

**PERCEIVED SOCIAL MEDIA INFLUENCE ON SENIOR  
SECONDARY SCHOOL STUDENTS TOWARD SOCIAL VIEW  
IN ILORIN-EAST LOCAL GOVERNMENT AREA, KWARA STATE.**

**BY**

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## **CERTIFICATION**

This is to certify that this research work was carried out by HASSA Maimuna  
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## **DEDICATION**

This project work is dedicated to Almighty Allah,

## **ACKNOWLEDGEMENTS**

The Successful completion of this research project has been due largely to the support of the Almighty God. I give honour to Him for His mercies throughout the course of the programme.

My deep appreciation goes to my supervisor, Ahmed Kazeem for his encouragement and untiring guidance, useful suggestions, and comments during the writing of the project. May God continue to spare his life, Amen.

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## ABSTRACT

*This study was designed to find out the influence of social media usage on attitudes and academic performances among senior secondary school students in Ilorin-East Local Government, Kwara State. The study used ex-post factor design. Purposive and simple random samplings were used to select the sample. Four senior secondary schools with a total population of 1,660 and a sample size of 310 students were drawn and used for the study. Two questionnaires were used for the study: Social Media, Attitude Questionnaire [SMAQ] and English Language and Mathematics Test [EMT]. Three research hypotheses were raised and tested. Pearson r and t-test, tools were used for the statistical analysis. The result shows that there is positive correlation between social media usage and attitude. The finding shows there is no correlation between social media usage and academic performance. The result also shows significant difference between male and female in social media usage. Recommendations that can change the perception of the students for better use of the social media were offered based on the result of the study*

## **TABLE OF CONTENTS**

<b>Title page</b>	<b>i</b>
<b>Certification</b>	<b>ii</b>
<b>Dedication</b>	<b>iii</b>
<b>Acknowledgements</b>	<b>iv</b>
<b>Abstract</b>	<b>v</b>
<b>Table of contents</b>	<b>vi</b>
<b>CHAPTER ONE: INTRODUCTION</b>	
Introduction	1
Background to the Study	1
Statement of the Problem	5
purpose of the Study	5
Research Questions	5
Research Hypotheses	6
Scope of the study	6
Significance of the Study	7
Definition of Terms	7
<b>CHAPTER TWO: REVIEW OF RELATED LITERATURE</b>	
Review of Empirical Study	9
Appraisal of reviewed literature	15
<b>CHAPTER THREE: RESEARCH METHODOLOGY</b>	
Introduction	16

Research Design	16
Population	16
Sample and Sampling Techniques	17
Instrument for Data Collection	17
Validity of the instrument	18
Reliability of the Instruments	18
Procedure for Data Collection	19
<b>CHAPTER FOUR: RESULTS AND DISCUSSION</b>	
Introduction	20
Personal Information of Respondents	20
Data Analysis	23
Result and Hypothesis Testing	23
Summary of the Findings	27
Discussion of the Findings	28
<b>CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS</b>	
Introduction	30
Summary	30
Conclusion	31
Recommendations	32
References	33
Appendix	38

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

The rapid growth of social media usage that has been observed over the last two to three years is indicative of its entry into mainstream culture and its integration into the daily lives of many people. In parallel with this, there has also been considerable media coverage of the growth of social media usage, its potential positive outcomes and concerns about the way that some individuals are engaging with it. Social media sites offer people new and varied ways to communicate via the internet, whether through their PC or their mobile phone. They allow people to easily and simply create their own online page or profile and to construct and display an online network of contacts, often called 'friends'. Users of these sites can communicate via their profile both with their 'friends' and with people outside their list of contacts. This can be on a one-to-one basis (much like an email), or in a more public way such as a comment posted for all to see. Social media sites, such as Facebook, 2go, Twitter, Skype, Viber, Whatsapp and MySpace are primary focus of this study. Of recent, social media has become a way for people to communicate in society and build relationships with others.

With the increase of technology used for communication has become a way of life on internet. Social media has become an activity that is done primarily on the Internet, with sites like MySpace, Facebook, Twitter, 2go, Africhat, Tango, Viber Bebo, Whatsapp, Mozat, Friendster, and Xanga. Secondary school students have always paid a lot of attention to the presentation of self on social media sites. It seems that for most secondary school students creating networks and online content is an

integral mode for the management of identity, lifestyle, and social relations. Secondary school students point at the opportunities for self-expression, sociability, community involvement, creativity and group belongings.

The tendency of a student to join a social media community is influenced by both the number of friends he or she has within the community, and more crucially how those friends are connected to one another. Members of a smaller, private group usually have higher engagement than members of a large, public one. The more groups a person belongs to the less, likely that they would be heavily involved in all of them. Students want to express themselves, are socially highly interactive and mobilize around issues very quickly like environmental and social issues such as the Tsunami. Arab's revolutions, Big Brother Africa, Sports world, World economy recess, Technology and so forth. Computer access and use among Nigerian secondary school students have grown exponentially over the past decade (Becker, 2000). More than 48% of Nigerian youth 12 to 17 years of age use the Internet, and nearly half log on daily (Lenhart, Madden, & Hitlin, 2005). Once connected, adolescents engage in a wide variety of social media behaviours, including doing schoolwork, playing games, shopping, downloading music, text messaging and chatting and so forth. Secondary school students use the Internet primarily for social reasons (Gross, 2004; Roberts, Foehr, & Rideout, 2005).

The Internet has become a virtual meeting place where secondary school students hang out with their peers to pass time. Social media group behaviour emanates from the causes that contribute to the group's effectiveness. The well-structured, well defined role and status hierarchy, able leadership, well developed norms and strong

cohesiveness a group has, the greater is the group think. As groups function and interact with other groups, they develop their own unique set of characteristics including structure, cohesiveness, roles, norms and processes. As a result, groups may cooperate or compete with other groups, and intergroup competition can lead to conflict. Students join group on social media in order to reduce the insecurity that they face in real world. They feel stronger, have fewer self-doubts, and are more resistant to threats when they are part of a group. Inclusion in a group that is viewed as important by others provides recognition and status for its members. Groups can provide its members with feelings of self-worth. That is, in addition to conveying status to those outside the group, membership can also give increased feelings of worth to the group members themselves. What cannot be achieved individually often becomes possible through group action. There is power in numbers. There are times when it takes more than one person to accomplish a particular task; there is a need to pool talents, knowledge, or power in order to complete a job. Secondary school students spend much of their hours hanging out with friends on social media sites and spend less time studying, thus explaining their lower performance. This idea is called the displacement hypothesis, and has been examined by early television researchers who posited that television took away students' study time (Hornik, 1999).

Studies of students' extracurricular activities instead suggest that new media, such as Facebook, replace or enhance other leisure activities, but do not take away time from students (Roberts&Foehr, 2008). Whether at school, at home, or on the go, today's adolescent students are surrounded by digital media such as computers and the Internet, video games, mobile phones, and other handheld devices. The World Wide

Web (WWW) was launched in 1989, providing standards that allowed local computer networks to connect with each other and make it easier for users to sort through the growing mass of information available online. In the relatively brief period since the advent of the WWW, the Internet has had a significant impact on nearly every important area of modern life. The last decade the daily experience of adolescents has been transformed by developments in technology, including the computer, the Internet, and cell phones.

The Internet has become an increasingly important factor in the lives of most adolescents, particularly as a medium of communication and social connection.

Although the growth of social technology has been dramatic, to say the least; the most popular website in the world currently is Facebook, a social networking website with more than 500 million registered users worldwide. A large majority of these users are adolescents or young people, labeled the "Millennial Generation" by the PEW Internet and American Life Project (PEW, 2010). The recent 2010-2013 WAEC and NECO results of the senior secondary school students showed that the students themselves have a good share of the blame for the woeful performances recorded in WAEC and Senior School Certificate examinations. Since the advent of the social media like mobile phones, Blackberry, Facebook, Twitter and others.

The Nigerian youth have become so addicted to these gadgets that they no longer have time for reading and preparing for their examinations. Also, the use of the social media short messaging system or texting language which permits all kinds of acronyms or abbreviated words has corrupted many that they sometimes assume that it is normal to use such forms of expression in real situations like examination.

## **Statement of the Problem**

The decline in the academic performance of Secondary School students in Nigeria has been a major source of concern to stakeholders and policy makers in the education sector. Measures taken by the government at various levels to tackle this problem and improve the academic performance of students have focused more on improving infrastructure, equipping the schools and providing qualified teachers, without any effort to address the emotional stability of the students. Goleman (1998) contended that focusing solely on academic development is not enough, because the inappropriate behavior of some students is often due, in part, to a lack of emotional stability. It is against this background that this study was undertaken to determine the influence of social media on Senior Secondary School students in Ilorin East Local Government Area, Kwara State.

## **Purpose of the Study**

The followings are the purpose of the study:

1. To investigate the influence of social media usage on attitude.
2. To examine the influence of social media usage on academic performance.
3. To find out if there is gender difference in social media usage.

## **Research Question**

The following research questions were raised to guide the study:

1. What is the influence of social media on the attitudes of Senior Secondary School students in Ilorin East Local Government area, Kwara State, Nigeria?
2. What is the influence of social media on academic performance of Senior Secondary School students in Ilorin East Local Government area, Kwara State, Nigeria?

## **Research Hypotheses**

Based on the research objectives, the following research hypotheses were formulated to guide this study;

**HO1:** There is no significant relationship between social media usage and attitude of students

**HO 2:** There is no significant relationship between social media usage and academic performance of students

## **Scope of the Study**

The study is restricted to the perceived Social Media influence on Senior Secondary School Students attitudes toward social view in Ilorin East Local Government Area, Kwara State, Nigeria. Particularly, the study is focused on students' usage of social media and how it influences their attitude, group behaviors and academic performance. For the purpose of this research, four senior secondary schools were purposefully selected from the list of secondary schools in Ilorin-East Local Government. The study only covered senior secondary schools. The reason is that the cyber cafes are situated in the state capital and computer laboratories are in these senior secondary schools. The study is delimited to senior secondary school students of Ilorin-East Local Government Area, Kwara State. Frequency and simple percentage were used while Pearson Product Correlation Moment (PPMC)  $r$  was used to determine the relationship between the variables. T-test was used to measure significance different between variables being measured.

## **Significance of the Study**

The study is significant to students, teachers, parent's policy makers on the current trends in social media world, in the following ways. The study will help the students to know that social media can help them improve their attitude and academic performance if used judiciously. The study will help the teachers to gain additional knowledge on the current issues in social media usage by the students and find the appropriate measures in helping students to maximize gain on these media for academic attainment. It will also open the eyes of the parents to the challenges encountered by their students in social media usage in relation to their physical and cognitive development and the levels of their performance in education.

This study will be useful to the policy makers on how to design social media sites that suit education of these students for educational purpose and control the access to bad social media sites that affect students' educational attainment. This study will also create a platform for further research in this field and how it affects spheres of life.

## **Definition of Terms**

**Academic Performance:** It is an outcome and the extent to which students have performed from the test of English and mathematics.

**Adolescent Students:** These are the set of students whose ages fall between 12 and 17 and above.

**Group Behaviour:** These are the activities like chatting, texting, uploading and downloading pictures, music and video, playing online games and others that students engage in as a clique on social media to satisfy their needs.

**Attitude:** It is overall positive or negative physical image of individuals on social media

**Social Media:** It involves communication and sharing of information among individuals on internet application like Facebook, Twitter, Whatsapp, 2go, You-tube, BBM, Yahoo messenger.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

The study applies the following theories: the developmental tasks of adolescent, the modeling theory, the signaling theory, social identity theory and social learning theory for the use of social media by adolescents.

#### **Review of Empirical Studies**

The research on social networking and children usually focuses on many aspects or dimensions. Most empirical studies dealt with the relations between using social networking and academic performance (Alwagait et al., 2015; Hawi and Samaha, 2016). Some studies attempted to shed light on the learning aspects of using social networking (Zhang et al., 2015; Mao, 2014). Many studies focused on the negative things that could occur in children using social networking (Maddena et al., 2016; Koutamanis et al., 2015; Li, 2017).

Some studies attempted to focus on the reasons why children use social networking (Samaha and Hawi, 2017), while others studied the children's attitudes toward social networking related to being connected (Miller et al., 2015; Tomczyk and Kopecky, 2016). Some studies touched on the sensitive role of the involvement of parents in their children's use of social networking (Lovea et al., 2016). Empirical studies showed mixed results with regard to the impact of social networks on academic performance. Studies have found that the participation of students on social networks may have both positive and negative impacts on their academic performance. Mehmood and Taswir, 2013 noted that "the use of social media networks and the Internet is one of the most important factors that can influence educational performance

of students positively or adversely.” Several studies in different cultures and countries on the use of social networking and academic performance found no significant relations.

In Ethiopia, Ndaku et al. (2013) found no significant relation between time spent on social networks and students’ grade point average. In a study in Pakistan, Ahmed and Qazi (2011) also noted that there was no significant relation between time spent on social media networks and students’ academic performance. In Nigeria, Akanbi and Akanbi (2014) found no evidence of a correlation between social media usage and academic performance. Meanwhile, through studies in the United States, Paul and Gelish (2011) and Kolek and Saunders (2008) found that the use of social networks was not related to academic performance.

A number of researchers have found a negative impact that social network participation has on students’ academic performance. Malaney (2005) found that some students in multiple studies in 2000 and 2003 reported that their grades had suffered as a result of too much time spent on social media. Banquil et al., 2009 found evidence of a continuing drop of grades among students because of using social networking. Some studies reported a significant negative relation between Facebook use and academic performance (Gafni and Deri, 2012; Junco, 2012a,b, 2011; Ndaku, 2013; Rouis et al., 2011). Banquil et al. (2009) observed a drop in students’ grades and lack of time as consequences of social networking participation. Other studies also concluded that the obsession with SN had adverse effects of social networking on student performance (Paul et al., 2012; Burak, 2012).

Results of a study of Swedish students indicated that the extensive use of social networking and Facebook by students will lead to poor academic performance (Rouis et al., 2011). Nevertheless, a number of researchers and studies have found a positive impact that social network participation has on students' academic performance. Some studies focused on Facebook usage and its positive impact on academic performance (Junco, 2012a; Tuan, 2013). Many studies found positive impacts of social media and networking on language and reading (Tuan, 2013; Wood et al., 2014).

Social networking and media can provide rich tools for teaching innovation and compiling ways to engage students effectively (APA, 2011). Results of some empirical studies show that educators should embrace social media (Ito et al., 2009). Some suggested that high school students use it to connect with other students for homework and group projects (Boyd, 2008). Some teachers use blogs as teaching tools, where they reinforce skills in English, written expression, and creativity (Borja, 2005). Social media also allow students to get together outside the class to collaborate and exchange ideas about projects and assignments O'Keeffe and Clarke-Pearson, 2011. Gafni and Deri (2012) used the term "social absorption" for students, where they emphasized the role of social networks in socializing and opening new channels for discovering more academic resources.

Ahmed and Qazi (2011) found that social network sites promote interactions among students and teachers. Rouis (2012) performed a study on 161 Tunisian students and concluded that academic performance was improved because of their satisfaction with their family and friends' relations and consecutiveness. With regard to uses and activities of children on social networking, Ito et al., 2009 identified a number of

positive activities that children undertake. The technologies involve several positive activities mostly related to involvement in interest driven communities.

Ahn (2011) added that “Social network sites provide a platform for the youth to participate in communities that help them to learn and practice skills within a particular knowledge area.” Similarly, a study by Fishman et al., 2005 indicated that “college students produce tremendous volume of writing through various social media tools such as blogs, emails, and other social media environments.” In terms of educational benefits, a number of researchers have found positive outcomes in online community engagement among children and their peers.

Tiene (2000) showed that “written communication on cyberspace enables students to take part in discussions at a time convenient to them and articulate their ideas in more carefully thought-out and structured ways.” Deng and Tavares (2013) concluded that “web-based discussions can contribute to the development of students’ reflective ability and critical thinking skills.” The authors also add that relative to face-to-face communication, “children are more willing to voice their views (agreements or disagreements) and are more attuned to others’ opinions in online discussions.” According to Apeanti and Danso (2014), students think that it is more fun for their teachers to use social media. The authors also note that children think their academic performance would be better if they could contact their colleagues and teachers through social media. The authors noted also that teachers should offer class hours on social media. Researchers have tackled different methods and ways where social networking could be utilized in education. These methods included gaining more vocabulary and writing skills (Yunus et al., 2013), exchanging assignments, discussions, and resources

with fellow students (Asad et al., 2012), formulating group discussions, communicating, and exchanging ideas with fellow students (Salvation and Adzharuddin, 2014). Other benefits involve teachers being able to share course related materials with their students, create student groups, collaborate on projects, providing peer support and facilitating teaching (English and Duncan-Howell, 2008). Paul and Gelish (2011) noted that students' social network use is related to their personality and, hence, attitude towards social networking. They elaborated that "some students are influenced more than others depending on their personality." Burak (2012) addressed the issue of risk-taking behavior when using social networking. The study concluded that multitasking would lead to "higher risk-taking behavior." Fowler and Nicholas (2008) reported that clusters of happy and unhappy people were visible in the social network as well as separation of friends. Tartari (2015) showed that social media had a positive effect on children and teenagers.

A positive impact was noticed with regard to communication abilities, information research, technical skills development, and effective use of new technology. Results also showed negative effects of risk, depression, cyberbullying, and sexual harassment. Ito et al., 2009 reported that social media may influence aspects such as romance, friendship, social status, and sharing music, movies, video games, and other aspects of adolescent culture. Boyd (2007) suggested that social media enhances children's view of self, community, and the world. Staying connected by social media helps children to stay connected with friends and family and to make new friends, share pictures and videos, and exchange new ideas (O'Keeffe and Clarke-Pearson, 2011). In their study, Akanbi and Akanbi (2014) found a significant difference between males

and females in social media usage. Studies by Brenner (2012) and Rideout et al., 2010 indicate that girls on average spend more time on social media sites than boys do. The same studies also indicate that more girls use Facebook and Twitter. Other studies note that more boys use music-sharing sites (Huff Post Women, 2012; Williams, 2012).

A study by Gross (2004) reported that both genders were embracing the Internet as a means of communicating with their friends. The author indicates that chatting via instant messaging is the most common activity among American high school students. Lenhart and Madden (2007a, b) noted that teenage girls in the U.S. were more active bloggers than boys, but boys were more likely to upload online videos. Boys spend more time playing video games and visiting video websites (Rideout et al., 2010), while girls share more videos (Lenhart, 2012; Lenhart et al., 2010). Most reasons cited by young children in the U.S. for visiting social media sites are to connect and communicate with others (Urista et al., 2009). Girls generally use social media to communicate with friends, while boys more often use social media to make new friends (Barker, 2009; Lenhart and Madden, 2007a). Girls usually post “cute” pictures while boys were more likely to share “self-promoting” pictures and comments (Peluchette and Karl, 2008).

Girls in both the U.S. and Sweden are more likely to post photographs of themselves with friends (Lenhart and Madden, 2007b). Boys are more likely to orient toward technology, sports, and humor in the information they post to their profile (Sveningsson, 2007). Boys are more likely to share their location and/or phone number (Lenhart and Madden, 2007b; Pujazon-Zazik et al., 2012). Many studies found that girls place more emphasis on selecting pictures in which they are attractive (Siibak,

2009; Kapidzic and Herring, 2011). Studies in general reported that girls are more likely to restrict access to their profiles (Patchin and Hinduja, 2010; Thelwall, 2008). Some reported that girls are more likely to restrict their profile visibility to their friends only (Lenhart et al., 2010).

### **Appraisal of Reviewed Literature**

A study by Ybarra and Mitchell (2008) and Muscanell and Guadagno (2012) indicated that girls are significantly more likely to have experienced sexual solicitation. Studies have shown that a majority of American teens viewed sexually explicit websites (Siibak, 2010; Brown and L'Engle, 2009). When it comes to privacy, studies have indicated that in general, both boys and girls often controlled their audience to be limited to their friends but not usually their parents or teachers (Qian and Scott, 2007; Kiss, 2013; Peluchette and Karl, 2008). Carmon (2010) found that boys pretended to be more macho, whereas girls pretended they were older and with higher self-esteem.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter is concerned mainly with the procedures employed in carrying out the study. These include: Design, Population, Sample and Sampling procedure, Instrumentation, Procedures for data collection and analysis.

#### **Research Design**

The research design for this study was ex-post facto design. This is used for descriptive studies in which the researcher seeks to measure and discover causes even when he cannot control the variables and is not possible or acceptable to manipulate the characteristics of human participant. In other words, the design can be seen as a way of describing attitudes, behaviors, situations, opinions or characteristics of people which is relevant to the study at hand. This design helped the researcher to collect the relevant data used to discuss issues extensively about the target population.

#### **Population**

The population of this study comprised of all the senior secondary school students in Ilorin East Local Government Area, Kwara State. Of all seventeen (17) senior secondary schools in Ilorin-East Local Government, four (4) senior secondary schools, with the population of 200 secondary school students met the requirement for the participation in the study. The schools were equipped with computer laboratory and internet connection. Also, many cyber cafes were situated outside these schools and the schools are of male students only, female students only and mixed students.

### **Sample and Sampling Techniques**

Purposive and simple random sampling techniques were involved in this study to select 310 secondary school students from the four(4) senior secondary schools in the local government, because they were situated within the metropolis where internet facilities are accessible. The schools comprised male only, female only and mixed. According to Krejice and Morgan (1971), when the number of population is 200, the samples to be selected can be 310 from the given population. Four secondary schools were randomly selected in the Local Government as the schools to be used in the study the schools are

**Table 3.1** Distribution of Sample from Schools in Ilorin East Local Government Area

S/N	Name of school	SSS1	SSS2
1	Government Day Secondary School Amule		
2	Okelele Secondary School, Ilorin		
3	Government Day Secondary School Karumo		
4	Government Day Secondary school Ojagboro		

### **Instruments for Data Collection**

Questionnaire and performance test were used for the study. The questionnaire was tagged Social Media, Attitude, Group Behavior, Questionnaire [SMAQ]. The attitude and social media questionnaire focused on involvement and consumption of social media with 21-items and four sections. Five (5) items on Bio Data, Five (5) items on social media usage, eight (8) items on social media attitude. Different academic performance tests on English Language and Mathematics [EMT] were conducted for SS1 and SS2 participating students. Two (2) different 20-items were set on English Language for SS1 and SS2 and two (2) different 10-items were set on Mathematics for

SS1 and SS2 students. The questions on both English Language and Mathematics were set by the qualified subjects teachers based on the subjects' syllabus of the current year. The test of English was graded 100% and Mathematics 100%. Average of both scores was considered. From (0-39) considered fail and (40-100) considered pass. The questionnaire was constructed by the researcher in line with the research questions and hypotheses raised for the study. The social media questionnaire provided with 3 point scales; always =3, sometimes =2 and never =1. Both attitude and group behaviour questionnaires were provided with question items to give the best feeling of the respondent on the 4 point likert scale i.e. strongly agreed, agreed, strongly disagreed, and disagreed. The scale was scored as follows: strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1.

### **Validity of the Instrument**

The face and content validity were established for the instrument used in the study. The questionnaire was given to the experts in the Department of English and Islamic Studies and some specialists in research studies to validate. 50 item questions were on the questionnaire for the validation and with the critical efforts of the experts in the Department of Educational Psychology and Counseling and some specialists. 14 items on the 35 questionnaires were considered inappropriate for the study. While 36 items questions were retained.

### **Reliability of the Instruments**

To ensure the reliability of the instrument, pilot testing was conducted in Government Day Secondary School, Alore, Ilorin, which was not part of the four selected schools for the main study but within the same environment. 50 questionnaires

were distributed to the senior secondary students, 25 males and 25 females. The data collected were coded and analyzed using Guthman split-half reliability coefficient to measure the internal consistency. To establish the reliability index of Social Media, Attitude and Group Behaviour Questionnaires (SAGBQ) and English and Mathematics Test (EMT), the researcher analyzed the data collected for the study using Guthman split-half reliability coefficient on SPSS v20 statistical software. The statistical output shows 0.89 reliability index for SAGBQ and 0.83 for EMT.

### **Procedure for Data Collection**

An introductory letter was collected from the department of Educational Psychology and Counseling for the students' field research to be allowed access to certain relevant documents and some valuable information which researcher needed for the study. The introductory letter was handed to the principals of sample schools. A total of 310 copies of questionnaires were produced by the researcher and distributed to the sample students of 4 selected schools. The instruments were administered with assistance of the members of staff of the schools, who were trained on questionnaires distribution and test administration. The data collection exercise lasted for a week. After the completion, the researcher collected back the questionnaires for analysis.

## CHAPTER FOUR

### DATA ANALYSIS

#### Introduction

This chapter presents the results and discussion of findings from the investigation conducted on the influence of social media usage on attitude, group behavior and academic performance among senior secondary school students in Ilorin-East Local Government, Kwara State. The research questions asked at the beginning of the study were explored by administering the questionnaire and academic performance test to 310 respondents that constituted the sample for the study. Descriptive statistic was used for personal information of the respondents and responses to questionnaire items, while chi-square, t-test, and Pearson correlation  $r$  statistics were used to test the six hypotheses stated. The data are presented in two segments. The first segment contains information on personal characteristics of the respondents and the second segment presents tests of hypotheses.

#### Personal Information of Respondents

The personal information of the respondents is presented in the tables as follows.

**Table 1:** Hours spent per day on internet by respondents

Hours spent per day on social media	Frequency	Percentage
Less than 1 hour	181	58.4%
1-3 hours	72	23.2%
4-7 hours	16	5.2%
8 and above hours	41	12.2%
<b>Total</b>	<b>310</b>	<b>100%</b>

**Source:** Field Survey, 2025

Table 1 shows that 58.4% of respondents spent less than 1 hour on internet. 23.2% spent 1-3 hours and 5.2 0% spent 4-7 hours. The respondents that spent 8 hours

and above formed 12.2% of the sample. There is a clear distinction between those that log in less than 1 hour and those that log in above 8 hours.

**Table 2:** Respondents' number of Friends on social media,

<b>Friends you have on social media</b>	<b>Frequency</b>	<b>Percentage</b>
1-19	13	4.2%
20-49	81	26.1%
50-59	131	42.3%
100 and above	85	27.4%
<b>Total</b>	<b>310</b>	<b>100%</b>

**Source: Field Survey, 2025**

Table 2: shows that 4.2% of respondents have 1- 19 friends on social media. 26.1% Of respondents have 20-49 friends. 42.3% of the respondents had 50-99 friends. 27.4% of respondents had 100 friends and above. The majority of the students, 67.7% have 50 friends or more on social media.

**Table 3:** Number of Respondents by Age

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
12-14	95	30.6%
15-17	112	36.1%
18-20	103	33.3%
<b>Total</b>	<b>310</b>	<b>100%</b>

**Source: Field Survey, 2025**

Table 3: shows that 95(30.6%) of the respondents were between ages of 12-14. And respondents between ages 15-17 constituted the highest number 36.1% (112). While 103(33.3%) are between ages of 18-20. This indicates that majority of students on social mediawere between ages of 15-20, 215 (69.4%)

**Table 4:** Number of Respondents by Gender

Gender	Frequency	Percentage
Male	191	61.6%
Female	119	38.4%
<b>Total</b>	310	100%

**Source: Field Survey, 2025**

Table 4.4 shows that 61.6% (191) of the respondents were male and 38.4% (119) were female. The sample consisted of all SS1 and SS2 students in four schools.

**Table 5:** Hours spent per day on social media and Attitude

Social Media Usage	Attitude		Total
	Agree	Disagree	
Less than 1 hour	149	32	181
1-3 hours	65	7	72
4-7 hours	12	4	16
8 and above hours	35	6	41
<b>Total</b>	261	49	310

**Source: Field Survey, 2025**

Table 5: shows that 112(80.6%) respondents that spent between 1to 8 hours and above per day on social media agreed that social media boost their self-image against 17(12.4%) of respondents who disagreed.

**Table 6:** Hours spent per day on social media and gender

Social Media	Gender		Total
	Male	Female	
Less than 1 hour	112	69	181
1-3 hours	41	31	72
4-7 hours	11	5	16
8 and above hours	27	14	41
<b>Total</b>	191	119	310

**Source: Field Survey, 2025**

Table 6: shows that of 139 active respondents who spent between 1to 8 hours and above on social media, 79(56.8%) were male against 60 (43.26%) of female students.

## Data Analysis

The data obtained from this study were subjected to statistical analysis. Frequency and simple percentage were used to enumerate the total number of respondents who correctly completed the questionnaires while Pearson Product Correlation Moment (PPMC)  $r$  was used to determine the relationship between the variables. t-test was used to measure significance different between variables being measured. The .05 level of significance was used in rejecting or retaining the 3 hypotheses. The researcher employed SPSS 20.0 version software for that data calculation and data storage.

## Results and Hypotheses Testing

**Hypotheses 1:** There is no significant relationship between social media usage and attitude of students

**Table 7:** Pearson Correlation between social media usage and attitude of students

Variables	N	Mean	SD	DF	Pearson's $r$	Decision
Social Media Usage	310	9.5935	1.56704	308	0.005	Rejected
Attitudes	310	18.2065	3.50441			

Correlation is significant at the 0.05 level (2-tailed).  $\alpha=0.05$

The table 7: shows a significant positive correlation between social media usage and attitude  $r= 0.160$ ,  $P= 0.005$ . Therefore, the hypothesis which states that there is no significant relationship between social media usage and attitude is rejected. The more the usage of social media the better the attitudes of the students.

**Hypothesis 2:** There is no significant relationship between social media usage and group behavior of students

**Table 8:** Pearson correlation between social media usage and group behavior of students

Variables	N	Mean	SD	DF	Pearson's r	P	Decision
Social Media Usage	310	9.5935	1.56704	308	0.130	0.022	Rejected
Group Behavior	310	51.4258	7.18273				

Correlation is significant at the 0.05 level (2-tailed).  $\alpha=0.05$

The table 8: shows that there is significant positive correlation between social media usage and group behavior  $r=0.130$ ,  $P=0.022$ . Therefore, the hypothesis which states that there is no significant relationship between social media usage and group behavior is rejected. The more the usage of social media the better engagement in group behavior.

**Hypotheses 3:** There is no significant relationship between social media usage and academic performance of students.

**Table 9:** Chi square Test of Association between social media usage and academic performance.

Hours spent on internet	Academic performance		Total
	Pass	fail	
Less than 1 hour	90 49.8% 49.7%	91 50.2% 70.5%	181 100.0% 54.4%
1 – 3 hours	52 72.2% 28.7%	20 27.8% 15.5%	72 100.0% 23.2%
4 – 7 hours	12 75.0% 6.6%	4 25.0% 6.6%	16 100.0% 13.2%
8 and above hours	14 34.2% 7.7%	27 65.8% 20.9%	41 100.0% 28.6%

Total	181 58.4% 100.0%	129 41.6% 100.0%	310 100.0% 100.0%
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**Source: Field Survey, 2025**

#### **Symmetric measures**

	Value	Approx. sig.
Nominal by Nominal contingency coefficient	0.664	0.197
N of valid cases	310	

Table 9 shows a comparison between the reported hours spent on using social media and the respondents' academic performance. Of 310 respondents to this item, 181 (58.4%) indicated that they spent less than 1 hour using social media and considered less active participants, the less social media usage, the less academic performance.

Hypothesis 4: There is no significant positive relationship between attitude and group behavior of students

**Table 10:** Pearson correlation between attitude and group behavior

Variables	N	Mean	SD	DF	Pearson's r	P	Decision
Attitude	310	18.2065	3.50441	308	0.274''	0.000	Rejected
Group Behavior	310	51.2968	6.64658				

Correlation is significant at the 0.01 level (2-tailed).

Table 11: Shows a significant positive correlation between self-image and group behavior,  $r(308)=0.274$ ,  $P=0.000$ . Therefore, the hypothesis which states that there is no significant relationship between attitudes and group behavior is rejected. The more attitude is boosted the more the engagement in group behavior.

**Hypotheses 5:** There is no significant age difference in social media usage.

**Table 12:** ANOVA of difference between social media usage based on age

Number of Respondent by Age

Age	N	Mean	Std. Deviation
12-14	95	6.112	1.010
15-17	112	7.295	1.605
18-20	103	6.359	1.494
Total	310	7.598	1.566

**Source: Field Survey, 2025**

Variables	Sum of squares	DF	Mean Square	F	P	Decision
Between Groups	46.964	2	23.482	3.150	.044	Rejected
Within Groups	2288.291	307	7.454			
Total	2335.255	309				

$\alpha=0.05$

Table 12: shows a significant age difference among students in social media usage  $F(2,307)=3.150$ ;  $P=0.04$ . Therefore, the hypothesis which says there is no significant difference between social media usage based on age stands rejected. Ages 15-17 and 18-20 were found to differ in social media usage.

**Hypotheses 6:** There is no significant age difference in social media usage.

**Table 13:** t-test of difference in social media usage between male and female students

Variables	N	Mean	SD	DF	T	P	Decision
Male	191	9.9021	1.87907	308	1.98	0.049	Rejected
Female	119	9.4798	1.35409				

$\alpha=0.05$

The table 13: shows significant difference between male and female on the level of social media usage  $t=0.121$ ;  $p= 0.049$ . Therefore, the hypothesis which says there is

no significant difference among students' levels of socialmedia usage based on gender stands rejected. Male students were found of using social media.

### **Summary of the Findings.**

The findings of the study are summarized below;

- i.** The finding shows that there is a relationship between social media usage and self-image, ( $r=.160$ ,  $p=.005$ ).The evidence shows that 261 (84.2%) of the respondents agreed that the more hours they spent on social media, the more it boost their self-image.
- ii.** The finding shows that there is relationship between social media usage and groupbehaviour, ( $r=.130$ ,  $p=.022$ ). This reveals that 227 (73.2%) of the respondents agreed thatsocial media friends influenced their behaviour and online participation.
- iii.** Furthermore, the finding reveals that no significant relationship exist between socialmedia usage and academic performance, ( $r=.034$ ,  $p=.553$ ). The evidence shows that78(60.4%) of students who spent between 1 hour to 8hours and above per day on socialmedia were found to have better academic performance score because the more time they spent, thus the more time they have for their academic programme.
- iv.** The finding also shows that there is significant relationship between self-image and groupbehaviour ( $r= 0.274$ ,  $p= 0.000$ ). The evidence shows that 288 of the respondents agreed to have high self-image when chatting with friends on social media sites.
- v.** The findings shows significant age difference in social media usage, ( $F=3.150$ ,  $p=.044$ ). The evidence reveals in post hoc test that student of ages 15-17 and 18-20 were found to differ in social media usage.

vi. Finally, the finding indicates that there is significant gender difference in social media usage, ( $t=1.98$ ,  $p= 0.049$ ). The evidence reveals that, of 139 respondents who spent between 1 to 8 hours and above on social media, 79(56.8%) were male against 60(43.2%) of female students.

### **Discussion and Findings**

Research hypothesis seeks to investigate the influence of social media usage on attitude. The finding indicates that significant positive correlation exists between social media usage and attitude. The result shows that the more the students spent good numbers of hours on social media connecting to their online friends and the better it boosts their attitude. The finding agrees with that of Gonzales and Hancock (2011) who investigated 300 college students in Cyberpsychology. Behavior and social Network, Cornell, in their study students were asked to look at their own Facebook page for just two hours and the result showed a boost in self-esteem compared with control group who sat in a room for two hours without looking at their Facebook page. The finding is agreement with finding of Carpenter (2012) who in a study of student personality and social media, in Eastern Illinois College, found that student who updated their Facebook status frequently scored high on self-esteem inventory than students who visited sites casually. A study by Kraut et al. (1998) recorded the number of hours' students spent on the Internet (using tracking software on the participant's computers) and its relationship to future measures of social involvement and psychological well-being.

The researchers found that longer use of the social media was related to increase friendship and social group. They also found that the Internet significantly enhanced

students' attitude and closer relationships with friends. The research hypothesis seeks to examine the influence of social media on academic performance. The finding shows that there is no significant relationship between social media usage and academic performance. The fewer hours' students spent on social media the poorer their score on academic performance. The finding is agreed with the studies conducted by Karpinski (2009), who discovered that 53% of college Facebook users having GPA that ranges between 3.0 to 3.5 spent between 1 to 5 hours per day surfing internet. Also, this finding is supported by Jason (2011) in study of college students on SNS site, reported hours spent on using SNS and the respondents' GPA in previous semester (spring semester 2010). Of 366 respondents, 127 (34.7%) indicated they spent less than 1 hour using SNS and earned at least 3.01 GPA on a 4.00 grade scale. Alternatively, 44% of the 366 respondents reported using SNS for more than 6 hours in a typical day and earned a 3.01 GPA in the same semester. In total, 66.4% of these respondents earned at least a 3.01 and above GPA in spring semester 2010. Based on the results, no significant relationship was obtained between time spent on using social media sites and GPA earned in spring semester 2010.

The research hypothesis seeks to find gender difference in social media usage. The finding shows that there is significant gender difference in social media usage. This indicates that male respondents are slightly higher than female respondents in social media usage. The finding is supported by Williamson (2011) in a research conducted at St. Cloud, Minnesota, where it's found that 191 males used social media sites, while 171 females used social media sites.

## **CHAPTER FIVE**

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

#### **Introduction**

This chapter presents summary of the study, conclusion, recommendations and suggestion for further study.

#### **Summary**

The study was intended to find the influence of social media usage on attitude, groupbehavior and academic performance among senior secondary school students in Ilorin-EastLocal Government, Kwara State. To achieve this, the study was structured in to five chapters.

Chapter one dealt with background to the study where argument for justification to this study was presented. Objectives, research questions and hypotheses were raised. Assumptions based on the study and scope and delimitation were presented Chapter two covers the review of related studies, where numerous materials were accessed.

The independent variable; social media and other dependent variables; attitude, groupbehavior and academic performance, adolescence and developmental tasks of adolescents were all thoroughly defined and reviewed. Theory of social identity, Bandura's social learning theory, signaling theories were used to offer the study a theoretical backing. Several empirical studies were also reviewed. Chapter three presents the methodology used to carry out this study. Ex-post facto survey design and purposive and simple random sampling were used to draw 310 samples for the study. Krejcie and Morgan table was used for determining sample size. Four secondary schools were selected purposively for the study. Data were collected, using two

different instruments; the social media usage, attitude and social media group behavior questionnaire and academic performance tests on English Language and Mathematics. Chapter four presents result and discussion. Data collected were statistically analyzed and result presented in a tabular form. Descriptive statistics of frequency was used for analyzing demographic characteristics of respondents such as age, sex, hours spent per day on social media item responses while chi-square, t-test, and Pearson's r were used to analyze the six null hypotheses stated in the study. Summary of the findings and discussion were presented. Of the six null hypotheses stated, five were rejected while one which sought to establish a relationship between social media usage and academic performance was retained

Finally, chapter five presents summary of the study, where each chapter discussed was summarized in detail. Conclusion is also presented based on the findings. And recommendations are also made for students, teacher, parents and policy makers who may be interested in the use of social media and its effect on the personality and academic performance of students.

## **Conclusion**

Based on the findings of the study, the following conclusions are made; this study has shown that social media usage influences attitude. It has been observed that the more the students engaged in social media the more it boosted their attitude. However, social media usage did not influence academic performance of less passive users. And male student social media users were found of using social media than their female counterparts.

## **Recommendations**

With regard to the outcome obtained in this study, the followings recommendations were made;

1. Students should be conscious of the time they spent on social media sites in order to have more time for their classroom activities and homework.
2. School authorities should encourage the students to judiciously use the available computer laboratory in schools for educational purpose.

## **Suggestion for Further Study**

1. How does social media usage affect students' self-esteem and body image?
2. What is the relationship between social media usage and students' attitudes towards social issues like politics, culture, and religion?
3. How do students' perceptions of social media influence vary across different socio-economic backgrounds?

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**QUESTIONNAIRE**  
**STUDENTS' QUESTIONNAIRE**  
**SOCIAL MEDIA, ADOLESCENT ATTITUDE AND GROUP BEHAVIOUR**  
**QUESTIONNAIRE (SAGBQ)**

This questionnaire is a part of the research for social media in educational sector. The results of this survey will be used for academic purposes only. The information you provide will be used strictly for the purpose of this research and will be treated with utmost confidentiality

**SECTION A**

**BIO-DATA**

**Instruction; (Please tick one answer only)**

1. Class : SS1 ( ), SS2 ( ), SS3 ( )

2. Gender: Male ( ), Female ( )

3. Age: 12-14 ( ), 15-17 ( ), 18-20 ( )

3. Residential Area: Rural ( ), Suburban ( ), Urban ( )

4. Hours spent per day on the internet?

Less than 1 hour ( )

1-3 hours ( )

4-7 hours ( )

8 and above hours ( )

5. Friends you have on social media (Facebook, 2go, and others)?

1-19 ( )

20-49 ( )

50-99 ( )

100 and more ( )

6. Parent occupation?

Professional and managerial ( )

Clerical and sales ( )

Skilled ( )

Semi-skilled and unskilled ( )

7. Parental Education?

Primary school ( )

Secondary school ( )

Post-secondary academic education ( )

8. How many internet cafés are around your home?

100meters - 500 meters ( )

600meters –1000meters ( )

2 kilometres and above ( )

## **SECTION B. Questionnaire Items**

**Please tick ( ) Either , Sometimes or Never**

**TABLE 1:** Social Media Questionnaire

S/N	Items	Always	Sometimes	Never
1.	Do you use a cell phone with internet connection?			
2.	Do you use a computer that is connected to the internet at home or school or both			
3	Do you go to cyber café for browsing?			
4	Do you participate in social media network?			
5	Do you use the social media for academic purpose?			

**TABLE 2:** Adolescent attitude Questionnaire

S/N	ITEMS	Strongly Agree	Agree	Disagree	Strongly Disagree
1	My social media friends say I am good looking				
2	I think I am popular among my social media friends				
3	Posting my image on social media makes me happy				
4	I feel happy to have virtual friends on social media				
5	Feedback from social media makes me feel attractive				
6	I am able to be truthful to social media friends than real live friends				
7	I feel relaxed and enthusiastic when I am chatting online				
8	Social media friends know me better than real life friends do				

**TABLE 3:** Social Media Group Behaviour

S/N	ITEMS	Strongly Agree	Agree	Disagree	Strongly Disagree
1	We feel sad or happy on whatever affects one of us				
2	Social media friends influence my behavior online				
3	Social media friends encourage me to try things I learn				
4	Social media friends incite me to bad behavior				
5	Social media allows me to internet with important people online				
6	Most decisions I make on real life are influence by my social media friends				
7	Social media reduces my relationship with my real life friends				

8	Social media enables me to solve problems of online friends				
9	My friends and I often take collective decision online				
10	We discuss school work related issue on social media				
11.	We often get fulfilled when we chat with very knowledgeable people online				
12	We often loose sense of time when we visit websites of interest				
13	We post social issues to online friends on social media				
14	We are always in the chat-room for online friends				
15	Being online entices us to know more about issues of interest				