses**

The result of the regression analysis carried out to test the hypotheses. Variables with multiple constructs were computed into one new variable and the newly computed variable was

used to carry out further analysis. The table below presents the summary of the results using hypothesis derived from specific objectives of these study.

TABLE 4.18: SUMMARY OF VALUES

Variables	Beta	Significant Values	Decision
Time spent on SNSs will not influence Academic Scores	0.042	0.54	Do not reject
Students' Participation in Class will not influence their Academic Performance	0.054	0.430	Do not reject
Number of Friends that Students have on SNSs, will not Influence Time Spent on SNSs	0.145	0.030	Reject
Posts on SNSs will not influence Students' Participation in Class	0.03	0.668	Do not reject
Demographic characteristics will not influence Academic Performance of Students who use SNSs.			
Age	0.095	0.337	Do not reject
Gender (SEX)	-0.049	0.474	
School Type	0.101	0.161	
Class in School	0.030	0.678	

The summary table above shows that only hypothesis three was rejected of all the hypotheses tested. Negative and positive relationship exists between the variables in hypothesis two with

strong significant values. Hypothesis five has a negative relationship between its variables.

The table shown below gives the outcome of the broad objective of this study

TABLE 4.17: INFLUENCE OF SOCIAL NETWORKING USE ON ACADEMIC SCORES

S/N	Independent Variable	Average academic score		
		B	Beta	Sig.
1	Social networking usage	-0.133	-0.080	0.000

Adjusted R Square = 0.006

Table 4.17 shows that only 0.6% of the variation in average academic scores can be explained by differences in the use of social networking(Adjusted R Square = 0.006) with negative relationship (-0.080). At  $p > 0.05$ , the result shows negative and significant slope ( $B = -0.133$ ,  $p < 0.050$ ) with academic performance. This meant that for every unit increase in use of social networking, there was a 13.3% decrease in academic score. The null hypothesis was rejected at ( $p < 0.05$ ). Therefore, the use of social networking was a significant predictor of average academic performance of secondary school students.

**VI. DISCUSSION OF FINDINGS**

The purpose of this study has been to determine the use of social networking among secondary school students with implication for their academic performance in Mathematics and English. This section presents the discussion of findings of this study.

**4.4.1 Time Spent on SNSs and Academic Performance**

This study found that time spent on SNSs do not significantly influence academic performance of secondary school students (as adjudged by their average scores in

Mathematics and English). This finding is, in a way, consistent with those of Ogedebe, Emmanuel, & Musa (2012) that there is a very weak correlation between the two variables rejecting the hypothesis that the more time a student spends on facebook, the lower his or her grade point average will be. However, this finding contradicts Tella (2007) which indicated that there was correlation between time and internet use. The result demonstrated that use of internet contributes immensely to academic performances of students. It was revealed that the majority of respondents in his study access the internet between 1-5 hours per week with the purpose of retaining course-related information. Also, unlike the result of study conducted by Junco (2011), who found that time spent on Facebook was strongly and significantly negatively related to overall GPA, there was a significant positive slope in this study.

**4.4.2 Students' Participation in Class and Academic Performance**

This study found that participation in class by students is not a significant predictor of their average academic performance (in Mathematics and English). These imply that student spends time carefully on SNSs with consciousness of

the fact that class participation is much more important. They may be on SNSs during class, but they are still able to pay attention and participate. This also supported Ogedebe, Emmanuel & Musa (2012) that students are used to constantly being connected to social media that they are not completely distracted by it anymore. Participation does not significantly influence students' academic performance which means a student could be in a class without contributing to class activities and yet sit for an examination and pass gallantly. This may be due to the fact that students have now developed multi-tasking capability and are able to cope with performing different activities at the same time

#### **4.4.3 Number of Friends Students have on SNSs and Time Spent on SNSs**

The number of friends that students have on social networking sites has a positive, significant influence on the time spent on SNSs as revealed by regression analysis. This outcome is inconsistent with Ogedebe, *et al* (2012) which rejects the hypothesis that the more friends a student has on facebook, the more time he spends on facebook, but the direction of influence was not accounted for in this study. The finding supports Ellison, Steinfield, and Lampe (2007) who found that there is a positive relationship between using Facebook use and forming and maintaining social capital. This study thus reveals that the more students spend time on SNSs the more friends you have on your friend's or followership (as used in twitter) list which implies your social capital. However, the fact that students have a sizeable number of friends does not suggest that they will spend more time on SNSs than they would have if they have a few numbers of friends. This helps us to understand the importance of time management during activities on SNSs such that only contacts/ friends that are worth the while are kept and interacted at a particular point in time.

#### **4.4.4 Posts on SNSs and Students' Participation in Class**

This study found that number of posts that students put on social networking sites is not a significant predictor of participation in class. This implies that posting on SNSs does not significantly influence class participation. It supports the finding of Ogedebe *et al.*(2012) that, there was no significance correlation found between how often a student updates their status and class discussion; the more often a student updates their status, the more actively he or she participates in class discussion. The act of sending posts on walls, profile pages and other SNS avenues has been perfected by students to the extent that it does not matter how much they post, their participation in class is not affected and may still be meaningfully contribute to activities in class. However, this outcome is not a passport to indiscipline for students to indulge in posting activities during class but for them to know that instead of posting annoying materials, they should post edifying piece that can inspire and educate them thereby contributing to their overall knowledge about issues in the world around them, and even outside of the academic sphere.

#### **4.4.5 Demographic Characteristics and Academic Performance**

Demographic characteristics did not significantly influence the academic performance of students who use SNSs. The outcome also shows that students between the ages 16- 18 use social networking sites more than younger students. Results also show that there was no secondary school student in the age category, 19-21. Young (2006) found that older students were

likely to spend less time on Internet compare to reading books. His finding contradicts the result of this study. However, this study is in line with the works of Lenhart & Madden (2007), and Salaway & Caruso (2008) that SNSs have attracted a huge following among teenagers and also university students. The study also has shown that male students use social networking sites more than female students. Crosstabs show that male students are more high users (27%) than their female counterparts (15%). However, Female students ranked more on list of best performance in academics than males (63% against 57%). Most of the participants seriously engaged in social networking usage are in Senior Secondary 2 and 3.

The frequency distribution of variable on favourite social networking site and main reason for use show that secondary school students use more popular SNSs than the less popular ones. The reason for this is beyond the scope of this study but a careful analysis from the result of this study shows that the major reason that students use social networking service generally is that, they want to interact with friends, family and have new contacts.

#### **4.4.6 Social Networking usage and Academic Performance**

This study revealed (as broad objective) that, overall, social networking usage significantly influenced the academic performance of secondary school students (participants) in Lagos state, Nigeria. This is inconsistent with the study of Mbaeze, Elochukwu, and Choima (2010) who found that there was no significant relationship between Information and Communication Technology usage and the academic performance of students. Also, this study is in line with the work of Oluwatoyin (2011) whose study only imply that a connection exist between that SNs usage and grades but her study points to lower grade due to the prevalence of less studying time and more facebooking time. However, Englander *et al.* (2010) found that internet usage is negatively associated with academic performance of student users and destructive impact of internet usage is far more momentous than its advantages. The result is also inconsistent with the findings of Faycal, and Brown (2011) who hypothesized that number of hours spent on Facebook would influence both academic performance and quality of life in their model; but the paths were non significant, and therefore no support was established for the conjecture.

#### **4.5 Practical and Theoretical Implications**

Results from this study imply that there was a significant relationship between social networking usage and academic performance of students. This goes further to imply that prior experience, determination, dedication, perseverance and efforts are necessary ingredients for the achievement of success in academics. Intelligence and the environment should also be implicated when the degree of academic performance of the students are considered (Mbaeze *et al.*, 2010). Furthermore, implications of the study could be stated and discussed along the following lines:

**Policy:** Policy makers in the educational sector as well as stakeholders should develop and encourage policies that will provide required framework for students to understand the essence and use of social networking in the manner that will have no negative effect on their academic performance especially in key subject areas such as Mathematics and English. This is important as this study reveals that students use SNS more for maintaining contacts rather than for

educational purposes. Means should be devised to engage students via SN in order to help them improve more on academics as well as interpersonal relationships since time spent on SNSs did not significantly influence academic scores, and time spent on SNSs did not significantly influence students' participation in class which in turn, did not affect their academic performance.

**Practice:** Based on this study, Age has no significant influence on demographic variables. This might result from the small ranges in the ages of secondary school students especially SS2 & 3 students who are a bulk of the participants of this study. However, this study will help decision makers to make informed decisions and, to make concerted efforts in fostering interactions among students of various age groups as well as their teachers, on academic matters through efficient usage of social networking tools.

**Digital divide:** There is little or no gap of inequality in use of social networking among low and heavy users as this study shows that the number of participants who are low users (56%) and heavy users (42%) are close. Heavy users are slightly higher in private secondary school than public by an insignificant fraction. Non- SN users were not accounted for in this study as target is only on Users. The study also implies from gender perspective that females have increased their usage of SNS as internet was thought to be male gendered. No preference is given to either male or female in the usage of social networking site. Both sexes may use SNSs without having their overall academic performance jeopardize since gender has no significant influence on demographic variables.

**E- Learning in Schools:** No matter the category that students belong, in terms of school type, and class in school, SN can still be harnessed among secondary school students for effective social relationships across academic settings and social boundaries to foster unity and togetherness among students from varying academic background. This is predicated on the fact that school type and class in school do not have significant influence on demographic variables. Schools can adopt social networks for learning purposes and can help reduce even paper-based system of education and encourage online environments for learning. This will have an overall effect of reducing the green house effect that traditional learning method has caused our world today through felling of trees used as raw materials for paper production. This means going green. According to Selwyn *et al.*, (2008) the surge of interest to incorporate social media tools into education is also a result of their characteristics such as interactivity and collaboration which allow for the co-construction of knowledge in social settings as advocated by the socio-cultural theories of learning. Young ages however, can develop skills and use interactive media under their parents' monitoring.

## VII. CONCLUSION, RECOMMENDATIONS AND FURTHER STUDIES

From the findings of this study, it can be concluded that use of social networking did not have significant influence on academic performance of secondary school students. However, it can be stated that the number of friends on SNSs had significant influence on time spent by students on the sites. Time spent on SNSs did not significantly influence academic scores in Mathematics and English. Participation in class did not significantly influence academic scores in Mathematics and

English. Posting on SNSs did not significantly influence participation and demographic characteristics do not show significant influence on average academic scores of students.

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

1. Seminars, workshops, symposia etc should be organized in the state by management of schools to orientate the students and their parents on the various possible negative effects of SN usage in school on students' academic performance.
2. As a way of instilling discipline in students, school managements should restrict the usage of SNS to hours of break- time for students or grant limited access, in terms of time, to school internet where facility is available. It is not advisable to totally disallow it but clear rules and policies may be set to help in this wise.
3. The government, through the Ministry of Education, should maintain the regulatory role in setting out policies on Internet Use with social networking use as a sub-section to be implemented and enforced in private and public secondary schools across its areas of jurisdiction.

The following recommendations are made for further studies;

1. Further research effort should focus on using larger sample and wider scope before any vivid generalization can be made.
2. Future research may also employ other methodologies such as experimental design in investigating. This may lead to an improved understanding of the outcome of this study. Interview method could also be useful in understanding the phenomenon.
3. Studies can, and should also be carried out using other factors other than social networking variables used in this study. Such factors may include educational background of parents/ guardian, payment of school fees, intelligent quotient, quality of teachers and so on.

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