THE INFLUENCE OF FACEBOOK AND WHATSAPP ON ACADEMIC PERFORMANCE: A CASE STUDY OF SECONDARY SCHOOL STUDENTS IN AKURE SOUTH, ONDO STATE, NIGERIA

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DECLARATION AND RECOMMENDATION

I hereby declare that this master's thesis is my original work and that it has not been presented for

the award of a degree in any other University.

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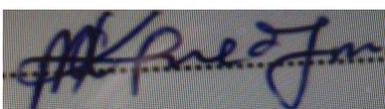
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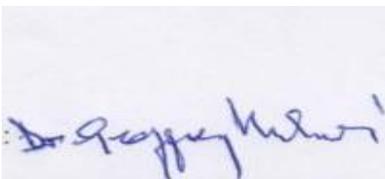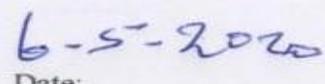
Name: Rev. Dr Geoffrey Muhuri

DEDICATION

To the great work of the Sisters of Saint Michael the Archangel among the young in our society. May the Lord bless the work of our hands, amen.

For the happy repose of my elder sister – Mrs Regina Omotunde Ogunmolasuyi, who died in Nigeria in the first year of my studies in Kenya. May she find comfort in the arms of the Angels as she rests in peace, amen.

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ABSTRACT

This study investigated the influence of Facebook and WhatsApp on academic performance of secondary school students in Akure South, Ondo State, Nigeria; with the following objectives: to investigate the perceived effects of Facebook and WhatsApp on academic performance of the students; to determine the influence of Facebook and WhatsApp sites on their academic performance; to explore the possible psycho-spiritual strategies to be used to address the negative influence on academic performance of the students. The study employed a concurrent triangulation mixed method research survey in its data collection process. The target population consisted of 800 students of a public secondary school. The sample size consisted of 410 students out of which 373 were randomly selected for the study. Data was collected through the use of questionnaires, interview guides and document analysis. Quantitative data was analyzed using the statistical package for social science (SPSS) version 20. Descriptive statistical analysis was used to analyze the quantitative data, and presented in form of frequencies and percentages while the qualitative used thematic analysis on the interview conducted on the respondents. Findings shows that students are using social networking sites at regular interval which in turn affects their studies. Negative impact is more than positive effect on the students, this revealed that social networking sites have negative influence on the academic performance of the students. The researcher recommends that parents, guardians, teachers, counsellors, and the society should be role models, and be at alert as to the dangers posed by Facebook and WhatsApp to the educational performance of the students, constant monitoring, as well as frequent workshops should be given on time management, and expose them to the negative influence of the social networking sites.

CHAPTER ONE

1.1 Introduction

A famous saying by Socrates (an ancient philosopher) in his wisdom says "an unexamined life is not worth living" (West, 1979). Our youth in society needs constant touch and guidance to bring sanity to our world. Today the Internet has taken a firm place in people's lives. It is difficult to imagine a young man or woman who at least once a day did not check for updates in social networks and did not leave through the news lines.

Modern life suggests that we stay in touch through the media to be aware of information through the news. Social media, which is a means of exchange of communication or interactions among people through which they exchange ideas, create and share information in a group, from person to person, in virtual communities and networks, has its negative and positive sides. This chapter will state the background to the study, the problem statement, the research objectives/questions, significance, scope of the study, theoretical framework, and conceptual framework.

1.2 Background to the Problem

Using social media Web sites is among the most common activity of today's children and adolescents. Boulianne (2019), defined social media as the relationships that exist among a network of people in our world of today. Therefore, any Web site that allows social interaction is considered a social media site, including social networking sites such as Facebook, WhatsApp, MySpace, Twitter, and many others.

Facebook is a social networking site that started in 2004 by a Harvard College Student, Mark Zuckerberg. It became open to the public in 2006 (Johnson, 2008). According to Spadaro, Facebook is a place to share what a person is and what he or she really does. However, some people present

themselves with irony, but this is a part of real life, too. Many people also use fictional identities on Facebook; above all, many profile pictures that are used are ambiguous (2014). Though it is beneficial and useful to maintain contact with family and friends who might live far away and can reduce the feeling of isolation; it has a lot of adverse effects on students.

According to Sawyer (2011), the media have become progressively crowd-pleasing part of our everyday lives in today's globalizing society. Media provide a situation whereby different people across the globe can communicate freely, exchange messages with ease, share their knowledge, and even interact with others not minding the distance that separates them from others around the world (as cited by Nzuki Jeff, 2018).

The purpose of a relationship on social media is for information seeking and processing, persuasion, instruction and entertainment (Wilbur & William, 1982). Students go online to seek information and for social connections. To Ramzan (2012), the unique information that is available in the online social network is the set of social connections between users. Many students stay online to interact with the impersonal friends, and this is because they are in a period of rapid development, growth and maturation as adolescents.

Despite the fact that it has been formally included in DSM-5 as a disorder (American Psychiatric Association, 2013), Internet or Social Media addiction has become a global issue, and Africa, Nigeria in particular, is not lagging in this phenomenon. With the advent of technology in communication, social media sites have been used to keep in touch or share information with a peer. According to Fodeman and Monroe (2009), adolescents have the overpowering need to stay in touch with their peers because of the development of these accessible technologies. Flad (2010) mentioned that many of school-age adolescents' parents are worried over their children's habit on Facebook, internet, WhatsApp, and other social networking sites, for these concerned parents, they expressed

that their children hardly have time to study; thus, social media, take their time away from studies, and block physical relationship but encourages impersonal relationship in the sense that, the students mostly chat with persons that are not present with them. Asemah, Okpanachi, and Edegoh (2013) asserted that internet dependence significantly affects students' academic performance. That it is a common sight today to see adolescents become overly excited or involved to take things too far through chats especially in sensitive and religious places like church, mosque and also at lecture venues. Some of them are so carried away that even as they walk along the high ways, even on dangerous places, they are seen chatting, which frequently cause accidents.

The production and distribution of equally sophisticated Android phones has complicated the situation today. As Youths no longer need to visit a cybercafe before they send and receive messages, they now have access directly in their homes and wherever they choose to use the phones. Young people have shifted their attention from the visible friends to impersonal internet friends, they are often carried away in this space of chatting while cogent duties like study and writing are affected in the process. This occurrence, therefore, has become a source of worry to many who have confidence in knowledge and skill acquisition.

Media has influenced our society in countless and extremely great number of ways; some are positive while some are negative. For instance, it is the media that helps them to get information to form opinions and make judgments regarding various issues, for no one is an island, we learn from others. It is the media which keeps the people updated and informed about what is happening around them and the world; therefore, without assessing the media, news happening in other places may be strange to us when we are finally aware of them. Information is circulated through the media to everyone to be conscious and prepare for happenings in the world.

Though with these positive influences that it has, the negative ones are many, for instance, Xenophobia information that recently happened in South Africa to Nigerians (in September 2019) has been universally circulated, and this has brought more calamities to the land and has also brought in hatred to the two Countries. The above situation, therefore, affects the behaviour of the people and creates hatred over lost victims.

Psychosocial behaviour of students describes how they develop, behave and react in a social environment when they may not fully be aware of the way they react with their surroundings. Adolescent today do not realize that technology in a way is controlling them. This in turn is affecting their behaviour and academic performance and the society at large.

1.3 Statement of the Problem

Media is so embedded and entrenched in the lives of the generality of people that no day will pass without one accessing or interacting with one form of media or another; for entertainment, enlightenment, education, information and communication. Despite its many advantages, media hazards in matters of education and behavioural loopholes are becoming alarming and a thing of concern for man. The negative influence of social networking sites on academic performance affects not only the student, but society in general in matters of academics and behaviour.

Shoukat, Haider, Khan, and Ahmed, (2013), mentioned that students' academic gain and learning performance is influenced and touched by external factors such as gender, age, students schooling, social-economic status, residential area of students, medium of instructions in schools, tuition trend, daily study hour and accommodate as hostelries or day scholar. The use of social networking sites, therefore, has its negative influence on people generally, especially students' performance in schools, as, Moon (2011), in a study on the impact of Facebook on undergraduate educational performance in schools, asserted that media have an antagonistic influence on students.

According to the feedback, the more students get so used to Facebook, the more it has a negative influence on their academic performance.

This study sets out to examine the influence of Facebook and WhatsApp on the academic performance of secondary school students in Akure South, Ondo State, Nigeria; and to investigate if negligence and freedom is a reason for the influence of social networking sites on secondary school students' academic performance in schools.

1.4 Objectives of the Study

This study has these has its objectives:

i. To investigate the perceived effects of Facebook and WhatsApp on academic performance of secondary school students in Akure South, Ondo State, Nigeria;

ii. To determine whether the frequent use of Facebook and WhatsApp sites influence the academic performance of secondary school students in Akure South, Ondo State, Nigeria;

iii. To explore the possible psycho-spiritual strategies/interventions to be used to address the negative influence on academic performance of secondary school students in Akure South, Ondo State, Nigeria.

1.5 Research Questions

i. What are the perceived effects of Facebook and WhatsApp on the academic performance of secondary school students in Akure South, Ondo State, Nigeria?

ii. How do Facebook and WhatsApp influence the academic performance of secondary school students in Akure South, Ondo State, Nigeria?

iii. What psycho-spiritual strategies/interventions could be used to address the negative influence on academic performance of secondary school students in Akure South, Ondo State, Nigeria?

1.6 Significance of the Study

This study sets out to create awareness to different persons concern in the education and upbringing of the young in our society by letting the different agents be aware of the need for Parental support and availability to the young with proper guidance on the use of social networking sites (Facebook and WhatsApp) which is a necessity in our world of today. This must not be swept under the carpet in dealing with the adolescent of our world, and this has to be emphasized and brought to light for all concerns by creating awareness which will help Religious agents to be able to play her role in conscientizing of the minds of the young to avoid been misled.

It is also important that administrators in schools see the need for proper counselling, which is facilitated to encourage the young on the right level in life. School administrators will therefore, be educated on the need to see to it that phone usage during school hours, which is not allowed, is to be reemphasized, and be able to understand that internet users need to be adequately monitored, when allowed. The Society needs to be a role model especially by laying and showing good examples and upholding our African cultural values of respect and excellent in our endeavours.

The government through the proper agents for education will be able to create awareness and encourage good performance in academics with frequent visits to schools. They will be able to teach effective usage of social networking sites (Facebook and WhatsApp) and time management workshop, and if possible, make a law as to have a day off media for student to be disciplined and responsible in handling social media, especially where it is allowed.

Above all, the adolescent need to be aware of the danger posed by social networking sites (Facebook and WhatsApp) as it relates to their academics and even their later behaviour in the society, especially the perceived effects such as failure in school, addiction, aggression, gambling, crime, deviant and violence.

1.7 Scope and Delimitation of the Study

Akure is a city in South-western Nigeria and is the largest city and capital of Ondo State, Nigeria in Africa. The city had a population of 484,798 as at the 2006 population census according to research. The researcher emphasized on the unity binding all in the area as Africans. The students are within the ages of 12- 14 for Senior Secondary School (SSS) 1; 15 – 17 for SSS 2; and 17 – 18 for SSS 3 students. They are both mixed (boys' and girls' students) in the classes.

The limitation of the research is mainly on the fact that the school students may not be able to tell the truth regarding the sneaking in of phones to school where it is not allowed, to avoid been expelled. For the research work, one secondary school was chosen for economic reasons.

1.8 Theoretical Framework

The theoretical framework tries to demonstrate an understanding of theories and concepts that are relevant to the topic of research paper and that relate to the broader areas of knowledge being considered (Creswell, 2014). The theoretical frameworks that informed this work are Erik Erikson's theory of development and social learning theory of Bandura as basic concepts in understanding the involving differences in adolescents as they develop.

1.8.1 Psychosocial Theory of Development of Erik Erikson (1959)

Erik Erikson is known for his vogue influential theories of development. His theory was strongly affected and influenced by psychoanalyst Sigmund Freud's work. Erikson, in his opinion, stated that personality advanced in a series of stages. In his curiosity, Erikson wanted to know how

social relation and companionship played a role in the evolution and growth of human being, therefore, centered his theory on psychosocial development and not on psychosexual development as Sigmund Freud.

This theory of psychosocial development of Erikson (1959), has eight distinct stages, which he viewed and divided from the first five stages up to the age of 18 and three further stages beyond into adulthood. Like Sigmund Freud and many others, Erik Erikson maintained that personality develops in an established order, and builds upon each previous stage, which is called the epigenetic principle. Explaining each of these stages, Erikson raised the fact that the person will be undergoing a psychosocial crisis which could have an optimistic or antagonistic outcome for personality development in the individual. For Erikson (1963), therefore, these crises that are experienced in these stages are of a psychosocial nature due to the fact that they involve psychological needs of the individual (that is, psycho) conflicting with the needs of society (that is, social) where the individual exists.

According to Erikson (1959), successful realization of each stage of this Erikson's theory forms the essential foundation which, according to him, results in a healthy personality of the individual and the acquisition of fundamental virtues of this individual which in turn benefits the society in which he/she dwells. Fundamental virtues are attributive strengths which the ego can use to settle and find a solution to subsequent crises in the society as the individual grows. Failure to complete a stage can result in a reduced ability to complete further stages, and therefore, unhealthier personality and sense of self dwells in the adolescent. These stages, however, can be sorted out successfully at a later time in life. These stages as stated in his 1959 text, are as follows:

i. Stage 1 – **Infancy**: Trust vs Mistrust (0 – 1½);

ii. Stage 2 – **Toddler:** Autonomy vs Shame and Doubt (1½ – 3 years);

iii. Stage 3 – **Early Childhood:** Initiative vs Guilt (3 – 5 years);

iv. Stage 4 – **School Age:** Industry vs Inferiority (5 – 12 years);

v. Stage 5 – **Adolescence:** Identity vs Confusion (12 – 18 years);

vi. Stage 6 -   **Early Adulthood**: Intimacy vs Isolation (18 – 40 years)

vii. Stage 7 – **Middle Adulthood/Adulthood**: Generativity vs Stagnation (40 – 65 years);

viii. Stage 8 – **Late Adulthood/Old Age:** Integrity vs Despair (65 years+).

The fifth stage applies more to this write-up which will be discussed extensively in regards to the secondary school students behaviour to their academic performance in schools.

1.8.2 Strengths of The Theory

Psychosocial theory makes adequate preparation for a large structure from which one is to look at development throughout the entire lifespan; which also allows us to give particular importance and value to the social nature of human beings, of which social relationships have on development. In some cases, people might use this crisis as an opportunity to adjust their lives which will lead to greater fulfilment. It is of considerable significance to note that, interpretation of people to these regrets influence their well-being. Those who feel that they have made mistakes wasted their time, and have no time to make changes may be left feeling bitter and unhappy in life.

Due to the effectiveness of Erikson's theory, many people find that they can connect with his theories about various stages of the life cycle through their own experiences. Among the many strengths of Erikson's theory, one of it is its ability to tie together cogent psychosocial development across the entire lifespan of the individual. According to McAdams (1999), holding on to Erikson's stages of personality development has face validity; though, critics of his theory provide proof which suggests a lack of discrete stages of personality development in the individual (McCrae & Costa, 2001).

1.8.3 Weaknesses of The Theory

However, Erikson is rather vague about the causes of development. Critics highlighted one of the weaknesses of his theory, and among these, one can raise this question of what kind of experience an individual need to have in these stages to be able to arrive at a successful level and be able to resolve various psychosocial conflicts and move from one stage to another? The theory, therefore, does not in any way have a universal mechanism for crisis resolution.

Indeed, Erikson (1964) accepted that his theory is more of a descriptive overview of human social and emotional development that does not satisfactorily account for, how or why this development happened. For instance, Erikson does not explicitly explain how the outcome of one psychosocial stage influences personality at a later stage, though this is meant to be solved by the person later in life. This shows, that, Erikson noted that his work is a 'tool to think with rather than a factual analysis'. Its' purpose then is to provide a framework within which development can be considered rather than testable theory.

1.8.4 Application of the Theory to the Study

The fifth stage of Erikson's psychosocial development is known as Identity versus confusion stage. This stage which occurs between the ages of 12 and 18, is mostly secondary school-age period of adolescents. Adolescents at this age explore their independence and develop a sense of self, which is known as Identity. They, in turn, face developmental conflict that should be resolved successfully, and at this stage in their life, social interactions and relationships affect development and growth, this is where celebrities are seen as role models, which should not be so.

The information and new experiences acquired in daily interactions shape them, and develop their personal identity in life. "Erikson acknowledges that finding an acceptable identity is much more difficult during a period of rapid social change, because the older generation no longer have

the means nor give sufficient role models for the younger generation, due to the fact that many elderly ones have also lost focus. Under these circumstances, adolescents may reject parental role models and turn to their peers to discover who they are. Peer example, influence, and opinion become all -important" (Rice, 1981, p. 58).

According to Erikson, completing this stage leads to a strong sense of self that will remain throughout life. Confusion and insecurity about the self-occur here. They also want to fit into society. Parents are expected at this stage to lay good examples by their lives and actions; and to influence them positively. Huesmann (2003), in quoting Bandura (1977); Bandura, Ross, and Ross, (1963) said that observation of specific aggressive behaviour around them increases the likelihood of children behaving exactly that way.

African values play a role in shaping and forming an identity in the young. Receivers of heartening supports and reinforcement through personal investigation or guidance come out from this stage with a strong sense of self/identity and a feeling of independence and control; while those who remain unsure of their beliefs and desires and who were not able to receive guardian, remains insecure and confused about themselves and the future, therefore, they are stalked.

Ojewola (2014) observed that there is consistent evidence that violent imagery on television and in other media increases the likelihood of uncooperative or fearful behaviour in these younger children. However, he quotes Kronenberger, Matthews, Dun, Yang, Wood, Larsen, Rembusch, Gianque and Lurito (2005) saying that children and adolescents exhibiting chronic, self-aggressive behaviour are exposed to more television and video game violence than those not exhibiting such behaviour, even when controlling for intelligence, age and gender.

The theory helps to realize the age of the students of the study which is within the age of 12 – 18 years (the adolescent period). At this stage, the students are still developing and are easily

influenced with societal issues which can affect their education and in turn affect their school performance. They need to be properly guided in passing through the stages to avoid been stuck in any of the stages.

1.8.5 Social Learning Theory of Bandura

Rice (1981) defined social learning theory as that which is concerned with the relationship between social and environmental factors and their impacts on behaviour. According to Bandura (1977), social learning theory explains how children learn from direct experience or surveillance and exhibiting. Academic performance, which originated from student learning, is best explained in Bandura's Social Learning Theory; which presents the interconnection of observation and modelling of behaviour, views, and emotional reactions of others in the learning process of an individual learner.

The theory put forward as a fact that human behaviour is learned observationally through modelling; therefore, from noticing and observing others, one forms an idea of how new behaviour are carried out and accomplished; and later on, this coded information leads the way for action (Rice, 1981; Bandura, 1986). Bandura's social cognitive theory provides the lens through which any socially learnt behaviour is managed. It proposes that adolescents can unlearn the bad behaviour they might have acquired in the process of their growth.

While explaining Bandura and the Development of Self Efficacy, Elliott, Kratochwill, Littlefield Cook and Travers, (2000), stated that "Bandura's social cognitive theory has particular relevance for motivation and self-directed learning. Students who come to school are all able, and often very willing to imitate: A stronger impression is made on students not by telling them what to do, but by setting an example for them to follow" (p. 343). Teachers should therefore, be models as much as possible since their behaviour can be a powerful motivating force for student behaviour;

therefore, students' behaviour can be significantly affected by observing their teachers, classmates, and persons in the society at large. We all can, therefore, influence the young negatively or positively, at any point in time.

1.8.6 Strengths of The Theory

One of the strengths of this theory is that it can conveniently handle inconsistencies in the child's behaviour. If the adolescents are in the right environment, it can change their behaviour (Bandura, 1977). Rice, (1981) citing Mischel, (1971) stated that "the work of social learning theorists is of great importance in explaining human behaviour. It is especially important in emphasizing that what adults do and the role models they represent are far more important in influencing adolescent behaviour than what they say. Teachers and parents can best encourage human decency, altruism, moral values, and a social conscience by exhibiting these virtues themselves" (p. 67).

1.8.7 Weaknesses of The Theory

The weakness of the theory is in the fact that it lays so much emphasis on what the child does rather than what the child performs with the facts learnt from society. Media, which is an online technology programme has its' positive influence in the fact that it connects people from far and near, which builds relationships among people; through media, many got wedded and become great friends in the society, and many are business partners through media use. Through media, seen as help, we can communicate with persons from different continents around the globe, we can listen to music, can also have the privilege to read books, check photos and be able to do much more using the media (Shensa, Sidani, Lin, Bowman, & Primack, 2015).

Thus, we have cognitive control over our behaviour, just because we have had unpleasant experiences, such as violence in life does not mean we have to reproduce such behaviour as we grow. It is for this reason that Bandura modified his theory and in 1986 renamed his Social Learning

Theory, which he changed to, Social Cognitive Theory (SCT), as a better explanation for how we learn from our social experiences (McLeod, 2016). Elliott, Kratochwill, Littlefield Cook and Travers, (2000), commented that "as students grow older and move through the grades, their intellectual abilities increase and they become capable of delayed imitation" (p. 344). The researcher, therefore, agrees with the thought that learning is not stagnant and fixed; it is all through life.

1.8.8 Application of the Theory to the Study

This theory emphasized the need for guidance of the Youth as they learn and re-learn in the society, which in turn influence their academic performance in schools as they observe and process these in their brain. Adolescent can learn through imitation in schools which in turn influence their school performance.

1.9 Conceptual Framework

According to Reichel and Ramey (1987), a conceptual framework is a visual or written product that explains work in a graphical or accountable form that needs to be achieved and maintained by careful, and deliberate effort, the key factors, concepts, or variables and the assumed connections among them.

Independent Variables   **Dependent Variables**

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┌─────────────────────────┐                          ┌──────────────────────────────┐
│ Facebook and WhatsApp   │            A             │ Academic performance         │
│                         │ ──────────────────▶      │                              │
│  ❖ Use of Facebook      │                          │  ❖ Failure                   │
│                         │                          │  ❖ Below average performance │
│  ❖ Use of WhatsApp      │                          │    in school                 │
│                         │                          │  ❖ Average performance       │
│                         │                          │  ❖ High academic performance │
│                         │                          │    in school                 │
└─────────────────────────┘                          └──────────────────────────────┘
              ▲
              │ B
              │
┌─────────────────────────┐
│  ❖ Parental             │
│    support/availability │
│  ❖ Counselling          │
│  ❖ Home                 │
│  ❖ School               │
│  ❖ Teachers             │
│  ❖ Government           │
└─────────────────────────┘
```

Intervening Variables
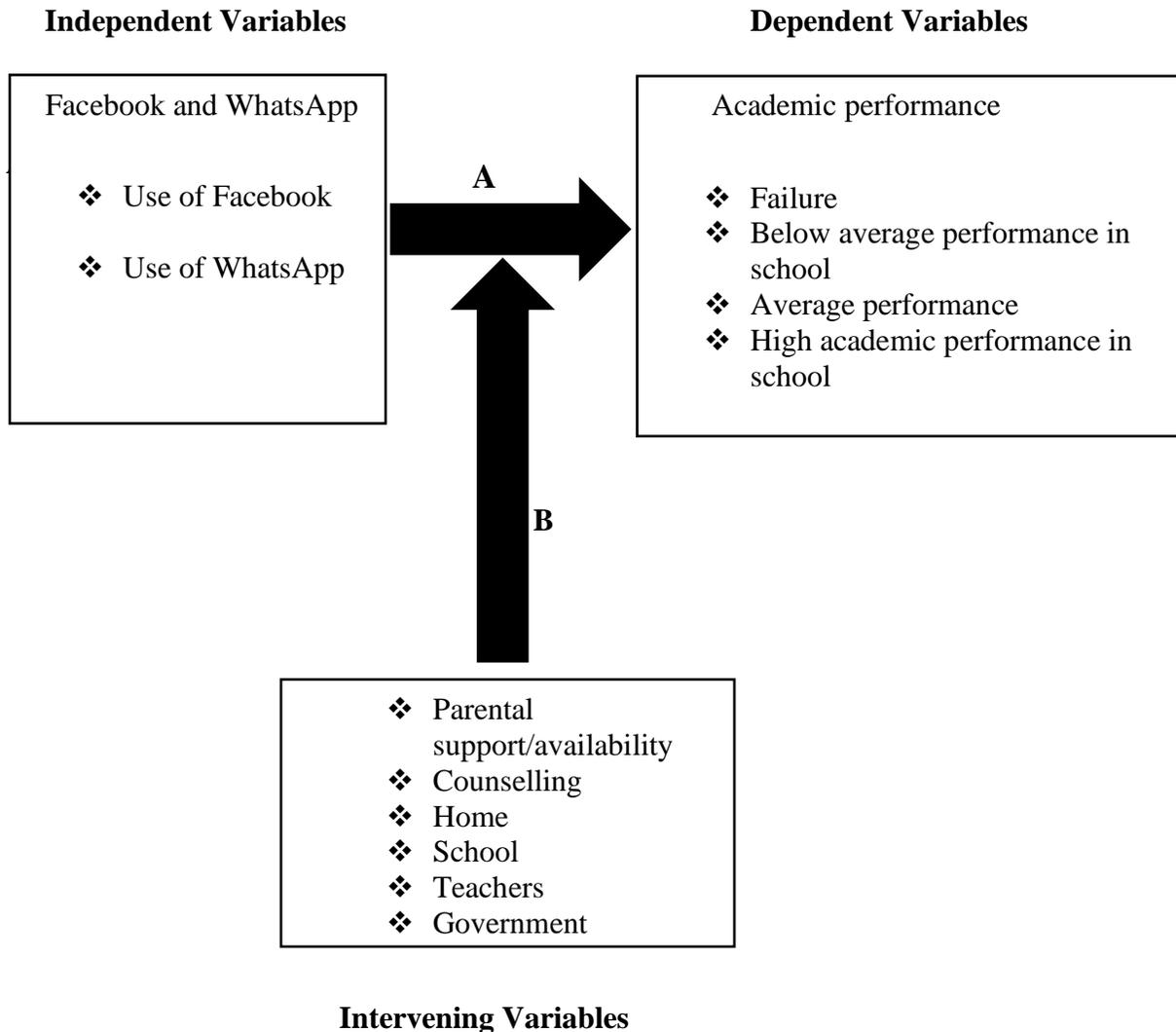
Figure 1: Conceptual Framework

The framework put into use in this study explains the relationship among the variables of the subjects

under study, which specifically are social networking sites (Facebook and WhatsApp) influence on

school academic performance of secondary adolescents in Akure South, Ondo State, Nigeria.

The influence of Facebook and the WhatsApp is the Independent variables which affects the

academic performance of students which is the Dependent variables. Arrow 'A' shows the

connection of the Independent Variables (Internet) to the Dependent Variables (Academic

Performance); the intervening variables which are parental support/availability, teachers,

government, home and counselling are preventive strategies and a way to equip the adolescents in adjusting to proper usage of and engagement with media; arrow 'B' shows the Intervening variables.

1.10   Operational Definitions of Key Terms

Facebook and WhatsApp: A means of exchange of communication or interactions among people on Social Media/Social Networking site.

Social networking site: An on-line platform that allows users to create a public profile and interact with other users on the website.

Media: The communication channels through which dissemination of news, music, movies, education, promotional messages, and other data is done.

Academic performance: School yearly report on studies.

Secondary School Students: Students in junior colleges of education at the ages of 12 to 18 years.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section presents the review of some related literature on Facebook and WhatsApp as a means of media influence on academic performance of students of different levels, but in particular, of secondary school students. It also focused on the literature related to the specific motives of media (social networking sites) engagement by students, using the objectives in analyzing the issues which affect the society, just as it affects the students' performance in schools from the global, regional and local perspectives approach. The gaps which this research filled ranged from population, research design used, instruments used and the findings was explained.

2.2 Empirical Reviews

According to the Journal of the American Academy of Pediatrics (2011), using social networking sites becomes a risk to adolescents more often than most adults realize. The most common risks that have been identified fall into the following categories; peer-to-peer, inappropriate content sent or received, lack of the adolescent' understanding of online privacy issues, and further outside influences of the third-party advertising groups. The researcher agrees with this view and pose that the influence of social networking sites (Facebook and WhatsApp) on the behaviour of the students and its effect on the school as regards the students' education, needs monitoring and urgent help, for the youth are the leaders of tomorrow.

2.2.1 Perceived Effects of Facebook and WhatsApp on Academic Performance

Social networking sites (Facebook and WhatsApp) has its many advantages to human being especially the young in our world of today. Samad, Nilashi, and Ibrahim (2019), in their study titled the impact of social networking sites on students' social wellbeing and academic performance,

stressed that social networking sites have played a significant role in increasing students' social spirit. As an academic tool for online courses, they have remarkably paid a part in enhancing students' motivation for learning. The research seeks to investigate the influence of social networking sites on students' academic performance. The study reviewed the usage of social networking sites in academic environments to identify the influential factors and proposed a new model based on several research hypotheses. To assess the hypotheses and confirm the proposed model, a survey was conducted on the female students from a major research university in Malaysia in which they used Decision Making Trial and Evaluation Laboratory to perform the data analysis. The results of their survey revealed that there is positive relationship between social presence, students' social wellbeing and their academic performance.

Azizi, Soroush, and Khatony (2019) on the relationship between social networking addiction and academic performance of Iranian students in medical sciences, the researchers, investigation used cross-sectional study technique with 360 students registered by stratified random sampling. The study tools included personal information form and the Bergen Social Media Addiction Scale. Data were examined using SPSS-18.0 and descriptive and inferential statistics. The discovery showed that mean social networking addiction was higher in male students (52.65 ± 11.50) than in female students (49.35 ± 13.96) and this dissimilarity was statistically significant ($P < 0.01$). There was a negative and significant relationship between students' addiction to social networking and their academic performance ($r = -0.210$, $p < 0.01$).

Emphatically, the social networking addiction of the students was at average level and the male students had a higher level of addiction compared to the female students. There was a negative and significant relationship between the overall use of social networks and academic performance of students. Therefore, it is vital, therefore, that the university authorities make use of necessary

strategies to help students who are reliant on these networks and, through workshops, inform them about the negative result of addiction to social networks.

Veena and Lokesha (2016), titled their paper on the effects of WhatsApp messenger usage among students in Mangalore University: A case study, which was published in the international journal. This research repeated the effect of WhatsApp messenger usage among students in Mangalore University. 200 questionnaires were dispersed to students of various departments, out of which, 188 filled questionnaires were received back. The survey method was used and the findings of the study showed that majority of users were closed in usage with WhatsApp messenger and use WhatsApp for academic purposes. On this basis, perception could be created between all the individuals irrespective of their age, academic background, sexual category, and profession. Once this is done, not only the higher education institution students but all the individuals could follow the advantage of using WhatsApp Messenger. In order words, in as much as social networking site has its' negative sides, it also has its' positive effect on the teenager.

Bedassa (2014) on impact of Facebook usage on students' academic performance, which was implemented in Wollega University with regular undergraduate students in focus; a questionnaire was dispensed to 384 students selected using stratified sampling technique. Variables recognized were time spent on Facebook, addiction to Facebook and academic performance; using Pearson product-moment correlation coefficient in the test. Further, a multiple linear regression was carried out to determine the relative contribution of addiction to Facebook and time spent on Facebook to students' academic performance. An analysis of the results was carried out using the SPSS software package. And the findings of the study showed that time spent on Facebook and addiction has negatively and significantly affects students' academic performance.

Nalwa and Anand (2003), found out that Facebook addictive users used for long sessions, resulting in personal behavioural problems and neglect of important work responsibilities. Young (1996), found out that internet addicts experienced personal, family, occupational problems, and academic difficulties, causing poor grades and eventually expulsion from universities. Facebook addiction of the adolescents, therefore, involve behaviour such as aggression, crime, deviant, violence, gambling and video-gaming, which provide opportunities for immediate reward; and because of the fast reaction that occurs from such conditions among the adolescent using media, gambling and video-gaming can quickly turn a hobby into a fascinating chasing of prize that may lead to the neglect of other life goals and create damaging results, from the loss of large amount of money to the disturbance of important relationships which they fail to look after.

Yeboah and Ewur (2014), managed a study to identify the impact of social network (WhatsApp and messenger) on the performance of tertiary students in Ghana. The study reveals that 48% of respondents spends over 8 hours every day engaged in the used of WhatsApp. Followed by 4% that spent 1-2 hours, 17% spent 3-5 hours per day, 31% spent 6-7 hours. The research findings displayed that majority of respondents, which is 76% said the use of WhatsApp has more negative effect on their academics, this is followed by only 24% of respondents who said it has positive impact on their studies. It is found from the study therefore, that most of the students wasted much of their time on social networking sites chatting with online friends. Aggressive behaviour comes out as a result of this and helping them becomes difficult.

Ebiwolate, Posigha, Ojohwoh, (2019), inquired into the discernment and use of social networking sites among undergraduate students in Niger Delta University, Wilberforce Island, Bayelsa State, Nigeria. The main motive of the study was to discover the popularly used SNS, the purpose of using the SNSs, the perception of students towards SNSs and identify the impacts of the

use of SNSs by the undergraduate students. The study adopted descriptive research method and the population of the study was 300 registered undergraduate students of Niger Delta University Library. Questionnaire was used to collect data and the results showed that Facebook, Google and WhatsApp are the widely used social networking sites. The findings revealed the positive impact of social networking sites for social relation, academic learning activities, sharing of information. This for them, therefore, created a positive perception towards the use of social networking sites.

The researcher therefore, joins to say that social networking sites (Facebook and WhatsApp) have both positive and negative influence on the students which they need to be guided and helped on, the various agents need to communicate and help to reemphasize the negative influence in particular on their academics so as to have better performance in school.

2.2.2 Influence of Facebook and WhatsApp on Academic Performance

Media use is an integral part of the daily life of adolescents, with many numbers of risks associated with media usage, precisely with its' negative effects on mental health, cyberbullying, texting/sexting, dangers of sexual solicitation, and revelation to problematic and illegal content and privacy violations. Media can make it hard for adolescents to focus on the real world, thereby affecting their concentration in academics and can influence the youth by shaping what they do and believe through adaptation and invitation. They get addicted and carried away with time, and so affects time management and their responsible being.

On the global level, while conducting a test on the University Student of Sri Lanka, Thuseethan, and Kuhanesan (2014), wrote in the journal that, the study found the correlation between social media usage and academic performance. Most of the heavy or frequent users received low grades, compared to light users. Addiction to which media usage induces fear and phobia in them, thereby making them not to know what is real and not real (fantasy). American Academy of

Pediatrics quoting Berkshire District Attorney (2010) delineate sexting as sending, receiving, or forwarding sexually explicit messages, photographs' images via cell phone, computer, or other digital devices. Many of these images become distributed vastly and immediately via cell phones or the Internet. Text messaging has brought lots of benefits, quickness, and a new language to our society, along with lots of problems. Prevalent is the wrong way of writing some grammars, wrong way of punctuating, and negligence of capitalization in writing. The researcher agreed with the view that declared that prompt text messaging can impede with the students' notion of grammar, whereby the rules governing grammar are violated (Yuen & Lavin, 2009).

Vermaat (2013) says that when students send text messages, the goal is to transmit the most amount of details using the fewest words and characters. Though, on the positive side, by reducing a message to as few words as possible, students learn to present the most important content first, without rambling or exaggeration; but on the negative side, it can lead to short, choppy sentences that do not connect with each other, and a lack of supporting details, which are crucial in scholarly and official writings. Short words such as 'lol' for 'laugh out loud', 'gr8' for 'great', 'd' for 'the', 'wud' for 'would', 'c' for 'see', 'k' for 'okay', among many others. These affects their school performance greatly especially on examination days and during class continuous assessment tests, and many forget the right spellings and take the wrong spellings as the correct ones, which in a way become part of them.

The time spent on media can also be an issue regarding school performance; the sleep patterns of the users are often disrupted due to late-night usage of the media. Those that are addicted to the internet would generally stay up past regular bedtime hours and could be seen staying up till the very early hours of the morning. Most of these addictive users would have to wake up to get ready for school as day students and be woken up as boarders when phones are sneaked in without

proper supervision and monitoring in the school. This form of sleep dispossession causes excessive fatigue often making academic or occupational functioning impaired and may decrease immune system leading the patient vulnerable to disease (Reddy, 2017).

Talaue, AlSaad, AlRushaidan, AlHugail, and AlFahhad (2018), in the International Journal of Advanced Information Technology, wrote on the impact of social media on academic performance of selected college students of Jubail University College, Jubail Industrial City, Kingdom of Saudi Arabia. The authors raised the actual impact of daily communication of teenager on social networking sites. It was discovered that social networks are an integral part of the students' full life, that took up most of their free time. Undoubtedly, though, in social networks, there are also things useful for the growth of the students, such as staying connected globally. In the investigation, a descriptive and exemplifying research design was used to gain precise, and well-aimed profile of the situation, and sixty (60) Business Administration and Management Information System students who are actively using social media are the respondents of the study. The research was guided and performed during the summer semester of the academic year 2017- 2018.

Besides, to the voice of the researchers, communication with peers through social networks can help a student socialize, find new friends globally, and even discuss with them issues related to studies. Thus, they finished that media has a twofold effect on student attainment, and it is necessary, therefore, to tackle adolescents' use of social networks with greatest responsibility; since it has negative and positive effects on the young, which needs counsel by adults. Too much of everything is bad, so, overuse of media may affect their school performance and their behaviour in the society, especially at home.

Omeje, Ede, Ibe, Manafa, Ezurike, Ali, and Ezeh (2018), while communicating their findings in the international journal titled categories and dangers of social networking among Nigerian in-

school adolescents, which had the sample size of 607 in-school adolescents which was randomly selected; with questionnaire as instrument for data collection, which was inspected and examined by using descriptive and inferential statistics (Mean, Standard deviation and t-test); came up with the findings which disclosed that adolescent students are vulnerable to various categories of social networks such as Facebook, WhatsApp, among others; and come to the conclusion saying that poor study habits, identity theft, sexual solicitation are some of the hazards allied with the use of social media networking among students. It was, therefore, recommended that effective counselling need to be available in schools; there is the need for government to organize intervention programme like seminar and symposium to enlighten the adolescents on proper ways of making use of social networking sites, which will surely help the in-school adolescents to have proper knowledge of the use of media and create awareness on the use of social network. On the other hand, parents should explain to the adolescents why they should not waste their time using social network negatively; moreover, counsellors in schools need to be effectual.

Further, on the local level of research made, Umar and Idris (2018), in their thesis titled influence of social media on psychosocial behaviour and academic performance of secondary school students, which was carried out in Batagarawa Local Government, Katsina State, Nigeria, with two research hypotheses put together for the study, and a descriptive survey research design utilized. The target population consists of four secondary schools purposively selected out of the seven public schools, and 306 SSS II (Senior Secondary School) students were randomly selected for the study.

The researcher-made ratified questionnaire and academic performance test in English Language for data collection. Collected data were inspected using descriptive statistics of mean and standard deviation. Null hypotheses were subjected to t-test of independent samples. The study was able to establish among others that, media usage has inimical effects on psychosocial behaviour and

academic performance; and, therefore advised that parents, teachers, educational psychologists should pay more attention to their students' attitude on these platforms and also educate them on time management as not to squander too much of their time chatting, they should concentrate on their studies. The research finds out through other researchers that there is great need for counselling in schools especially where it is not functioning.

The researcher joins word to say that on the global, regional and local levels therefore, there is need for the government to intercede in the education of the young through frequent workshops and through observance of academic performance of students in schools on regular basis to ensure great performance of the students in their academic.

On the global level, according to Shoukat, Haider, Khan, and Ahmed (2013), that carried out a research study that was deliberate to inquire into the factors affecting academic performance of graduate students of Islamia University of Bahawalpur Rahim Yar Khan Campus, Pakistan; their findings revealed that age, parents/guardian social-economic status and daily study hours significantly contribute to the academic performance of graduate students. The variables treated was the academic performance (student's grades/marks), these was spotted as a dependent variable, while, gender, age, faculty of study, schooling, parents/guardian social-economic status; tuition trend, daily study hours, accommodation trend, among others, were graded as independent variables.

Data from 100 students were collected through a separate structured questionnaire from different departments in the Campus using the simple random sampling technique. Shoukat et al., (2013), Citing Graetz (1995), who conducted a study on socio-economic status of the parents of students, concluded that the socio-economic background has a significant influence on students' educational performance, the starting point of educational imbalance among students and student's

academic success which also depends very strongly on parents' socio-economic standard. This shows that parents and guardian have a role to play in the lives of adolescents for a better society.

Noteworthy is Parents' socio-economic condition, which includes parents' academic and professional qualification, revenue and occupational affiliation, which is also combined with the academic advantage of students. Results of many studies conducted, therefore, confirmed that the academic achievement of students in schools is determined by conditions and circumstances of parents' socio-economic condition. The students that are worried with the contact of social and economic factors will perform better in schools than other students that connect with low social-economic backgrounds (Shoukat et al., 2013). Social and economic status of students is generally determined by combining parents' qualification, occupation and income standard (Jeynes, 2002). Among many research studies conducted on academic achievement, it is not very surprising to observe that socio-economic status is one of the main elements studied while for-casting academic performance (Shoukat et al., 2013). The academic performance which is an essential element to the lives of students in secondary schools and their progression to the career world can be influenced negatively with internet involvement in the lives of the students, due to their age which may lead to addiction.

On regional level, according to Langat and Alfred (2018), while directing a test for Kenyatta University students with a total population of 582; and after computing using Taro Yamen's formula, the sample size was 250. The paper, which is titled social networking and academic performance of university students in Kenya: a case study of Kenyatta University, Kericho campus, noted that spending innumerable hours on the media can redirect the focus and attention from a particular task, which is very important, to one which is not cogent, and can be distracting. It reduces the motivational level of the people, especially of teenagers and students. They mainly rely on

technology and the internet instead of learning the practical knowledge and expertise of the everyday life; living becomes difficult while they build and live in a world of internet, which in a way is not real.

Adult occasionally, swap photos on social media that contains violence and sex, which can destroy the behaviour of kids and teenagers (if found), and adolescents, themselves exchange such items too; they end up being addicted to the negative ideas which influence them on the internet, often corrodes them. This, in the end, puts the negative influence on the society as these kids and teenagers get involved in crime-related activities and illicit affairs later in life.

Rice (1981), in his book titled the adolescent: development, relationships, and culture, says, 'cultural confusion with shifting beliefs, attitudes, values, morals, and standards results in stress, conflict, and personality disturbance, in the lives of young people. In a world of pluralistic standards, changing customs, and uncertain values, it becomes difficult for adolescents to know how to live and what to believe. Unpredictability and conflict create disturbing internal stress. When everyone in a culture accepts the same ideas and values, adolescents find it easier and more secure to know and accept the status quo; but when they are bothered with changing, conflicting ideas and values, they feel forced to shift about, trying to find meaning for themselves. Those who discover ideas and values that are acceptable are fortunate, the others who do not may remain in a state of confusion and turmoil for years" (p. 33). This means, as Erik Erikson says they will be stalked and fixed on this stage.

Khalil (2015), in his thesis titled the influence of social, religious, institutional, and cultural factors on postsecondary education transition of Arab American and Muslim students in Northern New Jersey, survey the influence of social, religious, institutional, and cultural factors on Arab American and Muslim Students' transition from high school to postsecondary education in northern

New Jersey. Using qualitative methodology, Arab American and Muslim students from two higher education Institutions were given the opportunity to describe their perceptions regarding their transition experience from High School to College.

The findings of this study were drawn from face-to-face interviews of 24 participants and a demographic questionnaire. This inquiry explained the conditions of Arab American and Muslim college students in northern New Jersey, including students' successes, life-styles, financial issues, religious life, diversity, and Islamophobia on college campuses. Although social, cultural, and institutional factors influenced Arab American and Muslim students' transition, the study made known that religion plays a central role in their life.

Acheaw and Larson (2015), in their thesis titled use of social media and its impact on academic performance of tertiary institution students: a study of students of Koforidua Polytechnic, Ghana, made mention of ruling gender influence on media. Out of 1,578 copies of the questionnaire distributed, 1,508 were retrieved, which represented a response rate of 95.5 %. The study made it known that majority of the respondents had mobile phones with Internet facility and also, had knowledge of the existence of many media sites, through the applications on the sophisticated phones they use.

The study further established that most of the respondents visit their social networking sites using their phones and spend between thirty minutes to three hours per day. The study also, revealed that the use of media sites had affected the academic performance of the respondents negatively and that there was a direct relationship between the use of media sites and their academic performance in schools. Though the study proposed that, students with mobile phones having internet facility should be supported to use it to add to their research in the library, to keep them busy, rather than the usual chatting with friends all the time, and, students should be encouraged to reduce the time

spent on the social media sites daily and advise them to instead substitute those hours to read novels to improve their knowledge, among other recommendations made; the research suggests that since the use of media sites had influenced the educational work of students negatively there is the immediate and grave need for the initiation of students to the realization and accessibility of the reading of novels instead, with other information resources concerning academics or materials that can help them to perform better in schools.

Therefore, the researcher joins in saying that all hands must be on deck (parents, teachers, religious institutions, counsellors, models in the society) to see to the growth of the school students who are trying to find the right path in life as they grow.

2.2.3 Psycho-Spiritual Strategies/Interventions that can be used to address the negative Influence on Academic Performance of Secondary School Students

Influence of Facebook and WhatsApp on Interpersonal relationships, psychosocial behaviour such as moral dissipation can be seen as a result of parental neglect and desertion in this age of modern technology. The family crisis has left children and parents starving for intimacy and connection, which modern technology offers the young without limitation. Technological innovations, such as Internet, Facebook and WhatsApp, expose young people to potentially unwelcome information and cognitive causes are related to the need to fit-in among the youth, which is driven by physical and psychological needs of the adolescent.

Erlen, Salleh, Mustafa, Abdullah, Mahat, and Othman (2019), wrote on the negligence in child care centres: law versus reality in Malaysia. The paper attempted to identify the weaknesses of the existing law pertaining to the protection of children in Child Care Centres in Malaysia and compare the laws prevalent in a neighbouring country, Singapore. Qualitative study was used since it does not involve statistical analysis of the data. The contribution of the study was significant to

the government to assist in controlling the Child Care Centres in order to protect children from any harm as they are the most valuable resources of the nation.

Child care centres which, according to them, is very crucial for the development of early childhood. In their research, the demand was increasing among dual career parents to enable them to enter the workforce. Child Care Centres has a legal duty to exercise reasonable care and supervision to ensure that all the children are safe in their care. The Child Care Centre Act 1984 was enacted to ensure the well-being and safety of the child. Nevertheless, research found out that, it was disheartening that there were still cases of children dying or suffering due to negligence of the Child Care Centres despite the existence of specific legislations.

Parents have less time to share with children on important subjects, such as the dangers of premarital or unprotected sex and the like. Lack of parental guidance and supervision; therefore, on these sensitive issues make youth more vulnerable. Technology enables youth access to unrestricted information that may influence bad behaviour and influence them negatively, and above all, affect their school performance, which is later noticed by parents. These complex parent-child relationships, along with family disordering and disturbances such as divorce, sexual, physical or emotional abuse also raise the risk of addiction of the young to Facebook and internet use. "Facebook can be challenging, because it is a potential help to create relationships, but also a threat. Human relationships are not a game and require time and face-to-face interactions. A relationship on the web is never complete if it has no connections with real life" (Spadaro, 2014, p. 55).

Due to parental carelessness and sometimes learning of harmful behaviour through the parents, such as restlessness, feelings of emotional distress, lying, jeopardized school work and obligations easily involved in by the youth which are indicative of negative use of social media. Huesmann quoting (Butterworth, 1999; Meltzoff & Moore, 2000; Rizzolati, Fadiga, Gallese, &

Fogassi, (1996); Wyrwicka, 1996) says that in recent years the evidence has shown that human and the adolescent, in particular, have an innate tendency to imitate whosoever they observe in life. The desire for social acceptance and fear of social rejection is an aspect that brings out stress and aggression in the young, without them paying attention to it. Facebook exploits the vulnerability of the youth; it makes them want to be seen, viewed, appreciated, and when the aim is not achieved, they become stressed and aggressive to people around them, and this affects the adolescent's behaviour in the society.

Rostiawan, Syamsu, and Dahlan (2019), on positive parenting plan to increase parental monitoring toward youth sexual behavior, mentioned the role of parents in the context of education in adolescents which needs to be optimized, including sexual education in adolescents. According to them, in adolescence, most teenage boys and girls already have enough information about sex, especially in the digital era which is open to all. Parental observation which is a monitoring and communication between parents and children, shows that by monitoring, parents need to have knowledge of the activities carried out by their children. Parents are expected to be able to increase knowledge about care, especially in sexual education. Quoting Suwarni (2009), in his research, which proves that negligence of parents in supervising and communicating with their children contributes to the improvement of sexual behaviour, social problems and criminal behaviour (Rostiawan, et al 2019).

Ekpeyong (2020), basically designed his study to look into the influence of child abuse on students' academic performance in Biology in Calabar Municipality of Cross River State. The study was put in motion by the poor academic performance among SSS2 students in Biology, in the research area. Four null hypotheses were formulated to guide the study. Survey research design was used in which the Literature related to the variables under study was reviewed according to the

variables of the study. The research instruments used were questionnaire and achievement test in Biology. The result of the analysis using Pearson Product Moment Correlation shows that, child emotional abuse, child neglect, physical abuse, family marital status significantly relates to students' academic performance in Biology. Based on the finding of the study, it was recommended that the Cross-River State Government in Nigeria, should make provisions for these children being abused and penalties to be faced by their guardians. This was able to reduce rate of child abuse and enhancing students' academic achievement.

Psycho-social strategies of comprehending the students' need in its holistic way may be of great help to all since the adolescents at this stage may find themselves caught in the web of uncertainty, since they are still at the stage of shaping their personality as they grow (Adetiloye, 2017). The researcher, therefore, joins word with the other researchers emphasizing that psycho-spiritual counsellors need to be more available in schools. They are to help students to realize the influence of culture, psychology and spirituality in adolescent dealings. Where it is not available but only guidance and counselling, the counsellors need to be effective and even at family therapy. They need to be more conscious of the need of the young in the family at therapies, their voice needs to be held and acknowledged. As professionals too, the verbal and non-verbal signs of the young need attention for proper diagnoses to be made.

2.3 Summary of Literature Review and Gap

The study examined the influence of media usage on academic performance among secondary school students in Akure South, Ondo State, Nigeria. Based on the text above, the researcher observed that time spent by students on media is a barrier to good performance in education among secondary school students. Therefore, parents and caregivers need to monitor its usage and create constant awareness of its negative influence on education.

In matters of gap, the influence of social networking sites (Facebook and WhatsApp) on the students' performance and its effect on the school as regards the students' education has not been widely researched on the Local level especially in Akure South, and is one which has the potential to cause many problems in the future; more so, most of the research work done was not conducted in Ondo State, Nigeria, and the participants, along with the population of the text studied above by different researchers, the research design, instruments used are different since this work is among secondary school students in Akure South, with the population of 800 in the school used, and above all, a mixed research survey method was used for this research work.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology that the researcher used in investigating the influence of Facebook and WhatsApp on the academic performance of the secondary school students in Akure South, Ondo State, Nigeria. It describes the research design, participants, and sampling procedures, instruments of data collection, the procedure of data collection, data analysis, ethical issues, reliability and validity.

3.2 Research Design

Research design can be viewed as the structure of research (Kombo & Tromp, 2014). It suggests to a scheme of choosing subjects, research sites and data collection course of action to answer research questions (Schumacher & Macmillan, 2001). Methodology refers to all the instruments for collecting, analyzing and interpreting research data. The study utilized a concurrent triangulation mixed research method in its data collection process. Concurrent triangulation mixed research methods are run to established, cross-validate, or confirm and verify findings within a study. Data collection is concurrently done at the same time. Its purpose is to overcome a weakness in using one method with the strengths of another.

3.3 Locale of the Study

The study was conducted in Akure South, Ondo State, Nigeria. Akure town is a city in south-western Nigeria and is the largest city and capital of Ondo State. The city had a population of 484,798 as at the 2006 population census according to research. Akure South local government area is domiciled in Ondo State, Southwest Nigeria. The headquarters of the area is at Akure and includes districts such as Abiodun street, Isikan, Oluwatoyi street, Irowo street, Hospital road, Ondo road and

Isolo road. The area is home to several tribes with the most dominant being the Yoruba. The Yoruba and English languages are widely spoken in Akure South while Christianity and Islam are widely practiced in the area (*https://www.manpower.com.ng/places/lga/626/akure-south*).

3.4 Target Population

The target population is explained as the individuals or objects that the researcher is interested in and to which the study results are applied (Gall, Borg, & Gall, 2007). In this study, the targeted population was 800 adolescents in a public secondary school that the researcher chose for research in Akure South, Ondo State, Nigeria. The researcher got the number of students in the school from the school Registrar, which was used for the research work.

3.5 Sample Size and Sampling Techniques

Sample refers to any group on which specific detail is obtained (Frankel & Wallen, 2000). Sampling is also a process of selecting a number (sample) of individuals from a defined population (Gall, Borg, & Gall, 2007). In this study, the probability procedure was used to determine the sample size in the school chosen for the study. Probability sampling offered each member of the population a chance to be picked (Gay, Mills, & Airasian, 2009). Probability sampling is useful in the sense that it authorized the researcher to make generalizations since the sample could be said to fairly constitute the wider population (Cohen, Manion, & Morrison, 2007). In this way, there is an equal chance of participation among the targeted population. The sample comprised of 373 respondents that was selected from the senior secondary school which comprised of 410 students in the senior secondary school classes, with the population of students of 800 in the school (for both Junior and senior classes).

Yamane (1973) sample size determination formula with the confidence level at 95%, and the margin error at 5% was adopted. With a target population of 410 students in the senior secondary school chosen, the sample size was calculated using Yamane's mathematical formula thus:

$$n = \frac{N}{1 + N\,(e)^2}$$

Where

n= the sample size

N= the target population (number of students in the school)

e= margin of error (in percentage)

sampling size for the school using Yamane's formula

$$n = \frac{410}{1 + 410\,(0.05)^2}$$

n= (rounded up) n= 373

This formula gave a total sample size of 373 respondents for the study.

3.6 Description of Research Instruments

Research instruments are data collection tools such as the questionnaires, interview guides; and observations that was used to collect data scientifically (Kamau, Gitti & Njau, 2014). The research tool that was used for this study was questionnaires and adolescent interview guide. Kasomo (2006) defines a questionnaire as a considered planned instrument that is used for collecting data immediately from the respondents. The purpose of this instrument is to collect in-depth

information from the respondents, especially through the interview. The questionnaire was divided into five-part, the first sort to get respondents' demographic information such as age, gender, class; the second part consists of the effects of media on the respondents' lives, the third was on coping or the intervening variables; the fourth was on Facebook and WhatsApp, and the fifth, on Academic performance of students in Secondary School. As a mixed method research design, the study used interview guide to collect the qualitative data facilitating an in-depth understanding of how the adolescents engaged with the use of media. In this way, the data collected for this data is triangulated fostering greater credibility of the research findings.

3.6.1 Questionnaire

The questionnaire is divided into A, B, C, D and E. Part A deals with the demographic information of the students; Part B ask questions on the effects of media (social networking sites such as Facebook and WhatsApp) on the students of secondary school; section C deals with the intervention strategies of the questionnaire, which is on what can help in the use of Facebook and WhatsApp in our midst; section D is about general questions on the influence of Facebook and WhatsApp on academics, while session E is on the academic performance of the students.

3.6.2 Interview Guide

An interview was conducted with three classes (SSS 1 – 3 of the Senior Secondary School students) in the school. The researcher selected at random nine participants who were given 45 minutes to one-hour interview. This interview enabled the researcher to test alike issues already in the questionnaire aimed at investigating the adolescents' involvement in social networking sites and the influence it has on academics. The study gave the participants a chance to express their points of view and experiences, beyond what was asked in the questionnaire, opening up the space for in-

depth understanding of social networking sites' influence on adolescent including coping strategies available to them.

3.7 Validity and Reliability of Quantitative Instruments

The two most essential attributes of the measurement procedure are reliability and validity. Reliability is defined as the degree to which a questionnaire, test, observation or any measurement procedure manufacture the same results on repeated trials (Kothari, 2004). Validity is the degree to which the instrument measures what it claims to measure.

3.7.1. Validity

Howitt and Cramer (2008), explained validity deals with the proof that the research instrument actually measures what it is intended to measure. Validity is based on the research results, the correctness and meaningfulness of inferences, it is the degree to which the results obtained from the analysis of the data actually represent the event under study (Mugenda & Mugenda, 2003). The researcher consulted experts in educational field from Olabisi Onabanjo University, Nigeria (OOU), Marist International University, Nairobi, to give their own view on the validation of the instrument and the two assigned supervisors to establish the validity in relation to the population of the study area.

The researcher used face validity to examined the questionnaires that were used in the study to ensure that the content of the items contained sufficient information that measured what the researcher intended to measure in the population. Secondly, the researcher used content validity to ensure that the research tool items contained enough questions to measure elements of interest the researcher intended to measure in the population. Where there were lapses or deficiencies the researcher augmented the deficiencies by adding or rewording some of the questions to suit the purpose of the study.

After establishing the validity of the questionnaire, the researcher conducted a pilot test to test the questionnaire before going to the field to ascertain its efficiency. The researcher made use of 15 male students and 15 female students who were part of the target population but not part of the sample size of the study for the testing of the research instrument using convenience sampling technique. Pilot testing ensured the suitability of the instruments to the participants and provided an opportunity to validate the wording of the tasks for easy understanding and recognised the time necessary for the administration of the questionnaires to the sampled population under study.

3.7.2 Reliability

The reliability of instruments is adjudicated by pretesting each at a time before managing the equivalent instruments to the respondents. Reliability refers to the attribute of consistency of results in measurement by a research instrument (Gregory, 2007). The researcher determined the reliability of the instruments through internal consistency. Internal consistency is a way of establishing the reliability of test items whereby data is determined from scores obtained from a single test administered by the researcher to a sample of subjects after which scores obtained from item are correlated with scores obtained from other items in the instrument to establish their coefficient (Mugenda & Mugenda, 2003).

Cronbach's Alpha was used to measure reliability of questionnaire instrument. This was done to find out the reliability using correlation coefficient score of 0.7 and above to confirm that the instrument was reliable. Data which had closed items were coded and using the SPSS to find out the relationship among the questions. The questionnaire items used in the Cronbach alpha method included all closed ended questions. The questionnaires were given to 25 students of the Senior

Secondary School (SSS) sampled using convenience sampling technique and SPSS was used to compute Cronbach Alpha, the results are shown below:

Table 1: Results of Cronbach's Statistics Reliability for Perceived Effects of Social Networking Sites, Influence of Social Networking Sites on Academic Performance of Students and Psycho-Spiritual Interventions

Scale	Cronbach's Alpha	Items
Perceived Effects of Social Networking sites	0.830	10
Influence of Social Networking sites on academic performance	0.730	10
Psycho-Spiritual Intervention	0.749	5

The reliability of 0.7 is acceptable.

3.8 Data Collection Procedures

Permission was obtained from the Psycho-Spiritual Institute (PSI) to Ondo State Ministry of Education (Nigeria) for the lists of secondary schools in the State, and letter of permit to the Principal of the secondary school in Akure South where the research was conducted, before distribution of the questionnaire to the students was given as expected. The research assistant took time to explain to the respondents before asking them to fill the questionnaire and obtained their informed consent before asking them to fill out the questionnaires. The participants were given time to answer the questionnaire, and research assistant was around during the period the respondents were answering the questionnaire in order to clarify any kind of problem they encountered while filling the questionnaire.

3.9 Data Analysis Procedures

Mugenda and Mugenda (2003) explained data analysis as the procedure of bringing order, structure and meaning to the mass information collected; which also involves the computation of certain measures along with searching for patterns of relationship that exists among data groups (Kothari, 2004). In carrying out the research, the raw data was collected systematically and organized so as to carry out the data analysis. The quantitative data was effectively analyzed using the statistical package for social science (SPSS) version 25.0. Descriptive statistical analysis was used to analyze the quantitative data, which was summarized in form of frequencies and percentages. The findings were presented using frequency tables and figures to present the data and percentages to discuss the values.

The qualitative data was derived from interview guides and document analysis following the research questions. First, the data from the interviews from the students in the senior secondary school, data was gathered into meaningful sections. The sections were then analyzed and coded into categories. Data triangulation was conducted by comparing information from the interviews, questionnaires, and documents to determine the influence of social networking sites on academic performance of students. The qualitative data was analyzed thematically to capture an in-depth expression of what the participants said as regards their experiences of the use of social networking sites. After analysis, the researcher drew conclusions and made recommendations based on the findings of the study in an attempt to answer the research questions.

3.10 Ethical Considerations of the Study

Ethics is concerned with morality and standards of conducting research (Kamau, Githi, & Njav, 2014). According to Creswell (2014), ethics is a branch of philosophy which deals with one's conduct and serves as a guide to one's behaviour. In adhering to ethical standards in this research,

the researcher ensured that informed consent was gotten before carrying out the research. Confidentiality was respected. The researcher (through the research assistant) kept a healthy relationship with participants and treated them with respect and ensured that this research did not harm their safety, dignity or the privacy of the participants. Work cited was acknowledged.

3.11 Reflexibility

Reflexivity is an attitude of attending systematically to the context of knowledge construction, especially to the effect of the researcher, at every step of the research process (Barry, Britten, Barbar, Bradley, & Stevenson, 1999). It is supposed that a researcher's background and position will affect what they choose to investigate, the angle of investigation, the methods judged most adequate for this purpose, the findings regard as most appropriate, and the framing and communication of conclusions (Malterud, 2001). This research gave room for others' opinion and suggestions in other to come up with a reliable research without prejudice. This study was motivated by the observations and experiences of the researcher on academics performance of students in the area while on the field as a teacher in a secondary school in the area of study. In the course of study, the researcher, been a psycho-spiritual counsellor student bracketed her views on the subject of study haven thought in class on how to do that during counselling. This came in handy during the interview and throughout the research period. Therefore, the researcher conducted the study without prejudice.

CHAPTER FOUR

PRESENTATION, INTERPRETATION AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter presents the results and discussions of the findings. The results are presented and discussed with respect to the research questions highlighted in chapter one. The research questions were: firstly, to investigate the perceived effects of Facebook and WhatsApp on the academic performance of secondary school students in Akure South, Ondo State, Nigeria; secondly, to find out how Facebook and WhatsApp influence the academic performance of secondary school students in Akure South, Ondo State, Nigeria; and thirdly, to find out the psycho-spiritual strategies/interventions which could be used to address the negative influence on academic performance of secondary school students in Akure South, Ondo State, Nigeria.

The qualitative data was generated from interview with nine of the students (respondents 1-9). The interview was guided with ten (10) questions which covers these three areas: perceived effects of Facebook and WhatsApp on academics, student's engagement with social networking sites (Facebook and WhatsApp), and proper monitoring/interventions needed by adolescents.

4.2 Questionnaire Return Rate

The researcher administered a total of 373 questionnaires to students in senior secondary school in Akure South, Ondo State, Nigeria. The study sample comprised of 313 respondents who answered the questionnaires, which translated into a return rate of 84% which was very appropriate for this study; and nine (9) respondents who participated in the interview were conducted which translated to 100% response rate. There was sixty (60) non-return of questionnaires from all who participated in the study, which translated into 16%.

This high return rate was due to the fact that the research assistant administered the questionnaires twice and waited for the respondents to fill and then collected them on the same day the second time. According to Hertman and Hedborn (2009) 70% or higher questionnaire return rate is very good. Hence, the study achieved a valid response rate.

4.3 Demographic Characteristics of the Study Participants

This section delves into the background of the respondents in terms of age bracket, gender and class. It also considers level of study of the parents. The respondents here included students in senior secondary school one, two and three. The class was to determine their different levels of study in school, hence to show the different ways in which they view and perform in schools. The findings are summarized in Table 1 below.

4.3.1 Class of the Respondents

The study sorts the class of the respondents to show that only the senior secondary school students were the ones for the study to determine the classes that were mostly affected by social networking sites (Facebook and WhatsApp) engagement of the students on-line and not the junior secondary school students.

Table 2: Class of the Respondents

Item	Category	Frequency	Percentage (%)
Students	SSS 1	116	37.1
	SSS 2	108	34.5
	SSS 3	89	28.4
Total		**313**	

Table 2 shows the frequency of the classes of the students in senior secondary school one (S.S.S.1) as 116 which is 37.1%, those in senior secondary school (S.S.S.2) are 108 which is

34.5% and the senior secondary school three (S.S.S.3) are 89, which is 28.4%. in the different classes.

4.3.2 Age of the Respondents

The study sought to know respondents' age bracket this was aimed at determining their level of maturity hence the objectivity of their responses on the influence of Facebook and WhatsApp on academic performance of students in secondary school in Akure South, Ondo State, Nigeria. The findings are summarized in Table 3.

Table 3: Age of the Respondents

Item	Category	Frequency	Percentage (%)
Students	12-14 years	114	36.4
	15-17 years	104	33.2
	17-18 years	95	30.4
Total		**313**	**100.0**

Table 3 shows that the majority of the students (36.4%) were in the age bracket of 12-14, 33.2% of them fell under the age bracket of 15-17 years old while 30.4% were in the age bracket of 17-18. This could be attributed to the fact that 12-14 years is the school going age for the majority of senior secondary school students in Akure South, Ondo State, Nigeria; a few students may have started schooling early contributing to the 36.4% who are in the age bracket of 12-14 and 33.2% for those in the age bracket of 15-17years. The older age bracket which are of least percentage of 30.4% are within the age bracket of 17-18years. Age is an indicator of level of maturity hence older students are deemed to have more objective responses than younger students (Bodo, 2010).

Table 4: Age of the Respondents for qualitative data

Item	Category	Frequency	Percentage (%)
Students	12-14 years	3	33.3
	15-17 years	3	33.3
	17-18 years	3	33.3
Total		**9**	**100.0**

Table 4 shows the ages of the respondents for the interview. Three (3) students fall under the ages of 12-14years, three (3) also falls under 15-17years and the last three (3) falls under the ages of 17-18years old (boys and girls).

4.3.3 Gender of the Respondents

The study sought to determine the gender distribution of the respondents. This was to ensure that the findings of the study were not gender biased since the school had both male and female students in the same class and since the study concerns both male and female students in the State. The information on respondents' gender was sought from students of senior secondary school of a public school in Akure South, Ondo State, Nigeria. The findings are summarized in Table 5.

Table 5: Respondents' Gender

Item	Category	Frequency	Percentage (%)
Students	Male	96	30.7
	Female	217	69.3
Total		**313**	**100.0**

Table 5 shows that the majority of the students (69.3%) were female while 30.7% were male. This could be attributed to the fact that many female students are given birth to in Nigeria hence female dominate most activities in the Country, though their education mostly ends in the homes

since they do not often like to compete with men. However, it was useful for the study to cover both gender since gender difference translates to differences in perception of ideas. Lorigo (2006) is in agreement that gender has an influence on information searching tactics. According to him men and women differ in the way they impute information stimulation and answer, thus affecting judgment of said details.

4.3.4 Parents' Level of Education or Study

The study sought to determine the level of study or education of students' parents. Information on the level of study or education was essential in order to estimate the respondents understanding of the research, and to find out if the parent's educational background influence the student's performance in school. The findings are summarized in Table 6.

Table 6: Respondents' Parent's Level of Education

Item	Category	Frequency	Percentage (%)
Parents	Primary	133	42.5
	Secondary	89	28.4
	Certificate	42	13.4
	Diploma	15	4.8
	Bachelor	18	5.8
	Masters	11	3.5
	PhD	5	1.6
Total		**313**	**100.0**

Table 6 reveals that on the level of education of the parents of the students, 42.5% had primary education, while 28.4% had secondary; 13.4% had Certificate in education; Diploma is 4.8%, Bachelor had 5.8%; Masters is that of 3.5% and those with PhD was that of 1.6%. This result

indicate that majority of the parents were not educated more than primary level. This however, had its' negative influence on the educational interest of the students in school, since they do not often see the need to study hard so as to have a better performance in school, simply because they do not see the need or feel the push expected from parent's side. Parents' socio-economic condition, which includes parents' academic and professional qualification, revenue and occupational affiliation have great influence on the student's performance in school (Shoukat et al., 2013).

4.4 Presentation of Research Findings

The findings are categorized under three headings using the research questions for the questionnaire and interview with the respondents as follows.

4.4.1 What are the Perceived Effects of Facebook and WhatsApp on the Academic Performance of Secondary School Students in Akure South, Ondo State, Nigeria?

The respondents were asked the perceived effects of Facebook and WhatsApp on the academic performance of secondary school students in Akure South, Ondo State, Nigeria. The statements were rated on a scale of 1-4 where 1-strongly disagree (SD), 2-disagree (D), 3-agree (A) and 4-strongly agree (SA). The findings are summarized in Table 7.

Table 7: Perceived effect of social networking sites (Facebook and WhatsApp) on academic performance of secondary school students in Akure South, Ondo State, Nigeria

Statement	SA		A		D		SD		
	F	%	F	%	F	%	F	%	TOTAL
Failure in school is a determinant of other engagements of students in social related matters	274	87.5	38	12.1	0	0	1	0.3	100
Below average performance in school is an indicator that the social life of the student is more than academics	218	69.6	95	30.3	0	0	0	0	100
Poor performance of students in school shows that proper monitoring is not done by parents and teachers	192	61.3	121	38.6	0	0	0	0	100
Addiction can be viewed as an outcome of failure in academics	153	48.8	160	51.1	0	0	0	0	100
Aggression is a reaction of the student to poor monitoring of academics and proper guidance	147	46.9	165	52.7	1	0.3	0	0	100
Gambling comes as a result of frustration in the adolescent	131	41.8	180	57.5	2	0.6	0	0	100
Crime is one of the ways to exhibit failure in academics	134	42.8	178	56.8	1	0.3	0	0	100
Poor study habit can be the result of too much social engagement of students on-line	141	45	172	54.9	0	0	0	0	100
Deviant is a reaction to poor monitoring of parents and teachers to adolescent academics	153	48.8	160	51.1	0	0	0	0	100
Violence comes as a means of frustration of adolescents	159	50.7	153	48.8	1	0.3	0	0	100

With the percentages highlighted in Table 7 which shows the perceived effects of social networking sites on academic performance of secondary school students in Akure South, the table explains it that, 87.5% strongly agrees that failure in school is a determinant of other engagements of students in social related matters, 12.1% agrees while 0.3% disagrees. For 69.6% strongly agrees that below average performance in school is an indicator that the social life of the student is more than academics, while 30.3% agrees with no percentage for disagree and strongly disagree. 61.3% strongly agrees that poor performance of students in school shows that proper monitoring is not done by parents and teachers while 38.6% agrees. 48.8% strongly agrees that addiction can be viewed as an outcome of failure in academics as 51.1% agrees. 46.9% strongly agrees that aggression is a reaction of the student to poor monitoring of academics and proper guidance as 52.7% agrees while 0.3% disagrees.

On whether gambling comes as a result of frustration in the adolescent, 41.8% strongly agrees, 57.5% and 0.6% disagrees. When asked whether crime is one of the ways to exhibit failure in academics, 42.8% strongly agrees, 56.8% agrees and 0.3% disagrees. Similarly, 45% strongly agrees that poor study habit can be the result of too much social engagement of students on-line, with 54.9% who agrees. 48.8% strongly agrees that deviant is a reaction to poor monitoring of parents and teachers to adolescent academics, 51.1% agrees with no percentage to disagree or strongly disagree. 50.7% strongly says that violence comes as a means of frustration of adolescents, 48.8% agrees while 0.3% disagrees. Above therefore, shows the perceived effects of social networking sites on secondary school students.

The moment student's academics is affected, the above table shows that it mostly results into gambling, crime, deviant and violence. Therefore, their academic life may in turn affect their social life, which may result into physical, emotional, psychological stress and imbalance and this in turn

may be repeated as Erikson (1963), noted that successful completion of each stage in the life of the teenager results in a healthy personality of the individual and the acquisition of fundamental virtues of this individual which in turn benefits the society in which he/she dwells.

Majority agrees to the fact that Facebook and WhatsApp have negative impact and effects on its' users. Respondent 6 said:

> I sometimes get distracted with replying messages and it affects house chores and schoolwork sometimes.

In like manner, respondent 4 strongly believes that, Facebook and WhatsApp need properly monitoring to avoid later damage on the user.

> They should be monitored to avoid psychological illness in the future.

Respondent 7 agreed that it is good to use social networking site but that it has its' negative effects on the students if not monitored.

> Children of today go into social networking sites for criminal acts, pornography, fraud among others.

It therefore means that many believe that social networking sites has its' negative danger and effect on its' users which is known. Respondent 6, however mentioned the effect on the time used on social networking sites as damaging:

> Students need proper monitoring because they often spend their time on social media and regret later.

Nalwa and Anand (2003), in their findings mentioned that Facebook users become addictive because they used for long sessions, resulting in personal behavioural problems and neglect of important work responsibilities. With this therefore, negligence, stress, crime, violent and addiction among others becomes its' perceived effects on users especially adolescent as it affects their academics.

4.4.2 How do Facebook and WhatsApp influence the Academic Performance of Secondary School Students in Akure South, Ondo State, Nigeria?

The respondents were asked to identify how Facebook and WhatsApp influence their academic performance in school with the questions asked under this heading in this study. They were requested to give their opinion on the statement relating to the influence of Facebook and WhatsApp as it relates to them. The statements were rated on a scale of 1-4 where 1-strongly disagree (SD), 2-disagree (D), 3-agree (A) and 4-strongly agree (SA).

The findings are summarized in Table 8.

Table 8: The influence of Facebook and WhatsApp on academic performance of secondary school students in Akure South, Ondo State, Nigeria

	SA		A		D		SD		
Statements	F	%	F	%	F	%	F	%	TOTAL
Online social networks distract me from my studies	280	89.4	33	10.5	0	0	0	0	100
Hours spent online can never be compared to the number of hours I spend reading	270	86.2	43	13.7	0	0	0	0	100
There is no improvement in my grades since I became engaged into these social networking sites	295	94.2	18	5.7	0	0	0	0	100
I usually have unlimited access to Facebook and WhatsApp and this has affected my academic performance negatively	289	92.3	24	7.6	0	0	0	0	100
I prefer the excitement of the social media to playing with friends	297	94.8	16	5.1	0	0	0	0	100

Majority of the respondents (89.4%) strongly agrees that online social networks distract them from studies as 10.5% also agrees. On the hours spent online which can never be compared to the number of hours spent on reading, 86.2% strongly agrees to it while 13.7% agrees. 94.2% strongly agrees that there is no improvement in their grades since they became engaged into social networking sites while 5.7% agrees. 92.3% strongly agrees that they usually have unlimited access to Facebook and WhatsApp while 7.6% agrees that it has affected their academic performance negatively. 94.8% strongly agrees while 5.1% agrees that they prefer the excitement of the social media to playing with friends. It is noted here that no percentage was recorded for any disagreement from respondents; according to Nalwa and Anand (2003), Facebook and WhatsApp users waste more time on-line resulting in personal problems and unruly behavior which therefore have negative influence on the academic performance of the respondents.

For Erikson (1964), the fifth stage of psychosocial development which is known as Identity versus confusion stage, is a stage which occurs between the ages of 12 and 18, which is mostly secondary school-age period of adolescents, is a stage whereby, teenagers at this age tour their self-government and develop a sense of themself, which is known as Identity. Poor monitoring or carelessness of the adolescents by parents, teachers, school heads, government, counsellors, and religion may here results in poor outcome in studies and in social life of the adolescent as seen below with the students' performance especially that of the senior secondary school two and three (SSS 2 and 3).

The academic performance of some students in SSS 1, SSS 2 and SSS 3 that offers the same courses (English, Mathematics, Civic Education, Yoruba, Physics, Chemistry and Biology) is shown below in table 8. This poor performance of the sample (56 students' result) used shows the relevance

of the research question which is: the influence of Facebook and WhatsApp on academic performance of secondary school students in Akure South, Ondo State, Nigeria.

Table 9: Academic Performance of the secondary school students

Item	Category	Frequency	Percentage (%)
SSS1	0-19	0	0
	20-29	0	0
	30-39	0	0
	40-49	5	8.9
	50-59	16	28.5
	60 -69	28	50
	70+	7	12.5
SSS2	0-19	0	0
	20-29	1	1.7
	30-39	8	14.3
	40-49	22	39.3
	50-59	21	37.5
	60 -69	3	5.4
	70+	1	1.7
SSS3	0-19	5	8.9
	20-29	19	33.9
	30-39	26	46.4
	40-49	5	8.92
	50-59	1	1.78
	60 -69	0	0
	70+	0	0

Looking at the results in table 8, which was grouped from 0-19, 20-29, 30-39, 40-49, 50-59, 60-69 and 70+, it can easily be deduced that the senior secondary school two and three (SSS 2 and 3) students are mostly affected by their academics which can simply be as a result of their constant engagement on Facebook and WhatsApp because, their result turns out poorly more than the senior secondary school one (SSS 1) in the school. The percentage of those who scored more than 50% are more in the senior secondary school one (SSS 1) and those who scored from 0-39 are more in the senior secondary school two and three (SSS 1 and SSS 2).

The academic performance which is an essential element to the lives of students in secondary schools and their progression to the career world can be influenced negatively with internet involvement in the lives of the students, due to their age which may lead to dependent variables such as below average performance, average performance, and poor/failure performance in academics; which can result into certain behavior that are not healthy for the individual and the society at large, such as stress, crime, deviant, negligence, addiction, among others, if not properly guided and monitored. Acheaw and Larson (2015), revealed that the use of social networking sites had influenced the academic performance of their respondents negatively and that there was a direct relationship between the use of social networking sites and their academic performance in schools. For Reddy, (2017), the time spent on media is an issue which affects the academic performance of students greatly in schools.

Though, the majority of the respondents made mentioned of the fact that social networking site is good for adolescent especially when bored or idle. So, despite the negative effects of Facebook and WhatsApp on student' academics, Facebook and WhatsApp still has its' positive effects on the students, in the interview conducted, asking of its' relevance for students in school, respondent 9 noted that:

> Though sometimes it's like waste of time being on the internet, but it can be
> fun and interesting at times when I am bored.

Respondent 3 also mentioned that:

> I use Facebook and WhatsApp to make me know what is going on in the
> world and it helps me when bored and tired of reading.

Respondent 9, mentioned that:

> It is interesting and informative and helps when bored.

Students engagement with the social media may oftentimes be interesting at times, when students are idle, stressed out, or bored; and can be used for informative purposes, for instance, for research purposes. This is in line with Erikson's eight stages of human development which stresses stage five as the adolescent age of forming identity with the world (Erikson, 1959). At this stage, students want to belong and fit into the society by getting to know themselves and to explore through social connecting to on-line friends.

4.4.3 What Psycho-Spiritual Strategies/Interventions could be used to address the negative Influence on Academic Performance of Secondary School Students in Akure South, Ondo State, Nigeria?

The respondents were asked to give their opinion on the interventions that could be used to address the negative influence of Facebook and WhatsApp on the academic performance of secondary school students in Akure South, Ondo State, Nigeria. The statements were rated on a scale of 1-4 where 1-strongly disagree (SD), 2-disagree (D), 3-agree (A) and 4-strongly agree (SA). The findings are summarized in Table 10.

Table 10: Strategies/interventions on the negative influence of Facebook and WhatsApp on academic performance of secondary school students in Akure South, Ondo State, Nigeria

	SA		A		D		SD		
Statement	F	%	F	%	F	%	F	%	TOTAL
Parental support	287	91.6	26	8.3	0	0	0	0	100
Religion	273	87.2	39	12.4	1	0.3	0	0	100

Counselling	273	87.2	39	12.4	1	0.3	0	0	100
Society as role models	263	84	50	15.9	0	0	0	0	100
Family availability to adolescents	264	84.3	49	15.6	0	0	0	0	100
Proper monitoring by school heads and government	266	84.9	47	15	0	0	0	0	100
Awareness and workshop on the proper use of time	273	87.2	40	12.7	0	0	0	0	100
Teachers' support	272	86.9	41	13	0	0	0	0	100
Proper training on African Cultural Values	261	83	51	16.2	1	0.3	0	0	100
Enforcement of the law by the Government agents on social media time usage for the young	275	87.8	37	11.8	1	0.3	0	0	100

On whether parental support is needed, 91.6% and 8.3% (100%) agrees that it is needed. On other possible interventions such as religion, counselling, society as role models, family availability to adolescents, proper monitoring by school heads and government, teacher's support and proper training on African cultural values alongside enforcement of the law by the government agents on social media time usage for the young, the result shows 100% agreement; in order words, there is a need for collaboration and attention need to be focused on giving good examples to the young. Khalil (2015) mentioned in his research that religion plays an important role in the life of the adolescent. Rice (1981), however, made mention of cultural confusion which may occur if adolescents are not directed properly to key into the accepted norms and practices of the people.

According to Bandura (1977), social learning theory explains how children learn from direct experience or surveillance and how they in turn exhibit what they have learnt. Therefore, parents, religion, family, counsellors, government and the society at large are agents through which adolescents in schools learn. The result of interventions raised in table 10 shows that majority

support that the adolescent need outside support and examples to be able to perform better in academics. Huesmann quoting (Butterworth, 1999; Meltzoff & Moore, 2000; Rizzolati, Fadiga, Gallese, & Fogassi, (1996); Wyrwicka, 1996) says that in recent years the evidence has shown that human and the adolescent, in particular, have an inborn tendency to imitate whosoever they observe in life. In trying to emulate others, therefore, if not properly guided, the adolescent may end up confused and disoriented and this may affect their academic performance.

On whether it is necessary that students need monitoring on their usage of social networking sites (Facebook and WhatsApp), 100% of the respondents mentioned that monitoring is essential and they mentioned that counselling in schools, family/parental support, societal support, teachers and government need to be agents to see to the proper growth of the adolescent in school. Respondent 8 also stated categorically that:

> Students need proper monitoring online to avoid future damage in life. They need to focus on studies.

According to respondent 2:

> Students need proper monitoring because social media especially Facebook and WhatsApp can take away ones' time, and affect studies, which in turn affects academic performance.

As part of interventions necessary to avoid failure in academics, parents, however, need to be available to their children through constant watch while at home. Ojewola (2014) who remarked that there is steady evidence that violent imagery on television and in other media increases the likelihood of uncooperative or fearful behaviour in adolescent. However, he quotes Kronenberger, Matthews, Dun, Yang, Wood, Larsen, Rembusch, Gianque and Lurito (2005) saying that children and adolescents exhibiting chronic, self-aggressive behaviour are exposed to more television and video game violence than those not exhibiting such behaviour, even when controlling for intelligence, age and gender.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

In this chapter, the summary, the conclusions, delimitation and recommendations of the study are presented. These are the conclusions made from the findings of the study. With the findings, using social networking sites such as Facebook and WhatsApp are a great risk to adolescents more than most adults realize. Most of these risk falls into the following categories: peer-to-peer; inappropriate content; and lack of understanding of online privacy issues, sexting, time spent on the net, wrong spellings, isolation, Facebook depression, cyberbullying and online harassment, communication with strangers and distractions in studies.

5.2 Summary of the Research Findings

To find how the Facebook and WhatsApp affects the academic performance of secondary school students in Akure South, Ondo State, Nigeria, the researcher used a mixed method research survey of which the quantitative research dealt with the practical problem that relate to the individuals, questionnaire was used to collect data from three hundred and seventy three participants, though three hundred and thirteen participants returned the questionnaire. Researcher also used SPSS software to analyze the data and to bring out the results to know how it is affecting adolescents and who are majorly affected by it, along with the interview for the qualitative aspect.

Two theories informed the study – the psychosocial theory of development of Eric Erikson and Social Learning theory of Bandura. Chapter two presented some literatures which were related to the research objectives and questions, these were reviewed from International, regional and local levels. Chapter three presented the method that was used in the study. The study adopted a mixed method which used both quantitative and qualitative approach to collect the data. The sample that

was used comprised of 410 respondents, 373 respondents was selected from the senior secondary school, with the population of students of 800 in the school, but 313 responded to the questionnaire.

Findings shows that students are using social networking sites at the regular interval. The addictiveness of these sites has both effects positive and negative. Nevertheless, results show that negative impact is more than positive effect on the students. The students are wasting their time on internet surfing, making friends, chatting, joining different groups, using WhatsApp and Facebook and many different platforms. Internet positively impact the student's performance only when they use it positively. Students need to consider how the networking sites can productively help them. Addictiveness of social sites has significant influence on academic performance of the students.

Excessive usage is considered as foremost factor of social media that leads to serious mental illness which causes anxiety and stress. If student spend most of their time in researching things and chatting with people, they may experience stress, which leads to negative impact on health. Exposure of students to social networking sites (Facebook and WhatsApp) has significant impact on academic performance of the students, same as usage of social networking sites has significant effect on students' academic performance. The result of the findings showed that Facebook and WhatsApp have significant influence on the academic performance of secondary school students in Akure South, Ondo State, Nigeria. Based on findings, therefore, counsellors, parents, teachers and the society stand has agents to help the adolescent in making right choices regarding their school performance through monitoring and guidance in schools, and to stand as role models to the adolescents.

5.3 Conclusion

Though, recognizing the positive influence of social networking sites (Facebook and WhatsApp), based on findings, therefore, the study concludes that Facebook and WhatsApp have

negative influence on the academic performance of the secondary school students in Akure, Ondo State Nigeria if not properly monitored and guided.

The study concludes that social networking sites (Facebook and WhatsApp) needs interventions such as counselling in schools, religion, parental support, society as role model, family availability to adolescents, proper monitoring by school heads and government, teacher's support, proper training on African cultural values, these are seen as necessary for proper growth of the adolescent in academics and behavior in the society so as to avoid the negative influence of social networking sites on the academics performance of the secondary school students in Akure South, Ondo State, Nigeria.

5.4 Recommendations

The researcher recommends that parents and guidance, teachers, counsellors, and the society at large should be role models, and should be at alert as to the evil posed by Facebook and WhatsApp to the educational performance of the students, as well as their behaviour in the society. Constant monitoring, as well as frequent workshops should be given at all levels of education on time management, and expose them to the negative influence of the social networking sites (Facebook and WhatsApp) to the society. Parents should avoid buying expensive mobile phones with social network facilities for their children, and help them concentrate more on their studies. Religion should also help by been the conscience in matters of moral to avoid decadence.

5.5 Generalizability and Transferability of Results

Generalizability refers to the likelihood of the discoveries about the sample being true of the whole population. Transferability, on the other hand refers to the prospect of the findings of sample being valid for another population in similar settings (Creswell, 2014). Designing this study as a mixed method research approach meant that effort was made to ensure that the findings are valid

and reliable for generalization as well as transferability as each respectively represent the quantitative and qualitative method. The combination of quantitative and qualitative methods has helped in making the findings valid and reliable and appropriate for generalization and transferability. Besides, the researcher has described the process in detail which enables any other researcher to duplicate the study if need be.

5.6 Delimitations of the Study

It is good to note that no matter how well conducted, every research has some delimitations (Simon & Goes, 2013). Despite the positive result yielded by this research, it is worthwhile to be opened about some of the limitations that posed some threat to the outcome of this work. One of the major limitations of this study was that the researcher stayed in Kenya and used a research assistant in Nigeria, despites the availability and the training of the research assistant regarding this work, it was limited in communication, time, and finance, which was not easy especially in the interview conducted. However, with the use of a mixed method research, the data obtained from questionnaires and interviews were sufficient for generalization of the research findings.

5.7 Suggestions for Further Study

No study is inconclusive in its aim and purpose since the body of knowledge is vast. Therefore, the researcher recommends some areas for further research which includes:

i. The influence of other networking sites such as twitter, YouTube on the academic performance of students

ii. The danger of social network on the behaviour of the adolescents in the world of today.

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APPENDIX 1

INFORMED CONSENT FORM

Psycho-Spiritual Institute,

Marist International University College

P. O. Box 24450-00502

Karen-Nairobi.

11[th] December, 2019

Dear Participant,

Ref: **DATA COLLECTION**

I am Rev Sr Doris Olosengbuhan David, a student of the above-named institution carrying out a study on the Influence of Facebook and WhatsApp on Academic Performance of Secondary School Students in Akure South, Ondo State, Nigeria: A case study. This is purely for academic purposes.

The primary purpose of this discussion is for partial fulfillment for the requirements for Masters of Arts Degree in psycho-spiritual Therapy and counselling.

Your sincere completion of this form will be highly appreciated. You may or may not put your name, information given will be held in strict confidence.

Yours faithfully,

Rev. Sr. Doris Olosengbuhan David

Moderator (Reg. No: PSI/DD/59/18)

1. Duration/time of interview: Opening time………………   Completion time …………….

2. Participant's signature: ……………………………….   Date: …………………………

APPENDIX 11

QUESTIONNAIRE

Psycho-Spiritual Institute,

Marist International University College

P. O. Box24450-00502

Karen-Nairobi.

11th December, 2019

Dear Respondent,

I am a student of the above-named institution carrying out a study on the Influence of Facebook and WhatsApp on Academic Performance of Secondary School Students in Akure South, Ondo State, Nigeria: A Case Study. This is purely for academic purposes.

Your sincere completion of this form will be highly appreciated. You may or may not put your name, information given will be held in strict confidence.

Rev. Sr. Doris Olosengbuhan David

E-mail address: dorisanne28jan@yahoo.com

Phone Number: +2348034830911

APPENDIX 111

PART A: DEMOGRAPHIC INFORMATION

INSTRUCTION: Please, mark (X) in the appropriate box.

GENDER:　　　　Male (　)　　　　　　Female　(　　)

CLASS:　　　　S S. S.1(　　)　　S.S.S. 2　(　　　)　　　S. S. S. 3 (　　　)

AGE:　　　　12 - 14 years (　　) 15 – 17 years (　)　　　17-18years (　　　)

PARENT'S LEVEL OF EDUCATION: Primary (　), Secondary (　), Certificate (　　), Diploma

(　), Bachelor (　), Masters (　), PhD (　)

PART B

INSTRUCTION: Please, tick your option

Key: **SA**　　-　　Strongly Agreed　　(4)

　　A　　-　　Agreed　　　　(3)

　　D　　-　　Disagreed　　　(2)

　　SD　　-　　Strongly Disagreed　(1)

PERCEIVED EFFECTS OF SOCIAL NETWORKING SITES (FACEBOOK AND WHATSAPP) ON THE STUDENTS OF SECONDARY SCHOOL

Assess how much you agree with the following among students in secondary school

NO		SA	A	D	SD
		(4)	**(3)**	**(2)**	**(1)**
1	Failure in school is a determinant of other engagements of students in social related matters				

2	Below average performance in school is an indicator that the social life of the student is more than academics				
3	Poor performance of students in school shows that proper monitoring is not done by parents and teachers				
4	Addiction can be viewed as an outcome of failure in academics				
5	Aggression is a reaction of the student to poor monitoring of academics and proper guidance				
6	Gambling comes as a result of frustration in the adolescent				
7	Crime is one of the ways to exhibit failure in academics				
8	Poor study habit can be the result of too much social engagement of students on-line				
9	Deviant is a reaction to poor monitoring of parents and teachers to adolescent academics				
10	Violence comes as a means of frustration of adolescents				

PART C   INTERVENTIONS STRATEGIES QUESTIONNAIRE

Do you think any of these can help in academic performance of the adolescent as to the proper usage of media (Facebook and WhatsApp) in our midst?

NO		SA (4)	A (3)	D (2)	SD (1)
1	Parental support				
2	Religion				
3	Counselling				

4	Society as role models
5	Family availability to adolescents
6	Proper monitoring by school heads and government
7	Awareness and workshop on the proper use of time
8	Teachers' support
9	Proper training on African Cultural Values
10	Enforcement of the law by the Government agents on social media time usage for the young

PART D Facebook and WhatsApp Questionnaire

NO		SA (4)	A (3)	D (2)	SD (1)
1	Online social networks distract me from my studies				
2	Hours spent online can never be compared to the number of hours I spend reading				
3	There is no improvement in my grades since I became engaged into these social networking sites				
4	I usually have unlimited access to Facebook and WhatsApp and this has affected my academic performance negatively				
5	I prefer the excitement of the social media to playing with friends				

PART E: Academic Performance Questionnaire

Subject	First Term Marks	Grade	Second Term Marks	Grade	Third Term Marks	Grade
English						
Mathematics						
Biology						
Chemistry						
Physics						
CRS						
Government						
Animal Husbandry						
Civic Education						
Commerce						
Accounts						
Geography						
Literature in English						
Fine Art						
Further Mathematics						
Total						

INTERVIEW QUESTIONS

(1).   As a student, how will you describe your engagement with the media (Facebook and WhatsApp)?

(2).   In your opinion, what skills have you used or others have used to manage involvement with the media?

(3).   What is your take on students need for proper monitoring as regards media usages?

(4).   How would you describe parental monitoring of the adolescent in our world today?

(5).   What is your response on whether religion is doing her best in education of the adolescents?

(6).   Would you mind explaining the importance of counseling in schools and if it is relevant at all in schools?

(7).   What do you think could be the cause of poor performance of students in schools?

(8).   What is your understanding of Facebook and WhatsApp usage in schools?

(9).   What is your opinion on the usage of Facebook and WhatsApp by adolescents in schools?

(10).   What effect has Facebook and WhatsApp on aggressive tendency on senior secondary school students?

APPENDIX 1V

INTERVIEW GUIDE RESPONSES

Q1 As a student how will you describe your engagement with the media (Facebook and WhatsApp)?

Interviewee code	Responses
SSS1.1	In my opinion, my engagement with the social media is interesting. At times, when one is idle and stressed out, we can just try to check something on the media in order not to be bored.
SSS1.2	I only use the social media when bored.
SSS1.3	I use Facebook and WhatsApp to make me know what is going on in the world and it helps me when bored and tired of reading.
SSS2.1	Media keeps me company and from being idle
SSS2.2	Social media is for fun for me. It is very Interesting and makes me feel relieved when I am bored.
SSS2.3	It helps me when I am bored and engages me with online friends
SSS3.1	I use it when I am moody and bored
SSS3.2	Though sometimes it's like waste of time being on the internet, but it can be fun and interesting at times when I am bored.
SSS3.3	It is interesting and informative and helps when bored

Q2: In your opinion, what skills have you used or others have used to manage involvement with the media

SSS1.1	In my leisure time, I try to visit the media and at least get some important messages and it is very interesting but there are some sites which are not meant to be opened because of negative influence on adolescents
SSS1.2	The skill I have used to manage media for me is to be careful of its usage
SSS1.3	I use media when bored or tired or when I want to know more on certain issues (Knowledge)
SSS2.1	Media keeps me busy and engages me with friends online.
SSS2.2	Using of media in appropriate manner helps in learning as one search the internet.
SSS2.3	I sometimes get distracted with replying messages and it affects house chores and school work sometimes.
SSS3.1	I gained new things online and new knowledge
SSS3.2	I use it when I am home and not seen
SSS3.3	At times its very distracting but my phone is always with me

Q3: What is your take on students need for proper monitoring as regards media usages

SSS1.1	Students need regular monitoring because there are somethings on social media that students are not meant to see.
SSS1.2	students need proper monitoring because social media especially Facebook and WhatsApp can take away ones' time, and affect studies, which in turn affects academic performance.
SSS1.3	Monitoring is useful
SSS2.1	They should be monitored to avoid psychological illness in the future.
SSS2.2	Students need to be monitored because if not, they may misuse it and visits unpleasant sites.
SSS2.3	Students need proper monitoring because they often spend their time on social media and regret later.

SSS3.1	Children of today go into social networking sites for criminal acts, pornography, fraud among others
SSS3.2	Students need proper monitoring online to avoid future damage in life. They need to focus on studies
SSS3.3	Students need proper monitoring because some students use them for other irrelevant things that will not add to their studies and future such as pornography

Q4: How would you describe parental monitoring of the adolescents in our world today

SSS1.1	Parents of this generation no longer have time for their children, at least they feel they can take care of themselves; they do not give proper monitoring
SSS1.2	Parenting monitoring in the world today is careless because some parents do not even have time for their kids. They do not advise them on life and so the kids grow without proper guidance.
SSS1.3	It is very poor today
SSS2.1	Parents' monitoring of their kids is poor.
SSS2.2	Actually, families differ, so some parents help to monitor while others don't care.
SSS2.3	Nowadays, parents are not trying at all. They give their phones sometimes and never care what their kids do on the phones.
SSS3.1	Parental monitoring on children today varies. Some parents are engaging while some are careless.
SSS3.2	Parents try their best but some students still misbehave due to influence on social networking sites. I can't say exactly, but a great percentage of parents are trying and doing well while some are not
SSS3.3	

Q5: What is your response on whether religion is doing her best in education of the adolescents?

SSS1.1	Students need proper monitoring as regards to media usage.
SSS1.2	Religion is trying in preaching and creating awareness but should do more and avoid running after money.
SSS1.3	Religion need to do more
SSS2.1	Religion should do more.
SSS2.2	Religion is trying her best
SSS2.3	Religion is doing her best
SSS3.1	Religion is trying in educating the adolescents
SSS3.2	Religion is doing her best but should do more.
SSS3.3	Counselling helps to make one relevant and useful in life

Q6: Would you mind explaining the importance of counselling in schools and if it is relevant at all in schools

SSS1.1	Counselling is important in schools in educating students and also as guidance
SSS1.2	Counselling is meant to help students in all their education
SSS1.3	Counselling is very relevant for it helps students to be useful in life, and guided through life.
SSS2.1	Counselling is important because it gives students relevance in life.
SSS2.2	Counselling helps in solving problems of adolescents age

SSS2.3	Counselling is to teach and protect adolescents from evil, so its relevant
SSS3.1	Yes, religion is helping
SSS3.2	It helps students to pour out their personal life problems to the counsellor so it is relevant
SSS3.3	Counselling is important in schools in educating students and also as guidance

Q7: What do you think could be the cause of poor performance of students in schools?

SSS1.1	Poor performance Is due to a lot of factors such as poor teaching methods, spiritual problems, and a lot of things. They can also be facing some problems at home which may disturb them and take over their minds.
SSS1.2	Peer pressure influence Is as cause of poor performance of students in schools
SSS1.3	Poor performance is as a results of peer group influence in schools and too much usage of phone/ social media which causes distractions to adolescents in their academic.
SSS2.1	As students, we should know we are in school to read, unnecessary usage of phone and involvement on social networking sites affects academics.
SSS2.2	It is due lack of seriousness and wastage of life on the internet and irrelevant things
SSS2.3	Peer group influence, distraction with online friends may cause poor performance in schools
SSS3.1	Poor teaching, irrelevant distractions in school
SSS3.2	Some students do not read, but if they have good teachers, they may do well
SSS3.3	There are many reasons but the main one is lack of parental guidance.

Q8: What is your understanding of Facebook and WhatsApp usage in schools?

SSS1.1	It is not encouraging and admissible to use phones in schools
SSS1.2	It is not encouraging and advisable to use phones in schools
SSS1.3	It is not encouraging
SSS2.1	It's not encouraging because it will affect academic performance of students
SSS2.2	Not relevant and necessary in schools
SSS2.3	It is not encouraged for students
SSS3.1	It is not encouraging for students below 13 years
SSS3.2	It's not encouraging
SSS3.3	It's not encouraging and admissible to use phones in schools

Q9: What is your opinion on the usage of Facebook and WhatsApp by adolescents in schools?

SSS1.1	Usage of Facebooks and WhatsApp is not relevant to adolescents in school.
SSS1.2	It is not relevant to adolescents in schools to use Facebook and WhatsApp or the phone in particular.
SSS1.3	It is not relevant
SSS2.1	It is not relevant
SSS2.2	It is not relevant
SSS2.3	It is not
SSS3.1	It is not relevant
SSS3.2	Good to those who need it
SSS3.3	It is not relevant

Q10: What effect has Facebook and WhatsApp on aggressive tendency on senior secondary school students?

SSS1.1	Facebook and WhatsApp have a significant relationship with aggressive and rebellious tendencies on senior secondary school students especially in their academic.
SSS1.2	It has a significant relationship with academic performance of students
SSS1.3	Facebook and WhatsApp have a significant relationship with aggressive and rebellious tendencies on senior secondary school students especially in their academic.
SSS2.1	It has a significant relationship with academic performance of students
SSS2.2	It has and so it should be condemned among students
SSS2.3	They become unruly and aggressive.
SSS3.1	It makes them behave badly and aggressively.
SSS3.2	They have poor performance in school.
SSS3.3	They become addictive and have nonchalant attitude towards all.

APPENDIX V

RESEARCH TIMELINE

Date	Action
12th August – 14th October, 2019	Developing thesis proposal, Interview guide and questionnaire, and submission
7th November, 2019	Defense of thesis proposal
18th December, 2019	Distribution of questionnaire
1st March, 2020	Data collection and analysis
1st April, 2020	Deadline for submission of thesis
29th & 30th April, 2020	Final defense of thesis

APPENDIX V

BUDGET

Psycho-Spiritual Institute,

Marist International University College

P. O. Box24450-00502

Karen-Nairobi.

11th December, 2019

RESOURCES	COST IN KENYA SHILLINGS
Personal recorder with battery indicator light and head phone	3,500
90 minutes cassette tapes	200
20 pairs long life battery	1,000
Stationery (paper, envelopes, ring binder, and scissors) and computer analysis	45,000
Communication	40,000
Printer ink (5) and thesis typing and binding	50,000
Total expenses	**139,700**

Psycho-Spiritual Institute

2/12/2019

TO WHOM IT MAY CONCERN

REF: **AUTHORITY TO COLLECT DATA**

The bearer of this letter by the name: **DORIS DAVID** Admission No: **PSI/59/DD/18 is** an MA student in **Psycho-Spiritual Therapy & Counselling** at Psycho-Spiritual Institute, Marist International University College.

Having completed the course work, she is ready to conduct a research through collection of data. We are therefore requesting you or your Institution to assist her to collect the necessary data to enable her complete her research.

Thank you in advance, for your support.

Yours,

Rev.Dr. Joyzy Egunjobi

PSI ACTING DIRECTOR