PRINCIPALS' STRATEGIES IN REDUCING THE NEGATIVE IMPACT OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOLS IN ENUGU SOUTH

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Abstract
The intention of this study is to determine the principals' strategies in curbing negative Impact of Social Media on the academic performance of senior secondary schools in Enugu South. The research design for the study was survey. A close-ended questionnaire was used as the instrument of study. This instrument was validated by three experts. The test re-test method was used to test for the reliability of the instrument. The population includes 1786 teachers from 33 secondary schools in Enugu South, out of which a sample size of 360 was drawn at random. The mean and standard statistic was employed as the method of data analysis. The result revealed that Social Media have shattered the senior secondary school students around, have made 95% of Public-School Students to base on expos during WAEC/NECO Exams. Principals should stop students from entering school compound with phone, Principals should emphasis more on the use of phones at home during PTA meeting, Principals should motivate teachers to engage students with assignments and other

activities, finally Principals should setup a proper monitoring teams to monitor student's participation during lesson delivery and after classes. The Study recommends that Examination boards should focus more on continuous assessments and policies should be made to control the use of phone by students in schools. Finally, parents should control and monitor their children.

Keywords: Social Media, Negative Impact of Social Media on Senior Secondary School Students, and Principal's Strategies in Reducing the harzard.

Introduction

Social media comprises of activities that involve socializing and networking online through words, pictures and videos. Nwankwo and Obiakor (2020) defined social media as a group of internet-based applications that build on the ideological and technological foundations that allows the creation and exchange of user-generated content. It depends on mobile and web-based technologies to create highly interactive platforms through which individuals and communities share, co-create, discuss and modify user-generated content. In line with this, Oliver (2019) stated that social media introduced substantial and pervasive changes to communication between organizations, communities and individuals. These changes are the focus of the emerging field of techno -self - studies.

Social media's most distinctive aspects are that it has the potential to transform from a way of pushing content outward to a way of inviting conversation, of exchanging information, and of invoking unparalleled individual, industrial, societal, and even global changes. The reading habits of students have been washed down the drain as a result of the emergence of technology and advent of social media. Reading is the essential factor that forms the foundation of greatness in everyone's life irrespective of gender, status, and age. It helps to develop an individual and is also important when trying (Malu, 2016). One of the major reasons for the dwindling rate at which students read is due to the introduction of phones, computers, laptops and the wrong usage of all forms of communication technology. Social media and its networks such as BBM, WHATSAPP, Instagram, 2go, Facebook, Twitter, Badoo, YouTube and the use of the Internet as a whole has been the major obsessions of most Nigerian youths. Despite the fact that the social media is making student's academics suffer, it

also has some positive contributions to education.

Youths of nowadays search for information that will not add values to their lives. In a bid to know what is going on in the world and to be current with events, they are always seen on the Internet reading, browsing and reading fashion and social blogs (Anigbogu, 2018). There is a great decline in student's passion to read for pleasure and enjoyment but instead prefer to seek pleasure from the media by streaming videos on Social Medias and playing with their phones. The main reason why they now read is just to pass and examination and not to gain knowledge. This has reduced the vast use and development of the brain. Senior Secondary School Students are no more learning through reading. Students who so much devote their times on networking have a great tendency of having low grades, poor academic performance and become unsuccessful (Oliver, 2019).

Furthermore, the social media has disrupted the writing skills. Students no longer know how to write long essays because they no more read novels and storybooks that may educate them on writing. The Internet is full of short stories and write-ups with lots of abbreviation and students reading all

these will not have the real skill needed for writing. Also, due to nature by which messages and chats are written, students have inculcated the habit of writing in shorthand, constructing incomplete sentences and few lines, and this has affected their grammar, punctuation, communication and writing skills. These acts affect many of them in classes and during exams and tests. Abbreviations and incomplete sentences are being written which may not make sense to the examiner and thus lead to failure. Examples of such are 'k' instead of 'okay', 'cs/cz/bcos' instead of 'because' and so on. Some students even forget how to spell correctly due to their constant use of shorthand when chatting.

Also, students no longer pay attention to details and research since they know they can always check up anything they need online. By doing this, the usage of libraries and research institutes have reduced. The retentive memory is no more put into use. Students are now lazy in keeping information like dates, notes, and key points 'upstairs. They know the information needed can be browsed up. If they are asked any question or important events and dates, they will not think twice before bringing their phones out to search for it instead of providing answers off hand.

Students are exposed to vices and dirty sites like the pornography sites, in the course of browsing. Since children like practicing what they see, they tend to practice all that they saw and read on the net. They engage in all these things at the detriment of their education.

These are just a few out of the numerous negative impacts and disadvantages of social media on education.

Recently there has been an increasing rate of social media among the secondary school students. Many of them use the sites for connecting with friends, and charting. It has observed that students spend more time on Facebook and other platforms than their studies which is their primary aim of coming to school. Some students chat with their friends while lectures are going on while other become victims of kidnapping, rape and other ugly incidences as a result of online friends they make and keep.

Some youth spend more time on the internet than any other activity beside sleep. This explains why the social media should be given a closer look. Social media most especially the Internet have gradually become part of our daily life. They have also become sources of information and education. But some students have been unable to strike a balance between these sites and their academic activities. This explains why social media affect the performance of students in secondary schools adversely. Social networking websites are becoming more and more popular among the students of this level because of their attractive features. Facebook is the most popular social site among the others (Jacobsen, and Forste 2011; cited in Kanelechi, Ebun, Tope, 2014). Social Networks are only an electronic connection between users but unfortunately it has become an addiction for students, teenagers, and adults. This reveals active involvement of students in social sites which results in reduction in attention to academics.

The uses of social media have made some students give less attention to very vital issues. Attention to details, pronunciation and grammar have declined drastically. Some of these students do not write complete sentence, and do not use proper grammatical methods while writing text messages.

Statement of Problem

The rate of social media usage among secondary school students is increasing on daily bases. Students abuse purpose of the media platforms. They tend to devote their time more on chatting than their studies which is their primary

motive of coming to school. Some of them chat and play games while the lecture is going on. They seem to be so tied to the cell phones and social media that many fall prey to bad gangs as a result of online friends they make on those media foray,

All these are causes of mass failure in WAEC, NECO and other examination.

More so, students defraud their friends and others members of the society using the various social media platforms and what measures are the principals going to use in curbing the menace in Enugu South Local Government Area.

Purpose of the Study

The general purpose of this study is to assess the Negative Impact of Social media on the Academic Performance of Senior Secondary School Students in Enugu south L.G.A. and the possible solutions to stop it.

Specifically, The study sought to determine

1. The negative impact of the uses of social media by the Senior Secondary students in secondary schools in Enugu South LGA
2. The establish measures by Principals to reduce the negative impact of social media on the senior

secondary students in Enugu South LGA

Research Questions

1. To what extent does the use of social media affect the academic performance of students in senior secondary schools of Enugu south local government area Negatively?
2. What are the measures established by principals to reduce the negative impact of social media on the senior secondary students in Enugu South LGA?

Review of Related Literature
The concept of Social Media

Social media describes websites that allow users to share content, media, etc. Common examples are the popular social networking sites like Friendster, Facebook, MySpace, YouTube, Photobucket, Flickr, whatsapp, tiktak, 2go and other sites aimed at photo and video sharing.(News aggregation and online reference sources, examples of which are Digg and Wikipedia, are also counted in the social media bucket. Micro-blogging sites such as twitter can also be included as social media.

Social media refers to the means of interactions among people in which they create, share, and/or exchange

information and ideas in virtual communities and networks. The Office of Communications and Marketing manages the main Facebook, Twitter, Instagram, Snapchat, YouTube and Video accounts.

Social Media is all about getting connected to one another. Users of social media are connecting to each other regardless of national boundaries, culture or religion within fields and across industries (Anigbogu, 2018).

Obiakor,(2019) defined social media as web-based and mobile based technologies which are used to turn communication into interactive dialogue among organizations, communities and individuals. Social media is a confluence of different online platforms and tools that people use to share content, profiles, opinions, insights, experiences, and to interact with others. It can simply be referred to as the websites and applications that enable users to create and share content or to participate in social networking. Furthermore, Gupta (2014) stated that social media includes social networking sites like Facebook, twitter, LinkedIn, Google+, internet forums, chat rooms and message boards where people meet and discuss topics of interest, video and photo sharing sites like youtube, flicker and video blogs, wikis, and social book marking.

Social media, which include blogs (political Blog), networks (Facebook, Twitter), video sharing (YouTube) audio sharing (Podcast), mobile sites (2go), image or picture sharing (flicker), etc. have the capacity of boosting participation because of its openness, conversation nature, connectedness, and textual and audiovisual characteristic appeal (Oliver, 2019). The common platforms in the social networks have become hubs where people can express and share ideas and experiences with the world. Business educators can use social media in a variety of ways to improve their teaching and learning processes and avail multiple benefits for collaborative professional development (McCulloch, Mclntosh& Barrett,2011; Menon,2013). Some of the key benefits include peer networking, reflection and sharing of classroom practices, knowledge sharing, locating learning resources, post conference, workshop, and training discussion. Social media sites allow teachers adequate time to learn about and share effective practices. It also allows teachers to connect with their peers operating all around the globe in order to share plans and approaches and for support and motivation. Social media helps teachers connect with their students about assignments, upcoming events, useful links, and samples of work

outside the classroom. Students can also use it to contact classmates about questions regarding class assignments or examinations as well as collaborate on assignments and group projects. One of the most popular social networking sites currently in use is Facebook.

Positive Effects(Advantages) and Impacts of Social Media

The social media also have numerous positive impacts and effects. Firstly, it enhances learning and education. Students, with the help of the Internet, now have access to all form of information. Nothing is strange to 'google'. No matter how old the information is, the Internet serves as searchlights to them. Some information that cannot be found in the libraries and research centers are now available online. The use of search engines such as Google and Google Scholar has helped many students in their educational life. The world is now a small place where there is circulation of knowledge and information. Educational problems encountered by students are being discussed and solved online through the help of online counselors.

Secondly, schools now teach over the Internet. Distance learning is made possible by the use of social media. Many Secondary Schools are now offering online courses to the public. The social media has brought education and learning to our doorsteps. No need of traveling and risking lives just to study. Options of studying abroad when in Nigeria are open to students who are not financially buoyant to travel out of the country. Teachers now prefer assignments and projects to be submitted to their emails. Lesson notes, handouts and reading materials are made available by the teachers online and downloaded by the students. This reduces the cost of making photocopies and the risk of misplacing them thereby making educational easier.

The media also makes students meet people from various parts of the world which expose them to lots of ideas that might be useful to them. Students also have access to educational groups on Facebook and other online Social Media where intellectual people discuss education, social problems, and contemporary issues. Students are versatile in knowledge by the help of the social media. Media houses such as the radio and television stations also help in the dissemination of social issues. It has also helped the students to have access to their mentors and role models that are far away. They are able to communicate with these people through the aid of the social networks. Also, they

have the opportunities of contracting industries and companies of interest. Jobs are being sought and applied for online.

Furthermore, students with the time spent on computers and mobile devices are exposed to technology, may develop an interest in it and pick it up as a career. Their social lives help in socializing and building up confidence in the future. The use of computer helps students to develop themselves in Web designs, artistic skills, and other computer-related programs. This increases their creativity and technology know-how.

These are just a few out of the numerous positive effects and advantages of social media on education.
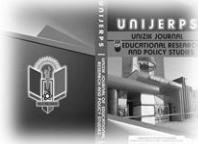
The negative impacts should be eroded while the positive ones should be uplifted. Time spent on social network sites should be reduced. There should be moderation in student's access to social media. Parents should reduce the hours their children spend in front of Televisions, games and on phones. What they see and browse should be monitored. If possible, the phones should be seized when exams are near. Educative programs and news should be encouraged while immoral scenes in home videos and on the Internet should be preached against.

With the advent of the internet world around us today and how students are engaged in it, there is growing concern on how it affects student's academic performance. The internet is more than just a means of seeking information. People discovered that the internet could be used to connect with others, whether for business or commercial purposes, to make new friends, reawaken old friends and recover long lost relatives. The emergence of social media simplified the whole process of communication because they are easier to use.

The availability of high speed internet broadband connection with massive use of desktop computer, laptops, e-readers, Facebook, YouTube, and smartphones enables millions of people to actively engage in social media, text messaging, content sharing, online-learning and much more. Peters in Ezenwafor (2012) observed that since technology is ruling the world in all disciplines and activities, the modern office ranks highest in innovation development and use of the ever-changing technologies requiring adequate integration of ICT in secondary schools.

The use of social media like (Facebook, YouTube, twitter and WhatsApp) by secondary school

students today is resulting to mass failure in WAEC, NECO and other external exams and academic achievement (David, 2014). This is because students these days spend more time chatting with their friends rather than engaging in research or reading their books.

Key Principles for Social Media Managers:
- Social media is about conversations, community, connecting with the audience and building relationships. It is not just a broadcast channel or a sales and marketing tool.
- Authenticity, honesty and open dialogue are key.
- Social media not only allows you to hear what people say about you, but enables you to respond. Listen first, speak second.
- Be compelling, useful, relevant and engaging. Don't be afraid to try new things, but think through your efforts before kicking them off.

Popular Social Media Tools and Platforms:
- Blogs: A platform for casual dialogue and discussions on a specific topic or opinion.
- Facebook: The world's largest social network, with more than 1.55 billion monthly active users (as of the third quarter of 2015). Users create a personal profile, add other users as friends, and exchange messages, including status updates. Brands create pages and Facebook users can "like" brands' pages.
- Twitter: A social networking/micro-blogging platform that allows groups and individuals to stay connected through the exchange of short status messages (140-character limit).
- WhatsApp:
- YouTube & Video: Video hosting and watching websites.
- Flicker: An image and video hosting website and online community. Photos can be shared on Facebook and Twitter and other social networking sites.
- Instantgram: A free photo and video sharing app that allows users to apply digital filters, frames and special effects to their photos and then share them on a variety of social networking sites.
- Snapchat: A mobile app that lets users send photos and videos to friends or to their "story." Snaps disappear after viewing or after 24 hours. Currently, we are not allowing individual departments to have Snapchat accounts, but asking

that they contribute to the Tufts University account.

- LinkedIn Groups: A place where groups of professionals with similar areas of interest can share information and participate in a conversation.

Concept of Academic Performance

Academic performance also known as academic achievement /academic attainment is the outcome of education; it constitutes the extent to which a student, teacher or institution has achieved their educational goals (Orji, 2014). He further stressed that academic performance is commonly measured by examination 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.

People often consider grades first when defining academic performance. This includes schools, which rank students by their results, awarding special designations such as valedictorian and salutatorian for those who graduate first and second in their class. What a student scored in WAEC and NECO exams gives the student a chance to enter university.

Extracurricular Accomplishments: The definition of academic performance extends to achievement outside the classroom. Some of the brightest students don't earn straight as but are extremely well-rounded, succeeding at everything from music to athletics. The ability to master a diverse set of skills illustrates intelligence, curiosity and persistence, qualities attractive to universities and employers. Some colleges will admit and even award scholarships to students who earned average grades but display a pattern of achievement by consistently learning new skills. Many businesses also see this as a selling point, thinking these candidates are eager to learn and will be easy to train.

Aaronson and Williams (2007), posited academic performance can be defined excellence in all academic disciplines, in class as well as extracurricular activities. It includes excellence in sporting, behavior, confidence communication skills, punctuality, assertiveness, Arts Culture, and the like. In educational institutions, success is measured by academic performance, or how well a student meets standard set out by Local government or the institution itself. As career competition grows ever fiercer in the working world, the importance of

students doing well in school has caught the attention of parents, legislators and government education departments alike.

Effects of social media on students' Academic performance:

There is no doubt that social networking communities are here to stay because since the last decade, the popularity of the social networking sites have increased rapidly. In many ways, social media has led to positive changes in the way people share information and communicate. This is not to say that there are no negative sides to the use of social media, in fact the negative effects outweigh the positive ones. With most social media platforms having well over 200 million users, there is no doubt that students are actively engaged in these networking sites. It has been proven that students who are actively engaged in social media networking sites perform more poorly than other students who are not. (Obiakor, 2017),

It is easier to get distracted by the various social media networking sites. Secondary 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.

Positive Impacts of Social Media

It Facilitate Online Learning

The use of social media has helped the students to learn through various online learning platforms available to them. The use of YouTube to watch educational videos has helped the students to gain wider knowledge.

Access to Information

There are many groups that students can join through online platforms, that are related to their course of study, demographic, school, environment and much more. Joining this group on WhatsApp, Twitter, Facebook and others will help the students to have access to quality information as at when needed.

It helps to Gain Wider Knowledge

Social media helps to enhance student academic performance and increase their knowledge through data and information gathering. When students are been given an assignment in school, they go through various online platforms to gather information so as to find solutions to their assignment.

It helps to build Relationship

Students can get to know each other better through social media networks. It helps to bring together two or more people, where they can share their problem, which it can get solve by their

fellow colleagues. If a student's finds out that he or she is having a problem in a particular course, he or she can open up through chat and finds a genius who can provide a solution to the problem.

Negative Impact

Negative affectivity (NA), or negative effect, is a personality variable that involves the experience of negative emotions and poor self-concept. Negative affectivity subsumes a variety of negative emotions, including anger, contempt, disgust, guilt, fear, and nervousness. Low negative affectivity is characterized by frequent states of calmness and serenity, along with states of confidence, activeness, and great enthusiasm.

Negative Effects (Disadvantages)

Many students that have access to the GSM waste their time on it by chatting and surfing the Internet for non-educative information. They are glued to their phones all day making them lose the sense of time. Some students are also seen pressing their phones during classes, seminars and also in the libraries. They believe their smartphones are catalysts for easy assimilation when reading. Some even plugged in their earpieces and are seen humming out the songs they are listening to when

studying which reduce their rates of assimilation and act as a source of disturbances to others around them.

Individuals differ in negative emotional reactivity. Trait negative affectivity roughly corresponds to the dominant personality factor of anxiety/neuroticism that is found within the big five personality traits as emotional stability. The big five are characterized as openness, conscientiousness, extraversion, agreeableness, and neuroticism. Neuroticism can plague an individual with severe mood swings, frequent sadness, worry, and being easily disturbed, and predicts the development and onset of all "common" mental disorders. Research shows that negative affectivity relates to different classes of variables: Self-reported stress and (poor) coping skills, health complaints, and frequency of unpleasant events. Weight gain and mental health complaints are often experienced as well.

People who express high negative affectivity view themselves and a variety of aspects of the world around them in generally negative terms. Negative affectivity is strongly related to life satisfaction. Individuals high in negative affect will exhibit, on average, higher levels of distress, anxiety, and dissatisfaction, and tend to focus on the

unpleasant aspects of themselves, the world, the future, and other people, and also evoke more negative life events. The similarities between these affective traits and life satisfaction have led some researchers to view both positive and negative affect with life satisfaction as specific indicators of the broader construct of subjective well-being.

Negative affect arousal mechanisms can induce negative affective states as evidenced by a study conducted by Stanley, (2016) on negative arousal and white noise.

It is necessary to define what characterizes the term "negative" in negative knowledge. A common misunderstanding to be addressed here is that "negative" knowledge is bad, disadvantageous, or malign. Just like negative numbers not being either good or bad, labeling knowledge as being "negative" does not imply a valuation. Instead, the term "negative" refers to characteristic attributes described below. To clarify an important attribute of negative knowledge requires considering the use of the term "knowledge" in constructivist theorization.

For a secondary school student, the negative effects of social media networking sites on academic performance include:

Decrease in productivity: Social media networking sites decrease productivity as so many students end up spending the better part of their study hours checking those sites. Rather than get their assignments done, they spend the whole time either tweeting or posting messages on Facebook. There is bound to be a reduction in students focus of attention when they are studying and at the same time trying to get involved in activities on these social sites. This often time causes a drastic reduction in their academic performance.

Encourages Poor Grammar UsageNot 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.

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 (David, 2014).

Reduction in research capabilities: Learning and research capabilities have experienced drastic low reduction as a result of students relying more on the information accessible easily on these social networking sites and web in general.

Addiction: Constant visitation to social 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 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.

Also, Olubiyi (2012) lamented that Nigerian students (business education students in particular) are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theatres, the Oubiyi observed that some students are always busy *pinging*, *2go* or *Facebooking*, while lectures are on. Times that ought to be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times they are busy discussing trivial issues. Hence most students' academics suffer setback as a result of distraction from the social media. In Obi, Bulus, Adamu and Sala' at (2012), it was observed that the use of these sites also affects students' use of English and grammar. The students are used to short forms of writing words in their chat rooms; they forget and use the same in the classrooms.

They use things like *4* in place of *for*, *U* in place of *You*, *D* in place of *The* etc. and this could affect their

classroom assessment. Ibrahim (2012) posited that most students prefer being on the site than reading their books.

Students are often being observed during school time in the various hiding places either discussing social networks or browsing with their phones

This theory is relevant to my study because the use of social media by the Secondary students leads to their development in their academics and their general lifestyle.

It Waste Time

Many students find it difficult to go about their normal life without making use of social media. It has been observed that student does not listen in class, they are busy chatting and reading stories online. They waste their time chatting with friends and families, instead of reading and practicing what they have learned in school.

It Causes Distraction

Many students stick to their gadget without concentrating on their study. It is a bad idea to waste away judicious time on social media platforms without gaining anything from it. Students should not be carried away by social media platforms because it will affect their academic performance.

It causes social problems

Social media has created many social problems in the society. In these modern days, many students tend to choose online communication rather than having real time conversation, and this leads to students becoming an introvert.

It Causes Health Problems

The use of computers, mobile phones, and various gadgets to access online platforms by students may harm the user if they use it for long hours frequently. Students may be exposed to bad posture, eye strain, physical and mental stress. Too much use of education technology tools for accessing social media by students is harmful and there must be a limit.

All educational stakeholders must ensure they coordinate the use of social media platforms by setting up a policy that can help to regulate the negative effects aspect of social media. Students must also be ready to learn and listen in classroom, they should not make chatting their priority. Students should pursue an excellent academic performance and gain adequate knowledge that will help them in the future.

Theoretical Framework
Technological determination Theory

Technological determinism is a reductionisttheory that assumes that a society's technologydetermines the development of its social structure and cultural values. The term is believed to have originated from Thorstein Veblen (1857–1929), an American sociologist and economist. The most radical technological determinist in the United States in the 20th century was most likely Clarence Ayres who was a follower of Thorstein Veblen and John Dewey. William Ogburn was also known for his radical technological determinism. Technological determinism seeks to show technical developments, media, or technology as a whole, as the key mover in history and social change. Therefore, technological development and innovation become the principal motor of social, economic or political change.
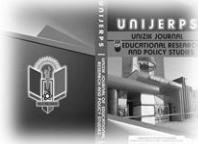
The first major elaboration of a technological determinist view of socioeconomic development came from the German philosopher and economist Karl Marx, whose theoretical framework was grounded in the perspective that changes in technology, and specifically productive technology, are the primary influence on human social relations and organizational structure, and that social relations and cultural practices ultimately revolve around the technological and economic base of a given society. Marx's position has become embedded in contemporary society, where the idea that fast-changing technologies alter human lives is all-pervasive. Although many authors attribute a technologically determined view of human history to Marx's insights, not all Marxists are technological determinists, and some authors question the extent to which Marx himself was a determinist.

Empirical Studies

Osharive (2015) conducted a research onsocial media and academic performance of students in university of Lagos. The purpose of this research study is to examine the influence of Social Media and Academic Performance Of students in University of Lagos. Five Research questions and five Research hypotheses guided the study. To achieve this, the descriptive survey research design was adopted. The study focused on University of Lagos hence, population consists of all the 24,661 full-time undergraduate students. The simple random sampling technique was used to select a sample of 378 students. A four-point Likert Type Rating Scale Questionnaire type, titled: Social Media and Academic Performance of Students Questionnaire

(SMAAPOS) was used to collect data from the participants. The descriptive statistics of frequency counts and percentage, were used to analyze the demographic data while inferential statistics of Chi-square($x2$) was used in testing the research hypotheses. Research findings showed that a great number of students in University of Lagos, are addicted to social media. To this end, the researcher recommended that social media should be used for educational purposes as well; Social Networking Sites should be expanded and new pages should be created to enhance academic activities and avoid setbacks in the students' academic performance; and Students should be monitored by teachers and parents on how they use these sites This is to create a balance between social media and academic activities of students to avoid setbacks in the academic performance of the students.

A growing number of Nigerian scholars agreed that addictions to social media sites are potentially disruptive of students' academic work in higher education. Among them is Oluwatoyin (2011) who surveyed 1,860 Facebook users from the. He found that most of the students could not get cumulative grade point average (CGPA) above 3.50

because they spent much time on social media than on their study time.

This view is however rejected by some researchers who acknowledge that social media sites not only re-engage learners with their studies but also enhance their academic performance. For instance, Onyeka, Sajoh and Bulus (2013) argue that the frequent use of social media sites has no negative effect on the students' studies. Students can easily send and receive message from friends instantly. Room for ideas sharing among students is created. They can also get quick update on current burning issue as students immediately post on the site any information gathered.

Summary of the Review of Related Literature

Oliver, (2019) stated that social media includes social networking sites like Facebook, twitter, LinkedIn, Google+, internet forums, chat rooms and message boards where people meet and discuss topics of interest, video and photo sharing sites like youtube, flicker and video blogs, wikis, and social book marking their study identified two types of leadership behaviours- relational behaviour, and task behavior.

Oladipo and Mamman (2014) carried out a research on student's perceptions regarding the impact of social media on business education in

Nigerian universities. They found out that Facebook and email emerged as the favorite site (in terms of popularity) for students (99 percent) among other thirteen sites, instant messaging (85 percent) while others were less favorites. This study is related because they both seek to investigate effects of social media on students' academic performance, they also used questionnaire to collect data, adopted a descriptive design and similar method of data analysis.

David (2014), carried out a research on effect of Facebook on students' academic performance. It shows that 26 percent of respondents agreed that the use Facebook affect their academics positively, 32percent are not affected in any way by their use of these social media while 42percent are affected negatively. This implies that students' activities on Facebook have effect on their academic performance. This study is related to the present study because the two studies seek to find out effects of Facebook usage on students' academic performance, both studies are descriptive surveys research design and used survey questionnaire to seek for information from the respondents.

Lenhart, Purcell, Smith and Zickuhu cited by mialh, Omar and Golding (2013), about 57% of social network user are 18-29 years old and have a personal profile on multiple social media websites. Junco (2011) quoted the study of pempek. Yormolayeva and Calvert, the amount of time spent daily on social network site varied greatly.

Finally, the gap between the review of literature and this current study "impact of social media on the academic performance of senior secondary school in Enugu South is that. The survey was carried out in Enugu South, where about total of 30 secondary schools including the private secondary school within the Local Government Area.

Methodology
The design to be employed in the course of the study will be a survey method. It involved the use of questionnaire to ascertain and analyze the negative Impact of social media on the Academic performance of students in secondary schools in Enugu South L.G.A in Enugu state. In this regard, this involved using questionnaire, interviews and generalization of results.

This study focuses on Secondary Schools in Enugu South Local Government Area of Enugu state. There is a total of 30 secondary schools including the private secondary school

within the Local Government Area. (PPSMB, 2016)

The target population of the study includes all the academic staff and students of Holy Rosary college (HRC), (1306), College of Immaculate Conception (CIC), (920), Uwani Girls High School (HHS), Uwani 238, students and academic staff respectively. They were chosen considering their years of existence and generally accepted academic standard.

For the purpose of this study the actual population is two thousand, four hundred and sixty-four (2,464) students and staff. Based on this population, a normal confidence level of 95% and errors tolerance of 5% was used.

A structured questionnaire was used as our data collecting instrument. Its design is in two sections- A and B. Demographic information is the focus in section A whilst questions relating to the research inquiry was addressed in section B. Question response format adopted include the likert5-point scale. These were arranged on a modified Likert scale of strongly agreed, (SA),5points, Agreed(A), 4points undecided (UN), 3points, Disagreed(D) 2points, strongly disagreed (SD)1point

respectively. The researcher personally administered the questionnaire to the members of the organizations and also conducted interviews to gather more information.

Validity is the process of ascertaining the extent to which the instrument measures what it purports to measure. In order to ensure the validity of the research instrument, proper structuring of the questionnaire and a proper scrutiny of the questionnaire was done by my supervisor. Further evaluation was done by two experts in monitory and Evaluation. Necessary corrections G were made following their criticism.

The research instrument was questionnaire administered by the researcher herself. A total of three hundred and forty – six (346) were distributed, and two hundred and Ninety –nine (299) were collected.

Likert analysis of data was based on the questionnaire administered for the study to address the research questions. The researcher distributed the questionnaire sampled and guidance and counselors' teachers in the various sampled schools.

Data Presentation

Data were presented in frequency table and percentages were used for data analysis.
Table 1: Response to research question on the negative uses of social media by the students in Senior secondary school students

		Rating	School Response			Freq	%
			HRC	CIC	UGHS		
1	Students watch	S. Agree	44	42	5	91	30.4
	pornography	Agree	94	44	9	147	49.2
	through the	Undecided	11	4	4	19	6.4
	internet	Disagree	7	9	11	27	9
		S. Disagree	15	-	-	15	5
		Total	171	99	29	299	100
2	Students use the	S. Agree	17	45	6	68	22.7
	social media to	Agree	104	43	14	161	53.8
	defraud others	Undecided	15	4	4	23	7.6
		Disagree	27	5	5	37	12.3
		S. Disagree	8	2	-	10	3.3
		Total	171	99	29	299	100
3	Students chat	S. Agree	23	47	1	71	23.7
	on social media	Agree	41	29	7	77	25.7
	with their	Undecided	76	4	3	83	27.7
	friends during	Disagree	17	12	13	42	14
	lessons	S. Disagree	14	7	5	26	8.6
		Total	171	99	29	299	100
4	Increases the	S. Agree	19	31	2	52	17.4
	rate of	Agree	25	33	6	64	21.4
	examination	Undecided	21	4	1	26	8.7
	malpractices	Disagree	83	12	16	111	37
		S. Disagree	23	19	4	46	15.4
		Total	171	99	29	299	

Source: Field Survey 2020

From the table one, it was observed that 91 respondents out of 299 representing 30.4 percent strongly agree that Students watch pornography through the internet, 147

respondents (49.2 percent) agree, 19 respondents (6.4 percent) undecided, 27 respondents (9percent) disagree, while 15 respondents (5percent) strongly disagree. 68 respondents out of 299 representing 22.7 percent strongly agree that Students use the social media to defraud others 161 respondent (53.8percent) agree, 23 respondents (7.6percent) undecided, 37 respondents (12.3percent) disagree, while 10respondents (3.3percent) strongly disagree, while 26 respondents (8.6 percent) strongly disagree. Students chat on social media with their friends during lessons received a total number of 52 respondents out of 299 representing 17.4 percent as strongly agree, 64 respondents (21.4 percent) agree, 26 respondents (8.7 percent) undecided. Loss of lives due online friendship received a total number of 52 respondents out of 299 representing 17.4 percent as strongly agree, 64 respondents (21.4 percent) agree, 26 respondents (8.7 percent) undecided, 111 respondents (37 percent) disagree, while 46 respondents (15.4 percent) strongly disagree.

Table 2:　　　Response to research question two on Principal's measures to reduce the negative impact of social media on the secondary school students

		Rating	School Response			Freq	%
			HRC	CIC	UGHS		
5	Teachers should	S. Agree	51	50	12	113	38
	engage the	Agree	91	39	15	145	49
	students with	Undecided	14	4	-	18	6
	assignments and	Disagree	2	4	1	7	2
	other activities	S.Disagree	13	2	1	16	5
		Total	171	99	29	299	100
6	Parents should	S. Agree	92	53	12	157	52
	frequently check	Agree	59	30	11	100	33
	what their children	Undecided	10	6	1	17	6
	do in school	Disagree	8	8	4	20	7
		S.Disagree	2	2	1	5	2
		Total	171	99	29	299	100
7	Students should	S. Agree	17	47	7	71	23.7
	focus on their	Agree	35	38	17	90	30
	studies more than	Undecided	37	7	3	47	15.7
	other activities in	Disagree	71	5	1	77	25.7

	school	S.Disagree	11	2	1	14	4.6
		Total	171	99	29	299	100
8	There should be	S. Agree	23	40	10	73	24.4
	proper monitoring	Agree	84	37	13	134	44.8
	of students'	Undecided	37	6	1	44	14.7
	participation	Disagree	20	12	5	37	12.3
	during lesson	S.Disagree	7	4	-	11	3.6
	delivery	Total	171	99	29	299	100

Source: Field Survey 2020.

In table 4, Teachers should engage the students with assignments and other activities. 113 respondents out of 299 representing 38percent strongly agree, 145 respondents (49percent) agree,18 respondents (6percent) undecided,7respondents (2percent) disagree, while 16 respondents (5percent)strongly disagree. Parents should frequently check what their children do in school with 157respondents (52percent) strongly agree, 100 respondents (33percent) agree, 17 respondents (6percent) undecided, 20 respondents (7percent) disagree, 5respondent s (2percent) strongly agree. 77 respondents representing 23.7percent strongly agree that Students should focus on their studies more than other activities in school 90 respondents (30percent) agree 47 respondents (15.7 percent) undecided, 77 respondents (25.7) disagree while 14 respondents (14.6percent) strongly disagree. It creates competitions with 73 respondents representing24.4 percent strongly agree, 134 respondents
(44.8 percent) agree, 44 respondents (14.7percent) undecided,37 respondents (12.3percent)disagree, while11 respondents(strongly disagree).

Table 3: Response to research question one on the negative uses of social media by the students in secondary school students

		5 S A	4 A	3 UN	2 D A	1 SD	∑FX	- X	Decision
1	Students watch pornography through the internet.	455 91	588 147	57 19	54 27	15 15	1169 299	3.91	Agree
2	Students use the social networks	340 68	644 101	69 23	74 37	10 10	1137 299	3.80	Agree
3	Students chat with their friends at home, even in during lessons	355 71	308 77	249 83	84 42	26 26	1022 299	3.40	Agree
4	Increases the rate of examination malpractices	260 52	256 64	78 26	222 111	46 46	862 299	2.88	Agree

Source: Field Survey 2020.

From the table, it was agreed that Students watch pornography through the internet with mean score of 3.91. Students use the social networks with mean score of 3.80, Students chat with their friends at home, even in during lessons 3.40 mean score which was below mean score of 3.0. Finally, Increases the rate of examination malpractices.

Table 4: Principal's Measures to reduce the negative impact of social media on the secondary school students.

		5	**4**	**3**	**2**	**1**		
		S A	A	U N	D	SD	∑ FX	Decision
5	Principals should stop students from entering school compound with phone	565 113	580 145	54 18	14 7	16 16	1229 299	4.11 Agree
6	Principals should emphasis more on the use of phones at home during PTA meeting	785 157	400 100	51 17	40 20	5 5	1281 299	4.28 Agree
7	Principals should motivate teachers to engage students with assignments and other activities.	355 71	360 90	141 47	154 77	14 14	1024 299	3.42 Agree
8	Principals should setup a proper monitoring teams to monitor student's participation during lesson delivery and after classes	365 73	536 134	132 44	74 37	11 11	1181 299	3.74 Agree

Source: Field Study.2020

From the table, it was observed that Principals should stop students from entering school compound with phone 4.11 agreed of the respondents. Principals should emphasis more on the use of phones at home during PTA meeting 4.28 agreed of the respondents. Principals should motivate teachers to engage students with assignments and other activities.3.42 agreed of the respondents, while Principals should setup a proper monitoring teams to monitor student's participation during lesson delivery and after classes 3.74 mean score of the respondents

Summary of Findings

From the table 1, it was agreed that Students watch pornography through the internet with mean score of 3.91. Students use the social networks with mean score of 3.80, Students chat with their friends at home, even in during lessons 3.40 mean score which was below mean score of 3.0. Finally, Increases the rate of examination malpractices

From the table 2, it was observed that Principals should stop students from entering school compound with phone 4.11 agreed of the respondents. Principals should emphasis more on the use of phones at home during PTA meeting 4.28 agreed of the respondents. Principals should motivate teachers to engage students with assignments and other activities.3.42 agreed of the respondents, while Principals should setup a proper monitoring teams to monitor student's participation during lesson delivery and after classes 3.74 mean score of the respondents

Discussion of the findings

From the table 1, it was agreed that Students watch pornography through the internet with mean score of 3.91. Students use the social with mean score of 3.80, Students use the social with 3.40 mean score of the respondents, and

Students chat with their friends during lessons with 2.88 mean score which was below mean score of 3.0. Finally, it was agreed that Loss of lives as a result of online friendship.

From the table 2, it was observed that Principals and Teachers should engage the students with assignments and other activities with 4.11 agreed of the respondents. Parents should frequently check what their children do in school with 4.28 agreed of the respondents. Students should take their studies serious more than other activities in school with 3.42 agreed of the respondents, while there should be proper monitoring of students' participation during lesson delivery with 3.74 mean score of the respondents.

Conclusion

This research work was meant to investigate the Negative uses of social media by the students in secondary school students in Enugu South LGA, the extent secondary students spend time on social media social Media platforms measures to reduce the negative impact of social media on the secondary school students. Education of a Senior secondary school students is one of major concern in Nigeria. This education cannot be satisfactory if the students are not developed morally, socially,

emotionally, etc. There is need for re-orientation for societal values in Nigeria. The excessive use of social Media to the by students should be discouraged

Recommendations

On the basis of the findings in this study, the researcher made the following recommendations

1. The negative impact of social media on undergraduate education should be emphasized, while the positive part should be less emphasized. It has been noted that most of the programmes students are expose to, the positive value of social media are mostly portray, while the negative remain at the background.

2. Parents and guardians should devote adequate time to educate their wards who are students on what to access and time to spend on social media.

3. The government should consider the possibility of evolving a policy on student's exposure to social media.

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