

Innovations

Impact of Social Media on the Academic Performance of Secondary School Students in Ikere Local Government Area of Ekiti State, Nigeria

Margaret Olanireti Ayodele (PhD)

Department of Social Science Education, Bamidele Olumilua University of Education, Science and Technology Ikere -Ekiti (BOUESTI), Ekiti State, Nigeria

Abstract

This study examined the impact of social media on the academic performance of secondary school students in Ikere local government area of Ekiti state. The survey type of descriptive research was adopted for this study. The population of the study covered all the secondary school students in Ikere local government area of Ekiti state. Out of this population, One Hundred and Fifty (150) students were selected from 10 secondary schools in Ikere- Ekiti, using purposive sampling technique. The instrument used to collect data for the study was a self-structured questionnaire. Four research hypotheses were formulated for the study. On the basis of the findings made in the study, It was concluded that social media has a great impact on the academic performance of secondary school students in Ikere local government area of Ekiti state. Consequently, it was recommended that teachers should introduce a group discussion forum on these networking sites such as Google classroom for the students to contribute positively on different topics of interest as this will keep them active in a productive way. Also, it was further recommended that students be advised during orientation programmes on the dangers of addiction to social media sites and that they should be introduced to sites that can add values to academic work and research. Lastly, it is recommended that parents, teachers and school management need also to teach the students about time management and they should put a limitation to students activities while at school and at home so that they will not fritter away useful time on irrelevant activities like chatting.

Keywords: Social media, Academic Performance, Social Economic Status, age, Secondary School.

Introduction

Modern technology in communication no doubt has turned the entire world into a global village as the world today is celebrating the improvements in communication technology. This has broadened the scope of communication

through Information and Communication Technologies (ICTs). ICT has helped people to be better informed, enlightened and kept abreast with world developments. The 21st century continues to marshal in technological advancement that changes the nature of communication, socialization and private versus public information. One of such change is the emergence of social media site that the world's population currently enjoys, especially among the younger generation where they socialize with peers and friends (Adomi & Ejirefe, 2012).

The advancement in technology has made it easier for people especially the young people to have access to internet and thus social networking which they join in with friends (Ibrahim, 2012). Social media or networking has revolutionized the way social interaction takes place. It is a process by which people socialize online. Through it, people seek and enjoy the companionship of others online. It supports the sharing of information and services among individuals and groups having a common interest. Social media comprises of activities that involve socializing and networking online through words, pictures and videos. Kaplan & Halein (2010) defined social media as a group of internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allows the creation and exchange of user-generated content. It also refers to the means of interactions among people in which they create, share and/or exchange information and ideas in virtual communities and network. It creates the opportunity to network with other members who share similar or common interest, dreams and goals. With WhatsApp messenger, communication through mobile phones has become easier, faster and cheaper. It is less expensive as compared to the normal phone messaging. An individual can chat with friends and family overseas through WhatsApp without having to incur global SMS charges. Through social media people seek and enjoy the companionship of others online. It supports the sharing of information and services among individuals and groups having a common interest. Social media platform can be relevant to information seeking and sharing on information retrieval perspective by providing speed and quick information to the information community by connecting and collecting digital information required by the user (Sherwin, 2013).

It is also of importance to students for various reasons like exchanging ideas, feelings, personal information, pictures and videos. It also encourages interaction between students. This is especially helpful in college environments where students create a bond within the institution. Likewise, it is useful for team projects where students can hold meetings in real time and work on their projects and also provide a richer experience for resources like videos, resource website, tutorials which can be shared very easily with the entire classroom at the click of the button.

Additionally, some of the postings can be informative and educative and the students after reading such posts can comment on them. Some of the students

use them mainly for making friends, chatting, exchange news and photographs (Young, 2010). They also use it to access information that is involved in school life as well as entertainment. Consequently, the use of social media extends opportunities for formal learning across geographical contexts and there are various social media sites that are been accessed.

Kuss & Griffiths (2011) described social media sites as virtual communities where users can create public profiles; interact with real-life friends and meet other people based on shared interests. It is also referred to as virtual places where people find themselves and share information. These social media sites have an open membership that as soon as one opens an account and uploads his or her data on the profile page, the person is entitled to create a network of friends. Depending on the website in question, many of these online community members share a common interest such as hobbies, religion or politics. According to Wortham (2010), social media sites are defined as web- based services that allow individuals to construct a public or semi-public profile within bounded system, articulate a list of other users with whom they share a connection and a view of the list of connection made by others within the system. With social media sites, one can send and receive messages almost immediately; however some social media sites are specifically designed for mobile phones. Some are accessed via computers and others could be accessed using both mobile phones and computers or other information communication technologies. Some examples of social media sites include Facebook, Instagram, Tiktok, Whatsapp, snapchat, Linkedlin, twitter etc. There are no restrictions as to which social media sites one should belong; one can be a member of as many as possible. The study of Tayo, Adebola & Yahya (2019) reveals students' use of social media for socialization, information and academic. Social media allow students to engage in online group discussion thereby facilitating teaching-learning activities beyond the four walls of the classroom environment.

In the view of Jeffrey & Musah (2015), social media has permeated all aspects of our society with both positive and negative effects. The scholars posit that social media have transformed and impacted on communication, learning, research and education in general. Scholars such as Boateng & Amankaa (2016), Kolan & Dzandza (2018), and Tayo et al, (2019) have attested to the prevalence of the use of social media among students for both academic and nonacademic purposes as majority of them spent between one to three hours daily on social networking sites. The use of social media among Nigerian students has been attested to by scholars. Amadi & Ewa (2018) while investigating the use of social media by undergraduate students in River State, University, Port Harcourt, Nigeria assert the use of social media by the students at an average of six hours per day. This commitment to the use of social media by undergraduate students has also been affirmed by Tayo et al (2019) based on the revelation that undergraduate students in Obafemi Awolowo University, Ile-Ife, Nigeria spend an average of 2-3 hours on social media on daily basis.

The excessive commitment of Nigerian students and youths to social media has continued to be of great concern to stake holders within the education realm. Omoyele (2016) while examining poor reading habit among secondary school students identifies students' commitment to social media such as Whatsapp, Facebook among others as contributory factor. Fori (2016) citing Onoyase (2014) attributes many deviant noticeable behaviour such as deliberate lateness to lectures, absenteeism, inattentiveness in class, unwillingness to acquire necessary materials for academic pursuit and engaging excessively on un-educative activities on social media by undergraduate students in Delta State University, Nigeria as contributory factors to poor academic performance. Nwazor & Godwin-Maduikwe (2015) assert that students' commitment to social media leads to decrease in productivity, poor grammar usage, reduction in research capabilities, involvement in frivolities and reduction in interpersonal relation which are detrimental to their academic endeavour.

The academic performance, which is measured by the assessment results, is one of the primary goals of an educational institution. To date, schools and institutions are competing in techniques and strategies for improving their teaching methods to meet the growing demands of their students, their sponsors, and society in general. Academic performance is the outcome of education, the extent to which a student, a teacher or an educational institution has achieved their educational goals. It is commonly measured by examinations or continuous assessments; Social media has transformed and impacted communication, learning, research, and education in general.

Nevertheless, students who are supposed to use social media and social networking sites to promote and uplift their academic career through various social networking sites but reverse is the case, as these set of students are often being observed during school time in various hiding places either discussing social networks or browsing with their phones. Long (2012) postulated that it is so common these days that many young people are addicted to social networking activities, abandoning homework and reading time in preference to chatting with friends, even at lectures times, many students are on phones engaging in one form of chatting or the other which can be quite distracting and lose concentration most times.

Academic performance plays an important role in the life of a student as it determines his or her placement in the academic institutions or job. Due to this, many parents, teachers, guardians, students and well wishers are concerned with the ways their students can enhance their academic performance. The emphasis on academic performance which is also prevalent worldwide has encouraged many studies about the conditions promoting it. The role of academic performance as one of the predictors of students' success and also in the aspect of academic placement in schools to higher institutions as well as the level of employability in individual's career is inevitable (Osharive, 2015). Academic performance, which is measured by the examination results, is one of

the major goals of a school. Schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. Academic performance or achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals.

Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Raymond & Afua, 2016; Santoveña-Casal, 2019; Stacy, 2018; Tarek & Yasmin, 2015). In today's world where technology is increasingly invading all economic sectors inclusive of education, students are seen exposed to smart phones and computers. They spend time on the internet making use of social media applications accompanying these smart phones and computers. Thus, there might be an influence between the use of social media and academic performance, bearing in mind that social media bridges the wall of distance between two or more persons. Online social networking sites focus on building and reflecting social associations among people who share interests and or activities. With so many social networking sites displayed on the internet, students do chat online with friends, families, teachers, etc to keep social interaction going.

Social media with its numerous benefits should not be allowed to drift away the minds of students. Reading empowers everyone, it prepares the mind for societal challenges, therefore, there is need to ensure it is back in line in order to develop and move the nation forward. Therefore, the main focus of this study is to investigate the impact of social media on the academic performance of secondary school students in Ikere local government area of Ekiti, Ekiti State.

Since the advent of social media sites in the 1990s, it is assumed in some quarters that the academic performance of students is facing a sort of neglect and divided attention between social networking activities and their academic work. It is observed that students devote more attention to social media sites than they do to their studies.

The emergence of social media as a result of advancement in technology and expansion in internet software has raised eyebrows among academics on its (social media) impacts on the academic performance of students. Students at all levels of learning now have divided attention to their academics, as a result of available opportunities on social media. Choney, (2010), MehMood & Taswir (2013), Jacobsen & Forste (2011), believe that the use of technology such as the internet is one of the most critical factors that can influence the educational performance of students positively or adversely.

Students' academic performance have been observed to be low as a result of poor classroom participation, low grades in examinations. It appears students are addicted to social media platforms such as Facebook, Twitter, Whatsapp, Instagram, Tiktok, MySpace, LinkedIn, Mebo, Email, Youtube, Zoom, Blogs, etc

and this becomes a problem that has resulted to their poor performance. Students use most of their time in chatting on issues unrelated to their studies. Students seemingly don't pay attention to the teachers during lecturing hours, as they chat and observe other social media activities. Students don't concentrate to their lectures during teaching/learning hours. The researcher observed that some phones of students who were caught chatting or using social media during lecture were being fined or seized temporarily or permanently by their teachers. Students spend more time chatting online at the expense of their classes and academic assignments. Students now show reduced interest in their academic obligations. There appears to be a dearth of empirical studies on how social media usage influence academic performance of secondary school students in Ikere Ekiti. Thus, there is need to empirically close the gap by examining the impact of social media on academic performance of secondary school students in Ikere local government area of Ekiti State.

Research Hypotheses

The following null hypotheses were used for the study and tested at 0.05 significant level.

H01: There is no significant influence of social media on academic performance of secondary school students in Ikere local government area of Ekiti State.

H02: There is no significant relationship between age influence and the utilization of social media on academic performance of secondary school students in Ikere local government area of Ekiti State.

H03: There is no significant difference on the types of social media used by students in secondary school students in Ikere local government area of Ekiti State.

H04: Socio economic status does not influence the use of social media on academic performance of students in secondary school students in Ikere local government area of Ekiti State.

Review of Related Literature

The Concept of Social Media

The term Social media is defined as the application that allows users to converse and interact with each other; to create, edit and share new forms of textual, visual and audio content, and to categorize, label and recommend existing forms of content (Selwyn 2012). As regards the intentions of social media usage: Oye, Adam & Zairah (2012) in their study with Malaysian students using social networking site and its influence on their academic performance showed that social networking sites usage for only social and non-academic needs have an adverse effect on academic performance. Social media can also be defined as forms of electronic communication through which users interact among people in which they create, freely share, exchange and discuss information, ideas, personal messages, and other content about each other and

their lives using a multimedia mix of personal words, pictures, videos and audio, utilizing online platforms while they are connected to the internet (Mingle & Adams, 2015).

Social media is a phenomenon that has been developing at a rapid pace. Different scholars have described it differently. Drury (2008) defines social media as “online resources that people use to share content: video, photos, images, text, ideas, insight, humor, opinion, gossip, news.”

Living Stone & Brake (2010) further defined social media as “activities, practices, and behaviors among communities of people who gather online to share information, knowledge, and opinions using conversational media. Conversational media are web-based applications that make possible for one to create and easily transmit content in the form of words, pictures, videos, and audios”. The standard definition of social media is ‘the relationships that exist between networks of people’ (Walter & Riveria, 2004 as cited in Ndaku, 2013). Social media has undoubtedly become a global platform where sharing data internationally has become an international trend. Social media mean that it employs mobile and web-based technology to create highly interactive platforms via which individuals and community share, co-create, discuss, and modifies users’ generated content (Kietzmannn, 2012).

Types of Social Media

Social media has opened up new avenues for people to connect with each other and with the content available on the Internet. People stay connected with friends/family, find people, discuss issues, share opinions, read user reviews through social media. In addition to staying connected, the users acquire or improve knowledge and gain insights on specific subjects to make better decisions. The various types or forms of social media that exist on the Internet are; Internet Forums, Magazines, Micro-Blogging, Photographs, Podcasts, Rating, Social Blogs, Social Bookmarking Videos, Weblogs and Wikis (Taprial & Kanwar, 2012). Kaplan & Haenlein (2010) classified the social media into six different types based on their media research. They classified the social media as:

- Blogs and Microblogs (e.g. Twitter)
- Collaborative projects (e.g. Wikipedia)
- Content Communities (e.g. Youtube)
- Social Networking Sites (e.g. Facebook)
- Virtual Game or Social Gaming (e.g. World of Warcraft)
- Virtual Social Worlds (e.g. Second Life)

This study adopts four of these classes in assessing the relationship between social media and students’ academic performance. They are Blogs, Collaborative Projects, Social Gaming and Social Networking Sites.

Social Network

Social networks are internet or mobile-based social space where people can connect, communicate, and create and share content with others. Social network is a strong tool for social interaction and connection, where it can improve family ties and friends in a rich social context. Social networks are the main application under the umbrella of social media, which comes with the Web 2.0 era. Social network sites (SNS) are web-based services that enable people to:

- construct a public or semi-public profile within a bounded system,
- articulate a list of other users with whom they share a connection, and
- view and traverse their list of connections and those made by others within the system (Boyd & Ellison, 2013).

Social networks are becoming major tools for education, and entertainment. Humans love interacting and discovering common areas and interests. In education, two issues prevail; the use of social networks as a tool supporting important educational activities and the negative influence social network inflicts on students behaviours and time management (Al-Tarawneh, 2014).

Although SNSs have implemented various technical features, they comprise obvious profiles that display a list of friends who are also users of the network. Profiles are unique pages where one can “type oneself into being”. After joining an SNS, a user is expected to fill out forms comprising progression of questions. The profile is created using the answers to these questions.

Most sites also encourage users to upload a profile photo. Some sites allow users to enhance their profiles by adding multimedia content or modifying their profile’s appearance (Boyd & Ellison, 2013). Some social networking sites are: Facebook, Whatsapp, Instagram, Tiktok, Youtube.

Blog

A blog is a Web-based distribution of occasional articles, usually in reverse chronological order (OECD, 2007). It is a type of website, commonly maintained by a person with regular entries of commentary, descriptions of events, or other material such as graphics or videos. A blog can be a journal, diary, ‘what’s new’ page, or connections to different sites. It is normally open to people and many are free to create. It is the work of one person; however group blogs are also available. They are personal web pages and can vary from personal diaries to summaries of relevant information on a particular content area (Kaplan & Haenlein, 2010). Blogs can also offer opportunity to interact with readers. Readers can post comments like with a visitor’s book. Blogs can also be regarded as a form of personal publishing on the Internet. Often subject-based or in diary form, typically combine text and graphics, with links to other materials and easy web publishing. Blogs give an appearance of anonymity

while allowing for human connection via commenting. They are a permanent record. It can contain personal info (names, birthdays, towns, team names, phone numbers, dorms, etc).

However, blogs can create avenue for harassment and bullying (through blog postings); libel suits; others can reuse a person's information for criminal or illegal acts (Vale, 2016). Blogs, however, might be a better instrument to achieve idea sharing and collaborative learning, without sacrificing too much on customizing blogging space, tuning its look and feel, and the sense of ownership (Hall & Davison 2010). Some examples of blogs include: My Opera, Plurk, Twitter, Personal blogs (e.g. lindaiekeji blog).

Collaborative Projects

Collaborative projects enable the joint and simultaneous creation of content by many endusers (Kaplan & Haenlein, 2010). Fama (1970) (as cited in Kaplan & Haenlein, 2010), believed that the main idea underlying collaborative projects is that the joint effort of numerous actors prompts better outcome than individual actor. Research on collaborative project shows that technology enables the development of critical thinking skills when learners utilise technology tools to prepare, present and publish their projects, particularly with collaborative learning techniques (Cradler, McNabb, Freeman & Burchett, 2012).

Computer-mediated communication (CMC) tools such as discussion boards and e-mail (Thomas, 2012) can provide an online environment for small group collaboration where a record of all interactions is automatically saved, thus, enabling learners to reflect on the products and process of collaboration (Al- Rawahi & Al-Mekhlafi, 2015). They can likewise interact and use peer appraisal to support each other; CMC can offer support for tracking contributions and monitoring and evaluating individual and group effort (EDUCAUSE, 2010). Kaplan and Haenlein (2014) identified four types of collaborative projects. The first type is wikis. Examples of wikis are: encyclopedia, wikiHow, Wikipedia, Wikiquote, Wikitravel. The second is social bookmarking sites, or collaborative tagging services. Examples of social bookmarking sites are: Researchgate, Academia, Google Bookmarks, Pinboard. The third is online forums or message boards. Examples of online forums are: College confidential, Student edge, Google Classroom, Yahoo groups.

Social Gaming

Wikipedia defines social gaming as “playing online games that allow or require social interaction between players”. Collins dictionary defines social gaming as “the activity of playing online games with other members of the same online group”. The Oxford dictionary defines Social Gaming as “the activity or practice of playing an online game on a social media platform, with a major

emphasis on friends and community involvement". Social Gaming ranges from tending a farm to playing a soldier in combat. Ideas for new games are constantly developed. Some popular social games involve: Adventure, Arcade style games, Casino style games, Role playing.

Influence of Socio-Economic Status on the Use of Social Media

Social status is the position or rank of a person or group, within the society. Socioeconomic standings refer to valued resources attached to occupied positions. These resources can be classified into two types: personal resources and social resources. Personal resources are possessed by the individual who can use and dispose them with freedom and without much concern for compensation. Social resources are resources accessible through one's direct and indirect ties. The access to and use of these resources are temporary and borrowed. For example, a friend's occupational or authority position, or such positions of this friend, may be ego's social resource. The friend may use his/her position or network to help ego to find a job. These resources are borrowed and useful to achieve ego's certain goal, but they remain the property of the friend or his/her friends (Lin, 2011).

In most African countries and western world, economic status of a family is usually linked with the family's income, parents' educational level, parents' occupation and social status among the kith's and kin and even at the global level. Ford and Harris (2010) followed this logic while examining parental influences on African American students' school environment by focusing on specific socio-economic factors, including parents' level of education, marital status, and family income (Cheng, 2010).

Students' socio-economic background may greatly influence their online addictive behavior since the individual's economic viability determines the quality and quantity as well as how long a good and service could be consumed. Thus, student's access to funds and provision of technological equipment by parents and caregivers may influence their excessive use of computers and in turn, social media use. Socio-economic status could be described as a number of measures of inequality, practice, education, and advocacy (American Psychological Association, 2012).

Northwestern University recently published research stating that social media are not affecting students' GPAs. In fact, ethnic background, and parental education appears to have more of an influence than the amount of time used on social media. Northwestern researchers believe that "social media use didn't affect the difference in GPAs between male and female or white and African American students. However, social network use did eliminate the difference in GPAs between students whose parents had differing levels of higher education" (Cheng, 2010).

When researchers controlled the demographic of parental education, there seemed to be a positive relationship between internet use and GPA. There

have been several studies related to measuring social capital in social network sites. For example, Brooks, Welser, Hogan & Titsworth (2011) discovers the relationship between socioeconomic status and three types of social capital which are network size, bonding social capital and bridging social capital. According to their results, higher socioeconomic status relates to larger and denser networks but not networks with more clusters so they concluded that socioeconomic status is not that much important to build new networks but it is certainly helpful to maintain existed networks. In another study, Burke, Marlow & Lento (2010) concluded that intensive Facebook usage relates to bonding social capital but has a modest relationship with bridging social capital. In addition, they states bonding social capital decrease loneliness of active Facebook users.

Merit of Social Media

Educational networking has the potential to improve student learning. Studies examining blogging, micro-blogging (e.g. Academia, Researchgate, Quora, Google classroom etc), and wiki initiatives indicate that social networking enriches the learning environment in the following ways:

- **Early Recognition of Student Needs and Formative Assessment:** Social networking platforms allow teachers to provide direct and immediate instructional guidance in and outside of the classroom. As a result, students can confirm their understanding of concepts and assignments with ease. Because social networking sites encourage continual submissions, teachers have an abundance of material on which to better assess students learning. Students having difficulty with concepts or subjects can be identified more quickly than with occasional assignments or tests, thus allowing for early interventions. More frequent and informal review of students' work opens the door for formative assessment.
- **Establishment of Classroom Community:** The use of educational networks supplements the typical "teacher-to-student" model of instruction e.g Google Classroom. By facilitating student collaboration, networks transform passive learning into active learning. Students form a community that shares ideas, approaches, and resources. As a result, students gain access to a variety of learning styles in an environment that is encouraging and intrinsically democratic. Students indicate that online class discussions are both valuable and enjoyable.
- **Student Engagement:** Because students are familiar with and enjoy online social networks, they are automatically more receptive to material presented on these types of platforms. Students state that social network-presented material is more interesting than teacher-taught material; teachers confirm that concepts effectively presented through social networks can be better grasped than those

presented through traditional teaching. A study on the use of social networking to improve literacy demonstrated that students were less hesitant to make comments in an online environment. Encouraged by the informality of the online environment, students engaged more in class discussions. As a result of increased participation, student writing and reading skills improved. Additionally, by viewing student profiles, teachers gain a glimpse into the out-of-school lives of students. A better understanding of student interests allows teachers to tailor teaching to individual preferences, thus further encouraging student engagement.

- **Increased Sense of Student Achievement:** The ability to upload and showcase work gives students a sense of achievement and ownership. Educators in California's Saugus Union School District confirm that students exhibit more confidence after using educational networking tools. By allowing students to ask for help and receive advice instantly, social networks engender a sense of control over one's learning. Students are more likely to excel in school if they take pride in their work and believe they have control over their academic performance.

- **Information Management:** The ability to integrate video clips, photos, hyperlinks, and music clips within a single platform allows teachers to easily organize information. The inclusion of multimedia results in a richer learning environment and allows educators to link different disciplines. Students express that access to different multimedia tools aids learning and improves engagement.

- **Access to Marginalized Students:** Certain students are difficult to engage in class and often fail in a traditional classroom setting. However, these students are often highly creative and proficient with technology. Using social networks is an opportunity to reach these marginalized students.

Demerit of Social Media on Students

- **Diminishing Privacy:** Many social networking sites regularly make changes that require you to update your settings in order to maintain your privacy, and frequently it is difficult to discover how to enable settings for your appropriate level of privacy. Because of this, many users do not realize how much private information they are allowing to become public by not re-evaluating settings every time the network makes a change.

- **Isolation:** While on the surface it appears social networking brings people together across the Internet, in a larger sense it may create social isolation, according to a BBC News report. As people spend increasing amounts of time on

social networks, they experience less face-to-face interaction. Scientists have evaluated social isolation in many studies, and have determined that it can lead to a host of mental, psychological, emotional and physical problems including depression, anxiety, somatic complaints and many others.

Positive Impacts of Social Media on the Academic Performance of Students

- **Social Constructivism:** In the age of Wikipedia, researchgate, quora etc, knowledge is increasingly becoming a social construction rather than the domain of an individual expert. Social media provides an easily accessible tool for helping students to work together to create their own meaning in academic subjects, social contexts, or work environments. Supporting the development of this skill for students prepares them for real working experiences.

- **Breadth of Knowledge:** While "shallowness of knowledge and connections listed as one of negatives of social media, the flipside of that shallowness is the broadness of the knowledge and connectedness that students can experience through social media use. It is now easier than ever to know (or find out) something about almost anything in the world through connected media e.g. Google. Additionally, students can be connected to a broader base of opinions and world views through instantaneous global connections. Social media network tools afford students and institutions with multiple opportunities to improve learning methods. Students can benefit from online tutorials and resources that are shared through social media networks.

- **Technological Literacy:** All social media relies on advanced information and communication technologies that seamlessly work to build and support technological literacy. Simply put, one cannot be engaged in deep and meaningful uses of technology without developing the sorts of rich 21st Century skills such as information evaluation, troubleshooting, mediated communication, and others that will enable connected learners to become valuable contributors to a connected global economy. While social networking has clearly demonstrable negative impacts, it is most likely here to stay. Deciding whether you or your children will use social networking is an individual choice. By using it responsibly and encouraging your children to do the same, you can harness the benefits of social networking as stated above while avoiding the drawbacks.

- Social media networks are designed for the purpose of communal connections. Today, students assess facebook, twitter, whatsApp, instagram and so on to connect and share information with those around them.

- Students use social media day-in-day-out to interact with their peers including teachers about class related subjects. It has the ability to broaden students perspective on various subjects and gives illuminating, instant content that is

new. They have the opportunity of engaging experts to get answers on topics that they need.

- Social media helps students compile and produce useful content for research.

Whether

students are working on a project or trying to gain more insight on a subject, some of the best information and results can be extracted from social media. However, some findings reviewed that, students who engaged in social media networks more often engage in more frequent and problematic drinking habits, have trouble managing their time, and have trouble developing effective study habit. Low academic performance is another attributed negative effect of social media on senior high school students. So use of social media may not result in all positive outcome and the “Sum” of its influence on any particular student is likely complex.

Negative Impact of Social Media on the Academic Performance of Students

It is easier to get distracted of the various social media networking sites. Students are more likely to be faced with the temptation of surfing the web, chatting with friends and visiting the various social and media websites rather than focus on getting their school work done in time. The negative effects of social media networking sites on academic performance include:

- **Decrease in Students Productivity:** When the time that should be wisely invested in academic and profitable venture is wasted on ephemeral things as chatting and making friends on social media network, the result is always unproductive. Even workers that are not disciplined about the usage of this application find themselves in the web of habitually checking social networking sites while they should be working thereby decreasing their productive level.

- **Pressure to Conform:** The main reasons behind their 24/7 connection is the fear of not keeping up with peers or appearing "like a loser in public, Students want to put up the “I know what is happening” attitude to show to their peers that they also belong to that category of happening guys around. This is more dangerous in a society where parents have little or no time for their wards either personally or academically, so the students are most of the times at the mercy of friends and peer groups to relate and the only connection point is the social media network.

- **Spreading of Wrong Information:** Another error the Social media has pioneered is the simple and easy way it spreads information that otherwise has not been verified or authenticated which is perceived as fact even when there are no evidence or evidence available are in the contrary. This is done via the “broadcast” features on the social network platform which enables the user to

send a message to hundreds of contacts or groups at the same time and the other recipients keep sending most times without taking time to read the contents of the message. This has led to people getting wrong information and some ignorantly following suit only to realize at the tail end that it's nothing but a scam.

- **Poor Grammar usage:** Not only does the active involvement in the social sites encourage the poor use of grammar but also spellings, as students mostly use slang or shortened forms of words. (e.g wen for when, tnx for thanks, b4 for before, dey for they etc). Using twitter as an example, twitter limits its users to the use of 140 characters. Therefore users will have no other option than to abbreviate their words as much as they can, just to enable their thoughts fit into the 140 character provision. "There is, after all, only so much information that can be obtained in 140 characters. While the option to dig deeper may be present through embedded links in Tweets, for example, there may be little reward in pursuing those connections for students. As a result of the excessive use of abbreviated words and slang by students on social networks, they start to rely on the computer grammar and spell checkers on their devices. This results in the reduction of their command over English language and also their writing skills.

- **Addiction:** Constant visitation to social media sites can become very addictive and this is not a good thing because it is sure to affect one's academic performance. A greater part of students' time is spent on the social sites and they do not even have time for themselves let alone their studies. Being addicted to social sites will turn students mind from important things like studies to trivial ones and this will tell on their grades as they are most likely to experience a drastic drop in their grades. And it will certainly lead to bad academic performance.

- **Reduction in real human contact:** Students spend so much time on social media sites that they begin to spend little or no time at all socializing in person. As a result of this, students are not able to effectively communicate in person. It should be known that effective communication skills, are key to success in the real world and employers are getting more and more dissatisfied with the communication skills of graduates due to this reason.

Empirical Analysis

Marsh (2015) noted that social media sites like every good things, has a flip side as well. Sites such as facebook, instagram, Snapchat, and whatsApp, can also have a negative effect. He relented that social networking are time-consuming as students are gradually becoming addicted to them. The hours and time spent on these sites is enough to be used to acquire knowledge rather such study and useful time is spent on social media sites.

Karpinski (2009) reported in her findings that the majority of students who use facebook every day are underachieving by as much as an entire grade compared with those who shun the site, facebook users may feel socially successful in cyberspace but they are more likely to perform poorly in exams. Some empirical studies have been conducted such as Pierce & Vaca (2011) who carried out a study to examine the differences in academic performance between teen users and non-users of various communication technologies. 517 high school students were sampled, the ages of the participants ranged from 14-20 years. The sample consisted of 201 males and 316 females. This study was purely survey research. The purpose of the study was to look at teens' use of social networking sites, cell phones, and instant messaging (IM) to determine if there are differences in academic achievements between users and non-users of those communication devices. The results reviewed that there is a difference in grade fluctuation between those who had Myspace account, IM account and those with a cell phone and text messaging.

Those who had social networking site account or social media account reported significantly lower than those who did not have any social media account. While those who had a cell phone reported significantly lower grade than those who did not have a cell phone. Almost half of the students reported chatting someone during class time. This study suggested that students may not be paying attention as carefully in class as they should. This too may be an additional distraction to their studies and a factor that influences their grades

In the study of Sofela (2012) "The Effect of Social Media on Students. (A Paper presented in Craft Magazine October 23, 2012.)". According to him, the popularity of social media has grown expediently. The social networking sites such as Facebook, 2go, Myspace, BB chat allows social interaction among students. The study examined the possible effect of such sites on youths. He said, gone are those days when events happen and it stays a while before people begin to hear about it. But now, through social media, events and news are now known within splits second after they are shared. It offers youths a channel for entertainment, communication and meeting friends and those you have not seen for a long time. The study also analyzed the negative consequences of such sites. Despite the positive gain, it comes with the negative impact of it. It was before now used by students for research but most students abandoned their home work to chat with friends. The study emphasized the need for students to create a balance between social media and their academics to prevent setbacks.

Methodology

The research design for this study is the descriptive survey research design. The essence of adopting the design for this research was to elicit data from target population.

The area of this study was Ikere Ekiti in Ekiti state, Nigeria. It is situated entirely within the tropics. It has about 202.38sq kilometers and shares

boundaries in the east with Ise/Orun local Government; in the west with Ado local government; while it shares boundaries with Iju/Itaogbolu and Akure north local government in the south. The total population of Ikere local government is put at one hundred and forty seven thousand three hundred and fifty five (147,355).

The population of this study consisted of all senior secondary school students in Ikere local government area of Ekiti state.

A total of One Hundred and Fifty (150) respondents will be sampled for this study. Purposive sampling method will be used to select 15 students from the 10 public secondary schools in Ikere local government area of Ekiti state.

The researcher developed a structured questionnaire on the impact of social media on academic performance of secondary school students in Ikere local government area of Ekiti State. The instrument (questionnaire) was divided into two sections, A and B. Section A was used to elicit information on the demographic data of the respondents which include: age, gender, and level, while section B dealt with the research questions stated for the study which elicit information on the research variables with two point's scale of 'Yes' or 'No' used in the analysis.

The research instrument was subjected to reliability and validity mechanism by the experts. The test-retest reliability method was used to evaluate the instrument's consistency. This was accomplished by administering the instrument twice within two weeks to 14 students who do not form part of the final respondents used for this study. The scores from the two subsequent administrations were analyzed using Pearson product moment correlation coefficient (PPMC). The reliability coefficient was found to be 0.79, as a result, the instrument was deemed reliable for the study.

The administration of the instrument was done by the researcher, the researcher distributed the questionnaire to the respondents. Adequate time will be given to the respondents and completed questionnaire was collected on the spot. A total of One Hundred and fifty questionnaires were administered to the sampled respondents.

Descriptive statistic and Analysis of Variance (ANOVA) were used to generate frequencies count, simple percentages and mean rating of the collected data. The data were presented in tables for easy interpretation.

Results and Discussion

Hypothesis 1: There is no significant influence of social media on academic performance of secondary school students in Ikere local government area of Ekiti State.

Table 1: Analysis for the influence of social media on academic performance of secondary school students.

Sum of Squares	df	Mean Square	F	Sig.(P)	
Between Groups	9.722	1	9.722	43.500	.000
Within Groups	77.778	148	.223		
Total	87.500	149			

$P < 0.05$ (Significant).

The result of statistical analysis for testing the influence of social media on academic performance of secondary school students in table 1 revealed that social media was statistically significant as F-value (43.500) was high at $df = (1, 148)$ and $P < 0.05$ at 0.05 level of significance. This led to the rejection of null hypothesis one. Hence, social media has a significant influence on the academic performance of secondary school students in, Ikere Ekiti.

Hypothesis 2: There is no significant relationship between age influence and the utilization of social media on academic performance of secondary school students in Ikere local government area of Ekiti State.

Table 2: Analysis for the relationship between age influence and the utilization of social media on academic performance of secondary school students

Sum of Squares	df	Mean Square	F	Sig. (P)	
Between Groups	1.500	1	1.500	17.400	.000
Within Groups	30.000	148	.086		
Total	31.500	149			

$P < 0.05$ (Significant).

The result of statistical analysis for testing the relationship between age influence and the utilization of social media on academic performance of secondary school students in table 2 revealed that the impact of age on the use of social media was statistically significant as F-value (17.400) was high, $df = (1, 148)$ and $P < 0.05$ at 0.05 level of significance. This led to the rejection of null hypothesis two. Hence, there is a significantly relationship between age influence and the utilization of social media on academic performance of secondary school students.

Hypothesis 3: There is no significant difference on the types of social media used by students in secondary school students in Ikere local government area of Ekiti State.

Table 3: Analysis for the types of social media used by Political Science Education students.

Sum of Squares	df	Mean Square	F	Sig.(P)	
Between Groups	16.444	1	16.444	1.247	.000
Within Groups	1292.38	148	13.185		
Total	1308.824	149			

$P < 0.05$ (Significant).

The result of statistical analysis for testing the types of social media used by senior secondary school students in table 3 revealed that the types of social media used by secondary school students was statistically significant as F-value (1.247) was high at $df = (1, 98)$ and $P < 0.05$ at 0.05 level of significance. This led to the rejection of null hypothesis four. Hence, there is a significant difference on the types of social media used by senior secondary school students in Ikere Ekiti.

Hypothesis 4: Socio economic status does not influence the use of social media on academic performance of students in secondary school students in Ikere local government area of Ekiti State

Table 4: Analysis for the influence of socio economic status on the use of social media on academic performance of students in secondary school students.

Sum of Squares	df	Mean Square	F	Sig. (P)	
Between Groups	2.700	1	2.500	15.000	.000
Within Groups	20.000	148	1.986		
Total	22.700	149			

$P < 0.05$ (Significant).

The result of statistical analysis for testing the influence of socio economic status on the use of social media on academic performance of students in secondary school students in table 4 revealed that the influence of socio economic status was statistically significant as F-value (15.000) was high as $df = (1, 148)$ and $P < 0.05$ at 0.05 level of significance. This led to the rejection of null hypothesis three. Hence, there is a significant influence of socio economic status on the use of social media on academic performance of students in secondary school students in Ikere local government area of Ekiti State.

Discussion of Findings

The research hypothesis one of this study indicates the extent of the influence of the use of social media on academic performance of secondary school students in Ikere local government area of Ekiti State. Respondents responded positively on the influence of the use of social media. The findings of this study show that social media broadened their knowledge on different subject matters, it also enhanced their learning by getting their assignment done.

The second findings revealed the impact of age on the use of social media impact of social media on the academic performance of secondary school students in Ikere local government area of Ekiti state. The result of this study reveals that students mostly beteen (16-20years) make use of social media to relate with their peers and course mates, for entertainment (pleasure) and for information purpose. This is as posited by Pierce & Vaca (2011) that teens use social media for various purposes. The reasons why students may prefer to use social media is that, it makes it convenient to relate with their peers and course mates who are not physically available. The investigation revealed that students use the social networking sites to chat with friends, to entertain themselves, to be abreast of happenings around the world, and for academic purposes. According to the data collected, students used social media to chat with friends most at the expense of academic work.

Research hypothesis three shows the types of social media used by senior secondary students in Ikere Ekiti. It was revealed that the types of social media used by senior secondary school students in Ikere Ekiti include Facebook, WhatsApp, Tiktok, and Twitter, The study carried out by Chris (2010) revealed that some social media such as Facebook fall under the most used social media by undergraduates, they accommodate folks of all interest and backgrounds. On this type of Social Networking Websites, members can often include their interest and they locate members with similar interests by searching for key words and key phrases. The study further revealed that the main purposes of the use of social media is to serve as a social platform where people can reunite with old friends; stay connected with current ones and even make new acquaintances.

Research hypothesis four indicates the influence of social economic status on the use of social media on academic performance of undergraduate students

in Ikere Ekiti, Ekiti State. It was revealed that there is a correlation between a student's social economic status and their academic performance when using social media for academic purposes, students from higher social economic backgrounds have greater access to technology and internet connectivity for academic purposes compared to students from lower social economic background and students' social economic status affect their motivation to use social media for academic or pleasure purposes. This results is in accordance with most research done on the topic. According to Considine & Zappala (2012) who found that families where the parents are advantaged socially, educationally and economically foster a higher level of achievement in their children. They also found that these parents provide higher levels of psychological support for their children through environments that encourage the development of skills necessary for success at school. The results are also consistent with Hansen & Mastekaasa (2016), who argue that according to the cultural capital theory one could expect students from families who are closest to the academic culture to have greatest success.

The results of this study revealed that the amount of time spent on social media sites interfere with the academic performance of secondary school students. In addition, the students develop the poor writing skills and their grammar usage becomes very poor due to the abbreviations they use in the process of chatting (social networking sites). The finding of this study is in line with Poukhan (2010), whose study revealed that social networking is most likely to affect students' grammar usage, make the students take short cuts in school work and got distracted in their academic exercise. More than 70% of the respondents rarely or never use social software for learning. This phenomenon demonstrates a clear divide of social software usage for learning purposes and for private social life. This study has reveal lack of use of social networking software for academic purposes.

Conclusion

Based on the findings of this study, it was concluded that secondary school students use social media to chat with friends, to entertain themselves, to be abreast of happenings around the world, and for academic purposes. Also, students mostly between (11-14years) make use of social media to relate with their peers and course mates, for entertainment (pleasure) and for information purpose.

Finally, from the results of the study the researcher sees the reason why a famous media scholar argued that technology can be used in ways beneficial and otherwise. Technology is a double-edged sword. Its power for bad and good resides in the users Baran (2010).Based on this; it is instructive to note that the relevant government authorities and other sponsors of the students have to take good measures to ensure that they (student) are made to be aware of how and why they use the social networking sites.

Recommendations

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

- i. stakeholders (Government, School Principals, teachers, parents and guardians) should pay more attention to the students' attitude towards their academic work. Both male and female students need to be guided properly and informed on the vulnerability they may face on these social media sites if not utilized in moderation.
- ii. Teachers, parents, guardians and school management should teach students the importance of prioritizing their needs and visit social media sites with good intents rather than for ulterior motives. They should be encouraged to explore the potential benefits of social media sites. It is further recommended that students be advised during orientation of the dangers of addiction to social media sites. They should be introduced to sites that can add values to their academic work and research.
- iii. Parents, teachers and school management need also to teach the students about time management. They should put a limitation to students activities while at school and at home so that they will not fritter away useful time on irrelevant activities like chatting.
- iv. There is need to provide a greater and faster move towards strengthening the use of social network in order to create a solid base for teaching and learning in secondary schools. In order to strengthen the use of social network for teaching and learning, information and communication technology ICT facility should be provide in schools and should be made compulsory for students to have proficiency in the use of social network facility such as wireless network and should be open to all students for use in school.

References

1. Adomi, E. & Ejirefe, L (2012). *Students Experiences with Face book in Nigeria Library and Information Science (LIS) School. Nigerian Libraries*, 4(2),75-83.
- Agwu, G. O and Kalu, A. U. (2014). *Information for all: Towards promoting reading culture and readership for national development in Nigeria. Ibadan: Nigerian Library Association.*
2. Al-Rawahi, L.S. & Al-Mekhlafi, A.M. (2015). *The effect of online collaborative project-based learning on English as a Foreign Language learners' language performance and attitudes. Learning and Teaching in Higher Education: Gulf Perspectives*, 12(2).
3. Al-Tarawneh, H.A. (2014). *The Influence of Social Networks on Students' Performance. Journal of Emerging Trends in Computing and Information Sciences*, (5)3

4. Amadi, E.C. & Ewa, C.J. (2018). *Social media and the academic performance of university students in Nigeria: A study of River State University, Port Harcourt*. *International Journal of Innovative Education Research*, 6 (1), 23-29.
5. Baran, S. J. (2010). *Introduction to mass communication: media literacy and Culture: (3rd edition)*. New York: McGraw hill companies.
6. Boateng, R.A. & Amankaa, A. (2016). *The impact of social media on student academic life in higher education*. *Global Journal of Human-Social Science: Linguistic and Education*, 16(4), 1-7.
7. Bonds-Raacke, J. and Raacke, J. (2008). *MySpace and Facebook: Applying the uses and gratifications theory to exploring friend-networking sites*. *Cyber Psychology and Behavior*, 11, 169-174.
8. Boyd, D.M. & Ellison, N.B. (2013). *Social Network Sites: Definition, History, and Scholarship*. jcmc.indiana.edu
9. Brooks, B., Welser, H.T., Hogan, B., Titsworth, S., 2011. *Socioeconomic status updates: family SES and emergent social capital in college student Facebook networks*. *Info., Commun., and Soc.*, 14.4: 529–549.
10. Burke Moira, Cameron Marlow and Thomas Lento 2010. *Social Network Activity and Social Well-Being*. Atlanta, Georgia, USA Camilia, O.N., Ibrahim, S.D. & Dalhatu, B.L (2013). *The effect of social networking site usage on the studies of Nigerian students*. *The International Journal of Engineering and Science (IJES)*. 2(7), 39-46.
11. Cheng, Jacqui 2010. *Grades Don't Drop for College Facebook Friends* Available at: www.arstechnia.com.
12. Considine, G. & Zappala, G. (2002). *Influence of social and economic disadvantage in the academic performance of school students in Australia*. *Journal of Sociology*, 38, 129- 148. Retrieved on August 16, 2007 from jos.sagepub.com
13. Cradler, J., McNabb, M., Freeman, M., & Burchett, R. (2012). *How does technology influence students' learning? Learning & Leading with Technology*, 29(8), 46-50.
14. Davies, T. & Cranson, P. (2008). *Youth work and social networking*. Retrieved October 1, 2017 from www.nya.org.uk *Social Networking-Final-Report-August-2008*.
15. Drury, G. (2008). *Opinion piece: Social media: Should marketers engage and how can it be done effectively*. *Journal of Direct, Data and Digital Marketing Practice*, 9, 274-277
16. EDUCAUSE (2010). *7 things you should know about assessing online team-based learning*. EDUCAUSE. net.educause.edu Fatokun, K.V. (2019).
17. *Effect of social media on undergraduate students' achievement and interest in chemistry in the North-Central geo-political zone in Nigeria*. *International Journal of Science and Technology Education Research*. 10 (2), 9-15.
18. Ford, D. Y., Harris, J. J. III.(2010). *A Study of the racial identity and Achievement of Black males and females*. *Roeper Review*. 20: 10.

19. Fori, E. (2016). *Effect of social networking sites on the University of Maidugiri, Borno State, Nigeria. International Journal of Computer Science Issues. 13(1), 76-84.*
20. Hadebe, Z., Owolabi, Y. & Mlambo, E. (2016). *Use of social networking sites by undergraduate students in two African universities. Qualitative and Quantitative Methods in Libraries (QQML), 5, 743-749.*
21. Hansen, N.M & Mastekaasa, A. (2006). *Social origins and academic performance at university. Oxford University press. Retrieved on September 30, 2008 from esr.oxfordjournals.org*
22. Ibrahim, L. (2012). *Social media and its influence on students' performance. Jamb news,3 (21), 4-5.*
23. Jeffrey, M. & Musah, A. (2015). *Social media network participation and academic performance in senior high schools in Ghana. Library Philosophy and Practice (e- journal). Retrieved from digitalcommons.unl.edu*
25. Kaplan, A.M., & Haenlein, M. (2010). *Users of the world, unite! The challenges and opportunities of social media. Business Horizons, 53 (1), 59-68*
26. Karpinski, A. C. (2009). *A description of facebook use and academic performance among undergraduate and graduate students. Paper presented at the annual meeting of the American Educational Research Association, San Diego, Calif.*
27. Kietzmann, A. (2011). *Wise of Sir. John Saweress, the Future Head of MI6, in Face Book Security Alert. Times Online. Retrieved May 11, 2011, from World Wide Article 6644199.ecc.*
28. Kolan, B.J & Dzandza, P.E. (2018). *Effect of social media on academic performance of students in Ghanaian universities: A case study of University of Ghana, Legon. Retrieved from digitalcommons.unl.edu.*
29. Kuss, D. & Griffiths, M.D. (2011). *Excessive online social networking: Can adolescents become addicted to Facebook? Education and Health, 29(4), 68-71.*
30. Lin, Nan 1999. *Social Networks and Status Attainment. Annu. Rev. Sociol. Retrieved on 28th August, 2013 from www.Annual Reviews.org.*
- Livingstone, S. & Brake, D. R. (2010). *The motivations of college students' use of social networking sites in travel information search behaviour. The mediating effect of interacting with other users. Journal of Travel & Tourism Marketing, 30(3),238-252.*
31. Loving, M. & Ochoa M. (2010). *Facebook as a Classroom Solution. New Library World 112(384),121-130.*
32. Marsh, G. (2015). *Parental mediation, online activities, and cyber bullying. Cyber psychology and behavior, 12, 387-392*
33. Ndaku, A. J. (2013). *Impact of Social Media on the Students' Academic Performance in Ghana. Networking, 18(5), 275-285*

34. Nwazor, J.C & Godwin-Mduike, C.C (2015). *Social media and academic performance of business education students in South-East Nigeria. Journal of Education and Practice.* 6 (25), 127-134.
35. OECD. (2007). *Participative web and user-created content: Web 2.0, wikis, and social networking.* Paris: Organisation for Economic Co-operation and Development
- Omoyele, O. G. (2016). *Nigerian students and poor reading habit.* Retrieved from ondotv.com.ng
36. Oye, N. D., Mahamat, A. H. & Rahim, N. Z. 2012. "Model of perceived influence of academic performance using social networking". *International Journal of Computers and Technology*, 2(2), 24-29.
37. Pierce, T. and Vaca, R. (2011). *Distracted: Academic performance differences between teen users and non-users of myspace and other communication technology.* Retrieved from www.ciisci.org.
38. Poukhan, P. (2010). *The Teens they are A-Changing", Examining social media's affordance through the perceptions of teenager and teachers.* Research study.
39. Shabi, I.N., & Udofia, E.P. (2009). *Role of the school library in promoting reading culture in Nigeria. International Journals of Research in Education*, 6(1-2), 259- 269.
40. Shana, L.B .(2012). *The influence of social networking sites on students' academic performance in Malaysia.* Retrieved from utechacademic.edu.shanleebrown. Accessed 27/7/2013
41. Sherwin, R. (2013). *Social media and academic performance of business education students in South East. Journal of Education and Practice*, 6(25), 892-898.
42. Taprial, V. & Kanwar, P. (2012). *Understanding Social Media.* Ventus Publishing Aps
- Tayo, S.S., Adebola, S.T. & Yahya, D.O. (2019).
43. *Social media usage and influence on undergraduate studies in Nigerian university. International Journal of Education and Development Using Information and Communication Technology (IJEDDICT)*, 15 (3), 53-62.
44. Thomas, W. R. (2012). *An analysis of student collaboration and task completion through project based learning in a web-supported undergraduate course. Pro Quest Dissertations and Theses. (UMI3049238)*
45. Vale, K. (2006) *Blogs: Benefits, Risks, and Exposures. Academic Computing*
- Wortham, J. (2010). *Facebook says Membership has Reached 500 Million.* New York Times. 8.
46. Young, E. (2010). *The disadvantages of social networking.* Retrieved From www.teachict.com
47. Adam, M.H. & Ab-Rahim, N.Z. (2014). *The influence of social networking sites on students' academic performance in Malaysia. International Journal of Electronic Commerce.* 5(2), 247-254.