THE EFFECTS OF SOCIAL MEDIA ON HIGH SCHOOL ACADEMIC PERFORMANCE IN LAGOS STATE OF NIGERIA

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Abstract: The purpose of this research is to study the impact of social media on the academic performance of secondary school students in Lagos State, Nigeria, based on published literature. The Population, Intervention, Comparison, and Outcome (PICO) framework, a structured method for evidence-based research, was used to evaluate the published literature from the Google Scholar database. The study selected English-language journal publications on social media usage and secondary school students' academic performance. Qualitative research, unpublished studies, conference abstracts, literature reviews, and conceptual papers were excluded. Articles not focused on academic performance or discussing social media generally were omitted. Studies not focusing on social media platforms (SMP) or related to higher or primary education were also excluded. After applying the inclusion and exclusion criteria, six publications were selected. The findings show that limited access to information and communication technology by teachers impacts the academic performance of secondary school students. The study recommends strategic interventions, such as improving infrastructure, expanding access to digital tools, and providing ongoing professional development for educators.

Keywords: Social Media, High School, Academic performance, Lagos State Nigeria

INTRODUCTION

The imposed difficulty in communication by geographical barriers has steadily been crumbled by Information Communication Technologies (ICT), allowing people to engage more quickly and seamlessly through a variety of devices that can access the internet, including computers, smartphones, and other internet-enabled gadgets (Lim, 2007; Swan, 2012). Beyond the confines of the entertainment industry, this phenomenon has produced a remarkable result in the form of a social media network (SMT) that is connected to one another (Hansen et al., 2010). However, this transition goes beyond merely being for amusement since it is increasingly being used for educational objectives. The creation of a sizable SMN is proof of the effectiveness of these communication tools in promoting connectedness over very large distances. It is crucial to recognise that this complex network is not limited to the entertainment sector alone; rather, it has taken on a crucial role in educational paradigms as well. One of the most challenging aspects of modern education is the efficacy of the pedagogy of such platforms for learning and teaching in educational settings during adolescence. Learning and teaching have gained a new dimension as a result of embracing social media channels as platforms for educational engagement (Manca and Ranieri, 2017). Kaddoura and Al Husseiny (2023) argued that the progression makes use of the built-in connectivity that modern technologies provide, allowing both students and teachers to cross geographic boundaries and have meaningful conversations regardless of where they are physically located. As a result, the educational environment has changed, embracing a digital era in which the limitations of conventional classrooms are overcome. The rapid development of communication technologies has ushered in a time in which distance is no longer a barrier to effective and quick communication. This change has organised the development of a diverse social media network with a broadened scope of influence that has reached the field of education.

According to Abel Jr (2020), the emergence of the COVID-19 global pandemic in 2019 sparked a deep and quick change in the pedagogical landscape, which is especially noticeable in places like Nigeria and other underdeveloped countries. The pandemic's numerous issues demanded a prompt recalibration of conventional

educational techniques, prompting a faster adoption of social media as a crucial tool for teaching and learning till the present. The pandemic outbreak revealed a pressing need for adaptative measures in the educational sector in Nigeria, along with other underdeveloped nations. Both teachers and students had to deal with a significant break in the traditional instructional paradigm due to the sudden closure of physical educational institutions to stop the contagion's spread (Hadfield, 2022). However, the widespread use of digital technology and the expansion of internet access provided a way to ensure the continuation of education via the strategic implementation of social media platforms (SMP). The full utilisation of social media as a teaching tool for teaching and learning in Lagos State, Nigeria, and most developing African countries as a whole came to fruition as a response to the total lockdown of academic activities of students both in lower and higher education (Olugbade and Olurinola, (2021). Quickly moving towards virtual classrooms, educational institutions have done so by using tools like Zoom, Google Classroom, and Microsoft Teams to simulate the appearance of a formal learning environment. In order to reproduce the core of face-to-face education, these platforms enabled real-time interactions, allowing instructors to deliver lectures, circulate learning materials, and participate in synchronous conversations (Leo et al., 2021; Ramadani and Xhaferi, 2020). Additionally, SMP like Facebook, WhatsApp, and YouTube were used to spread supplemental instructional content, ranging from curated academic resources to video tutorials (Perifanou et al., 2021).

It is important to emphasise the duality that this paradigm shift contains. On one hand, it is undeniable that the incorporation of SMP provided an expedient remedy to the disturbance brought on by the epidemic, ensuring the continuation of educational endeavours. On the other side, this innovative strategy emphasised the existing digital divide by exposing the differences in internet access and technological infrastructure, particularly in isolated and underdeveloped or developing countries globally.

In today's globally connected world, social media has quickly become an omnipresent entity (Ganeshkuma, 2022). It has an enormous effect on numerous aspects of society, particularly among learners at secondary schools. SMP have the potential to have a substantial impact on the performance of students in school due to their easy access to a multitude of information and their capacity to connect with individuals worldwide.

SMP have a tremendous impact on many areas of society, a phenomenon that is especially important when it comes to secondary school education. These platforms have the potential to have a significant impact on student's academic success, as evidenced by their growing popularity (Foroughi, 2021). This effect results from their easy access to a wealth of knowledge and information, as well as from their intrinsic propensity to promote interconnection on a worldwide scale. The introduction of social media has caused a paradigm shift in the field of education, changing the processes of knowledge transmission and communication (Espino-Díaz, 2020). Beneficiaries of this digital change are students, who are enveloped by the advancement of communication technology applications in secondary schools and are now living in a time where access to a wide range of educational resources is easier than ever before. The time and spatial constraints that traditionally limited the gathering of information have been eliminated by the ubiquitous nature of SMP (Deeken, 2020). This has ushered in a time when students may easily access a library of scholarly publications, academic conversations, and educational content. This confluence of platforms' efficacy for quick knowledge acquisition has thus opened up new avenues for educational advancement. The interconnectedness of SMP encourages students to become more globally engaged. Geographical boundaries have become less relevant in the digital age, allowing for interactions among students from all parts of the globe. Students engage in cross-cultural discussions, exchange viewpoints, and collaborate on projects that go beyond the confines of the typical classroom as they cross physical boundaries. This link enhances intercultural competence, broadens cognitive vistas, and cultivates a feeling of global citizenship (Schugurensky & Wolhuter, 2020).

Although the benefits of social media in the lives of secondary students and academia, in general, cannot be overlooked, it's critical to talk about the possible risks of allowing social media to be used carelessly in the context of education. Palalas (2018), and Yao and Wang (2023) argued that overuse of these platforms has the potential to affect academic performance by causing attention deficits, information overload, and a blurring of concentration. Students must exercise careful discernment to go through the abundance of information and separate fact from fiction because the reliability of material shared through social media continues to be a matter of concern.

Impact of social media

Social media's tendency to divert attention has a significant effect on how well students perform academically in secondary school. The continual stream of notifications and updates could make it harder for students to concentrate on their schoolwork. The constant pleasure and connection that SMP offer draw students' attention away from their learning obligations (Lupton, 2014). Reduced study time, worse concentration, and poor memory can all be implications of this distraction. Social media's influence on secondary school students study habits is a further consequence. There are chances to obtain study aids, interactive courses, and collaborative workspaces thanks to the popularity of websites like YouTube and instructional forums. Students can use social networking sites as a supplemental tool for improving their academic achievement by using efficient time management strategies (Taylor, 2020). However, a lack of self-control or an over-reliance on these websites might have a negative impact on study habits.

Unquestionably, the use of social media has radically revolutionised the way of learning and teaching with significant impacts. It seems there are now infinite possibilities for contact, particularly in the field of education. The effects on students have been particularly apparent, dismantling the conventional classroom walls and fostering a collaborative environment. Social media discussion forums as well as online study groups have emerged as virtual centres of intellectual exchange in this age of connectedness. Rembe and Nel (2015) are of the opinion that SMP gives students a special setting where they can transcend the bounds of conventional classrooms and participate in debates that are not restricted by geographical constraints. They can engage in fruitful discussions and exchange ideas, resources, and insights that help them grow as a group thanks to this dynamic ecosystem. An online community is a potent tool for academic assistance; it goes beyond simple chats and memes (Collins and Halverson, 2018). When faced with difficult subjects, students can easily ask for assistance, swiftly turning to their peers for explanations or viewpoints that could make sense in a way that traditional training might not. It's like they have a study group available to them around the clock, ready to pitch in and help them make sense of challenging material. The likelihood of cyberbullying is a worrying feature of social media's influence on secondary school academic achievement (Peker, 2015). Students experience psychological effects and emotional anguish as a result of using social media because of its anonymity and vast audience. Due to increasing levels of anxiety, decreased focus, and diminished self-esteem, cyberbullying victims may see a drop in their academic performance (Bernardo et al., 2023). Students in secondary schools can develop their digital literacy and critical thinking abilities by using SMP (Al Danani& Yassen, 2023). They can identify reliable information sources, assess the veracity of the content, and develop a deeper understanding of technical breakthroughs by navigating a digital environment rich in academic information (Murray et al., 2012). These abilities equip students to become selective consumers of knowledge and are crucial for academic achievement.

History of the Application of Information Technology in Nigeria's Educational Sector

Information Technology (IT) integration in educational settings has transformed methods of instruction and education at all levels in Nigeria. Due to technological improvements, changes with regard to educational policy, and the realisation that IT may potentially improve educational quality, the implementation of IT in secondary schools in Nigeria has undergone considerable evolution (Ayeni, 2011). The gradual use of IT in secondary schools throughout Nigeria, following its growth from its infancy to the present. The adoption of IT in Nigerian secondary schools began in the early 1990s and continued through the year 2000 with the introduction of fundamental computer education in a few institutions. The majority of educational institutions for computers at the time focused on instructing students in the foundational skills of computer literacy, like word processing and data entry. Limited computer access and a lack of robust infrastructure made widespread integration difficult. However, the Nigerian government's recognition of the importance of IT in education made it possible to introduce policies aimed at increasing computer literacy and expanding access to computers.

An increased effort to integrate IT into Nigerian secondary schools was made in the middle of the 2000s. The promotion of IT education was meant to be facilitated at all levels by government initiatives, such as the National Policy on Information Technology and the National Information Technology Development Agency (NITDA). These regulations made it easier to set up computer labs and give instructors access to IT training. The relevance of IT education was further underlined by the inclusion of a computer studies curriculum in the West African

Senior School Certificate Examination (WASSCE). Even though great progress was achieved in IT integration, problems still existed. Progress was hampered by inadequate facilities, a shortage of knowledgeable IT instructors, and restricted access to cutting-edge technology. Despite these obstacles, the 2010s saw the rise of creative strategies, including the utilisation of internet resources, interactive instructional software, and e-learning platforms to improve learning occasions. Government programmes like the School Net programme seek to close the digital divide by connecting schools to the Internet (Adeosun, 2010; Aduwa-Ogiegbaen & Iyanu, 2005).

In recent years, IT has been used more frequently in secondary schools throughout Nigeria. The COVID-19 pandemic has hastened the adoption of online courses and remote learning platforms, underscoring the value of technological resources in supporting lifelong learning. The Nigerian government is increasingly committed to educating students for a technology-driven future, as seen by its efforts to promote digital literacy and the inclusion of coding and programming in the curriculum. IT-based educational solutions have proliferated in the Lagos and other southwestern states of Nigeria. Students can now access materials from a distance thanks to e-learning platforms, internet-based libraries, and online courses, which have become essential components of educational institutions. The implementation of online learning strategies was expedited by the COVID-19 epidemic, which resulted in the creation of digital content and virtual classrooms. Innovative e-learning initiatives such as Oyo State's "School-on-Air" radio and TV broadcasts for students without internet access.

Information technology has transformed the way that secondary schools in Lagos State, Nigeria offer their curricula. To disseminate knowledge and engage students outside of the traditional classroom, online educational platforms and electronic materials have grown into crucial tools for educators and learners. Online educational management platforms make it possible to set up virtual classrooms such as WhatsApp and Google Classroom where instructors can post assignments, administer tests, and communicate with students from a distance. The use of multimedia tools, like instructional videos and interactive simulations, improves learning and accommodates different learning preferences. Using IT in secondary schools in Lagos State, Nigeria helps students develop their digital literacy. Students learn the fundamentals of using software programmes, navigating the internet, and using productivity tools in computer literacy programmes. Students are given the opportunity to develop important abilities in problem-solving, logical reasoning, and creativity through the combination of coding and programming courses. These programmes follow global trends that emphasise the value of digital skills in the workforce.

The academic success of secondary schools in Lagos State, Nigeria has a significant impact on how students will develop in the future as well as the overall development of the region. This study seeks to present a thorough analysis of the secondary schools in Lagos State, Nigeria's academic performance. The educational system can be improved by looking at the numerous elements that affect academic performance, analysing performance trends, and recognising the difficulties that schools encounter. Building a solid educational foundation in Lagos State, Nigeria requires understanding the performance of secondary schools today and making the required adjustments.

Literature review

According to Musiał, & Kazienko, social networking is a component of the most modern social media network that people use to form social connections. In addition to forums, social network systems also include Twitter, Facebook, WhatsApp, instant messaging, video conferencing, semantic webpages, and virtual worlds (Musiał, & Kazienko, 2013). Social networking groups, according to Musiał, & Kazienko (2013), are groups of users of various sizes who frequently connect to the Internet and work together to further their individual and group objectives. The use of social networking platforms for instruction and learning is frequently addressed in current academic reviews from a variety of perspectives. To examine how students and educators at the K–12 level comprehends and employ social network system platforms and what impact they have on students' learning and instructors' pedagogy, Musiał, & Kazienko, (2013) conducted a systematic assessment of 24 empirical studies published between 2004 and 2014. They took into consideration the extent to which technology may improve student learning, assessed implementation strategies, monitored societal influence, and then provided recommendations on particular applications for influencing academic performance. The result of their study concluded that most of the prevailing literature on the basic uses of social media. Additionally, 77 studies on the usage of SN in secondary schools and the potential effects that social network systems may have on students' assimilation and mindsets were studied by Dauda et al. (2018). They stated that instructors are still not fully

included in their practises for making quicker use of social networking sites. The literature reviews described above have helped us better grasp how social network system trends connect to teaching and learning in Nigeria, Africa, and the rest of the world. However, these studies' consideration of the academic performance of the student is not enough. Understanding social media's impact on students' academic attainment is necessary if they are to realise their full potential as instructional platforms both inside and outside of the classroom. In order to clarify the effects of social network system usage on students' academic progress in Lagos State, Nigeria, a thorough review of the literature is necessary. Additionally, the previous literature evaluations that were done in this field mainly concentrated on students in higher educational institutions, such as universities. There is a paucity of literature reviews on the use of SMP by secondary school students in Lagos State, Nigeria and how that affects their academic performance. Thus, the purpose of this study was to examine how the use of social networking sites affected the academic performance of secondary school students in the Lagos State, geopolitical zone of Nigeria. This review explores how SMP affects the academic performance of secondary school students in the study area.

Methodology

Population, Intervention, Comparison, and Outcome (PICO), a structured framework of evidence-based research methods, is used to formulate research questions and guide the acquisition of relevant data. While PICO is often used in clinical research, it can also be adapted for other research areas, including investigating the impact of social media on student academic performance. PICO is a method for systematically explaining and summarising study results that is evidence-based and well-accepted in academic research. The PICO framework's usage highlights the review's methodological rigour because it allows for a structured and thorough investigation of important material. The target population under inquiry, the intervention or exposure of interest, comparison, and potential study results are all delineated in this method. The review ensures a systematic examination of the chosen literature by following the PICO evidence-based framework, which also improves the transparency and replicability of the study approach.

Search for literature

The scholars' literature reviewed in this study meticulously conducted an inquiry within the realm of scholarly literature concerning the impact of social media usage on the academic accomplishments of secondary school students. This pursuit was realised through a thorough exploration of the Google Scholar Database (GSDB), aiming to retrieve pertinent papers addressing this specific intersection. The rationale behind choosing the Google Scholar Database lies in its distinct coverage, which encompasses a comprehensive array of scientific sources, thus serving as an optimal platform for seeking out historical and authoritative references. The selection of this database aligns with the aspiration to encompass a holistic panorama of scholarly discourse.

The combination of words and phrases used to search for published literatures in the GSDB included the keywords "academic performance/academic achievement", social media", Covid-19, Lagos State and "secondary school" to search for titles and abstracts.

Inclusion and Exclusion Criteria

The inclusion criteria for this study pertained to the selection of English-language journal publications that centred their inquiry on the nexus between social media usage and the academic performance of secondary school students. To ensure the rigour and relevance of the selected literature, a comprehensive approach was undertaken to exclude various categories of documents. Notably, qualitative research studies, along with a spectrum of other document types such as unpublished studies, conference abstracts, literature reviews, and conceptual papers were excluded.

The refined focus of the inclusion criteria extended to the content of academic publications. Thus, articles that predominantly elucidated the general applications of social media beyond the scope of academic performance were deliberately excluded. Instead, preference was accorded to publications that distinctly delved into the

correlation between social media usage and students' academic perfomance, ensuring a targeted investigation of this specific facet.

Additionally, studies that deviated from the adoption of any form of SMP as a focal point were meticulously omitted from the selection process. This approach was intended to ascertain the relevance and applicability of the chosen literature within the ambit of this research endeavour. Moreover, it is crucial to underscore the demarcation set forth in the exclusion criteria with respect to the educational context. Studies oriented towards higher education, encompassing college or university levels, were systematically excluded, as were studies that pertained to the primary school setting. In order to ensure a thoughtful alignment between the research topic and the chosen body of scholarly work, material that went beyond the designation of secondary education as the major scope of this study had to be excluded.

Table 1: PICO table for the impact of social media on Secondary School Students Academic performance

P - Population	I – Intervention	C- Comparison	O- Outcome
A total of five (5) qualitative journal with five thousand two hundred and seventy-eight questionnaires 5278.	Use of social media/virtual learning	Teachers and Student	Academic performance

From Table 1, the research question related to the impact of social media on student academic performance is thus: How does the frequency (comparison) of social media usage (intervention) impact the academic performance (outcome) of secondary school students (population)?

Table 2: Reviewed literatures

First Author (Year)	Study Area	Sample			Major Findings	Recommendation
		Study Population	Method of data collection	Analysis		
Khadijah 2023	Lagos state	Students (1800) and Teachers (600)	Questionnaire	Independent T-test	The results indicated that there is a weak, positive, and non-significant relationship between the learning environment and role performance during the COVID-19 pandemic era in Lagos State, Nigeria.	Government undertakes extensive training and retraining of Nigerian teachers in the use of virtual technology.

First Author (Year)	Study Area	Sample			Major Findings	Recommendation
		Study Population	Method of data collection	Analysis		
Alosoluyi (2021)	Lagos Mainland	Public Secondary School Teachers (378)	Online survey for data collection.	Cronbach Alpha method and descriptive statistics (mean, frequency and standard deviation)	Low competence of teachers to switch to virtual learning due to lack of technical know-how and paucity of technological resources	Tutors should be well trained for effective teaching.
Akan	Alimasho, Lagos state	Student (200)	Questionnaire and Civic Education Achievement Test (CEAT)	Descriptive statistic	Class rearrangement and physical distancing significantly influence students' attitude toward Civic Education. However, there is no significant effect of class rearrangement and physical distancing on students' achievement in Civic Education.	Tutors should embrace teaching methods that stimulate students' interest in learning and advocate for continuous assessment of students. tudent assessment by incorporating blended learning approaches to
Olaide (2021)	Lagos	Student (1500) and Teachers (500)	Questionnaire	Descriptive statistics (Frequency count, percentages and T-test)	Students prefer classroom classes over virtual classes, while teachers are not financially motivated to access information technology gadgets or subscribe to internet service.	Government provides quality online learning environment and motivate tutors.

| First Author (Year)	Study Area	Sample			Major Findings	Recommendation
		Study Population	**Method of data collection**	**Analysis**		
Adebiyi (2021)	Lagos metroposlise	300 students	Questionnaire (Online)	Independent T-test	Most of the students do not have access to gadgets that could aid virtual learning.	All stakeholders should ensure access to devices that can enhance virtual learning for students and should also monitor their usage.
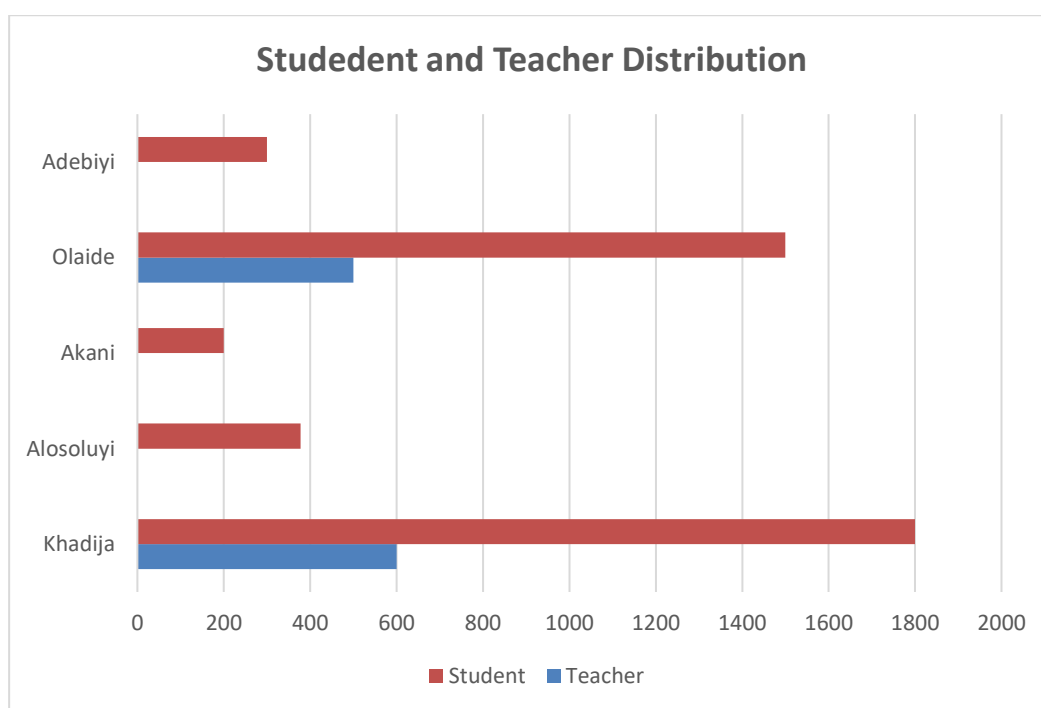
Figure 1: Student and Teacher Distribution

Table 2, Figure 1 and Appendix 1 presents a distribution of literature reviewed among authors categorized by their roles as teachers or students. Khadija's study contributed 600 units (54.55%) of the total sampled teachers and 1800 units (43.08%) as a student. Olaide contributed 500 units (45.45%) as a teacher and 1500 units (35.90%) as a student. Alosoluyi, Akani, and Adebiyi had no contributions of teacher in their study, contributing solely as students with 378 units (9.05%), 200 units (4.79%), and 300 units (7.18%) respectively. The total literature reviewed by teachers sums up to 1100 units, while students reviewed 4178 units in total. This breakdown provides a clear overview of how literature review efforts are distributed across the specified authors and their roles within the academic context.

Alosoluyi (2021)

Accroding to the findings of Alosoluyi (2021) in Lagos Mainland on the ability and awarenees of teachers to transit form classroom to virtual teaching. The findings revealed that teachers were reasonably aware of the transition from classroom-based to online teaching. However, their competence in online teaching was found to be low. This lack of competence was primarily due to two factors: insufficient technological resources and a lack of technical know-how. Teachers did not have access to the necessary technological tools needed for effective

online teaching, and many were not adequately trained in using these tools. Based on these findings, the study made several recommendations. It was suggested that teachers should participate in ongoing professional development programs to keep up with the latest advancements in education. This would help improve their technical skills and competence in online teaching. Additionally, it was recommended that teachers be provided with the necessary technological resources to facilitate effective online teaching. Establishing robust support systems to assist teachers in adapting to technological changes and improving their technical know-how was also deemed crucial. The study underscores the importance of not only informing teachers about changes in teaching modalities but also equipping them with the tools and training necessary to adapt to these changes effectively. Continuous professional development and adequate resource provision are essential for the successful implementation of online teaching, especially in response to challenges such as those posed by the COVID-19 pandemic.

Khadija (2023)

Khadija (2023) conducted a comprehensive study to assess the impact of the learning environment on the performance of secondary school teachers during the COVID-19 pandemic in Lagos State, Nigeria. This research is critical given the unprecedented shift in educational modalities necessitated by the pandemic. The study employed a blend of survey, historical, ex-post facto, and correlation research designs, reflecting a robust methodological approach to exploring this issue.

The sample for the study was substantial, comprising 1,800 students and 600 teachers selected from 60 private and public senior secondary schools across the six education districts of Lagos State. The selection process used purposive, stratified, and disproportionate sampling techniques, ensuring a diverse and representative sample. This diversity is crucial for understanding the varied experiences of teachers and students across different school settings and educational districts. Data collection was carried out using two specific questionnaires: the Teachers' Technology Usage Questionnaire (TTUQ) and the Students' COVID-19 Pandemic Education Assessment Questionnaire (SCPEAQ). These instruments were designed to gather comprehensive data on teachers' use of technology and students' educational experiences during the pandemic. The use of well-structured questionnaires ensured that the data collected was both relevant and reliable. The analysis of the collected data involved independent T-tests and Pearson's Product-Moment Correlation Analyses. These statistical methods are appropriate for examining relationships between variables and assessing the significance of observed effects. The results revealed a weak, positive, and non-significant relationship between the learning environment and teachers' role performance during the COVID-19 pandemic in Lagos State. Which indicates that changes in the learning environment, such as the shift to online teaching, had a minimal impact on the effectiveness of teachers' performance during this period.

The study suggest that other factors may have played a more significant role in influencing teachers' performance during the pandemic. These could include teachers' prior experience with technology, the level of support provided by schools, and the availability of resources to facilitate online teaching. The non-significant p-value further underscores that the observed relationship is not statistically significant, reinforcing the notion that the learning environment was not a major determinant of teachers' role performance in this context.

Based on these findings, the study made several important recommendations. One key recommendation is that the government should invest heavily in training and retraining teachers on the use of remote technology. This training should not only cover the basics of using digital tools but should also focus on how to effectively teach various subjects using these technologies. This approach will help ensure that teachers are well-prepared to deliver quality education, regardless of the learning environment.

Furthermore, the study recommended that the government should provide a range of remote learning technology tools and make internet access affordable for teachers, schools, and students. This provision is essential to facilitate effective remote teaching and learning. Ensuring that all stakeholders have access to the necessary technology and resources will help mitigate the challenges posed by any future disruptions to traditional classroom teaching.

In conclusion, Khadija's (2023) study found that the learning environment had a minimal impact on teachers' role performance during the COVID-19 pandemic, it highlighted the critical need for continuous professional development and adequate technological resources. By addressing these needs, educational authorities can better prepare teachers to adapt to changing teaching modalities and ensure the continuity of quality education in any circumstance.

The COVID-19 pandemic has had a profound impact across various sectors, with education being significantly disrupted. The teaching and learning processes have faced considerable challenges due to the pandemic. This study specifically explored the effect of the COVID-19 pandemic on attitudes toward and achievement in Civic Education among adolescents in Alimosho Local Government, Lagos State.

Akanni (n.d)

According to Akanni (n.d), a study was conducted in Alimosho, Lagos, to investigate the impact of COVID-19 and social media on student academic performance. The research utilized two main instruments: the Influence of COVID-19 Pandemic on Attitude to and Achievement in Civic Education (ICAACE) questionnaire and the Civic Education Achievement Test (CEAT). This study aimed to test two hypotheses at a significance level of 0.05.

The findings from Akanni's study revealed several important insights. Firstly, it was found that there is a significant influence of class rearrangement and physical distancing measures on students' attitude towards Civic Education. This suggests that changes in the physical learning environment, such as rearranging classrooms to maintain physical distance and other COVID-19 safety protocols, have impacted how students perceive and approach their Civic Education studies. This finding underscores the broader implications of pandemic-related educational adjustments on students' educational experiences and attitudes.

Secondly, the study found no significant effect of class rearrangement and physical distancing on students' achievement in Civic Education. Despite changes in classroom dynamics and learning environments due to COVID-19 protocols, students' actual academic performance in Civic Education subjects did not show statistically significant differences. This aspect of the findings suggests that while the pandemic necessitated significant adaptations in how education was delivered, these changes did not adversely affect students' academic outcomes in terms of achievement in Civic Education.

The use of two distinct instruments, the ICAACE questionnaire and the CEAT, allowed Akanni to comprehensively assess both the attitudinal and achievement aspects of students' engagement with Civic Education during the pandemic. The ICAACE questionnaire likely provided qualitative insights into how students' attitudes towards Civic Education were shaped by pandemic-related changes, such as class rearrangement and physical distancing measures. On the other hand, the CEAT provided quantitative data to measure students' actual academic performance in Civic Education, enabling a more balanced evaluation of the study hypotheses.

The significance level of 0.05 chosen for hypothesis testing indicates that the findings are statistically reliable within a 95% confidence interval, lending credibility to Akanni's conclusions. By testing these hypotheses rigorously, the study contributes valuable empirical evidence to the ongoing discourse on the impact of COVID-19 on education and student outcomes.

In conclusion, Akanni's study underscores the dual impact of COVID-19 and social media on student academic performance in Civic Education in Alimosho, Lagos. While changes in classroom arrangements and physical distancing measures influenced students' attitudes towards Civic Education, these adjustments did not translate into significant changes in their actual academic achievement in the subject. This nuanced understanding is crucial for educational policymakers and practitioners grappling with the long-term implications of pandemics and digital media on educational practices and outcomes.

Olaide *et al.,* (2021)

Olaide 's (2021) study delved into the perceived effectiveness of online teaching and learning methods among secondary schools in Lagos during the COVID-19 pandemic. The research aimed to uncover several key issues that affected the implementation of online education during this challenging period. One of the primary reasons identified in the study for the perceived ineffectiveness of online teaching and learning was that students traditionally understood concepts better in face-to-face interactions. This preference for in-person instruction highlighted a significant hurdle for educators trying to replicate the classroom experience virtually. Another significant barrier reported by students was the unreliability of internet networks and frequent power outages, which disrupted online classes. These infrastructural challenges posed substantial obstacles to consistent and effective online learning experiences for both students and teachers alike.

Furthermore, the study highlighted concerns regarding the motivation of teachers to engage in online teaching. Many teachers reportedly felt inadequately motivated due to financial constraints. The study pointed out that the meagre financial support provided by schools was insufficient to cover the costs associated with delivering effective online lessons, such as purchasing necessary equipment or upgrading internet connectivity.

In addition to financial concerns, the research findings indicated that many teachers lacked familiarity and proficiency with online teaching platforms such as Zoom and Microsoft Teams. This lack of technical expertise further hindered the smooth transition to online education and impacted the quality of instruction delivered remotely.

Based on these findings, Olaide 's study put forward several recommendations aimed at enhancing the quality of online learning in Lagos State. One crucial recommendation was directed towards the Lagos State Government, urging them to prioritize the development of online learning infrastructure. This includes investing in reliable internet connectivity across the region and providing adequate training and support to teachers in the use of online teaching software and tools.

Moreover, the study emphasized the importance of motivating teachers through professional development opportunities. By offering training programs that enhance educators' skills in online pedagogy and classroom management in virtual environments, the government can better prepare teachers for future unexpected disruptions to traditional schooling, such as pandemics or other emergencies.

Therefore, Olaide's highlight the significant challenges faced by secondary schools in Lagos during the COVID-19 pandemic regarding the perceived effectiveness of online teaching and learning methods. The findings underscored the need for comprehensive strategies to address infrastructural limitations, financial constraints, and teacher preparedness in online education. By implementing the recommended measures, policymakers and educational stakeholders can better equip schools to navigate future uncertainties and ensure continuity in education delivery during crises.

Adebiyi (2021)

Debiyi's (2021) study focused on investigating the psychosocial effects of online teaching among selected secondary school students in Lagos Metropolis during the COVID-19 pandemic lockdown. The research aimed to uncover the challenges and impacts of transitioning to online education during this unprecedented period.

One of the prominent findings of the study was the widespread lack of access to essential gadgets for e-learning among the respondents. A significant majority of the students reported not having access to devices that could facilitate their participation in online classes. This digital divide highlighted disparities in socioeconomic status, where students from less privileged backgrounds faced significant hurdles in accessing and engaging with online learning platforms effectively.

In addition to the lack of access to gadgets, students also encountered other infrastructure-related challenges such as epileptic power supply and poor internet services. These issues severely hindered their ability to connect to

online teaching sessions regularly and participate in virtual classrooms without disruptions. Consequently, the reliability of power and internet connectivity emerged as critical factors affecting the accessibility and effectiveness of online education for secondary school students in Lagos Metropolis.

Furthermore, the study revealed that many students were unfamiliar with various digital education tools commonly used in e-learning environments, including platforms like Edmodo, Projeqt, TED-Ed, and Socrative. This lack of familiarity posed a significant barrier to students' engagement and proficiency in utilizing digital tools to support their learning during the pandemic-induced lockdown.

Moreover, Debiyi's research explored whether there were differences between male and female secondary school students in their assessment of online gadget accessibility, digital skills readiness, and fear of uncertainty associated with online learning. Interestingly, the findings indicated that there was no statistically significant difference between genders in these aspects, suggesting a shared experience of challenges and concerns related to online education across both male and female students.

Based on these findings, Debiyi's study put forward several suggestions and recommendations aimed at improving the effectiveness and mitigating the psychosocial impacts of online teaching for secondary school students in Lagos Metropolis. One crucial recommendation highlighted the urgent need for government intervention and educational institutions to address the digital divide by providing equitable access to gadgets and reliable internet connectivity for all students, regardless of their socioeconomic backgrounds.

Additionally, the study advocated for comprehensive training programs aimed at enhancing digital literacy skills among students. It emphasized the importance of equipping students with the necessary knowledge and skills to navigate online learning platforms effectively, thereby enhancing their overall educational experience and minimizing the disparities exacerbated by the shift to remote education.

Thus, Debiyi's study sheds light on the significant psychosocial effects experienced by secondary school students in Lagos Metropolis due to online teaching during the COVID-19 pandemic lockdown. The findings underscore the critical need for strategic interventions to improve infrastructure, enhance digital literacy, and promote equitable access to educational resources. By implementing the recommended suggestions, policymakers and educational stakeholders can better support students' learning continuity and well-being in future crises or disruptions to traditional schooling.

CONCLUSION

The reviewed study provied insights into the challenges and impacts of the COVID-19 pandemic on education in Lagos State, Nigeria. Teachers faced significant hurdles transitioning from traditional classroom settings to online teaching. While they demonstrated awareness of the shift, their competence in online pedagogy was hindered by limited access to technological resources and insufficient training in digital tools. Studies conducted during this period, such as those by Khadija (2023) and Akanni (n.d.), suggest that while the learning environment, including the move to online platforms, did not drastically affect teachers' performance, other factors such as prior technology experience and institutional support played crucial roles. These findings underscore the importance of comprehensive teacher training and robust technological infrastructure to support effective online education. Secondary school students in Lagos encountered substantial challenges with online learning, including disparities in access to devices and reliable internet connectivity. These obstacles worsened existing socioeconomic inequalities and impacted students' ability to engage effectively with virtual classrooms. Debiyi (2021) highlighted these issues, emphasizing the need for equitable distribution of educational resources and enhanced digital literacy training among students.

Recommendations across the studies consistently advocate for strategic interventions. These include improving infrastructure, expanding access to digital tools, and providing ongoing professional development for educators. Addressing these recommendations is crucial for building resilience in educational systems against future disruptions and ensuring equitable access to quality education for all students in Lagos State.

Overall, the pandemic underscored the necessity of adapting educational practices to the realities of a digital era while addressing the challenges of accessibility and equity in education. By implementing these recommendations, policymakers and educational stakeholders can better prepare for future uncertainties and support sustainable educational development in Lagos State.

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APPENDICES

Sample distribution

Distribution of Questionaire				
Author	**Teacher**	**Percentage (%)**	**Student**	**Percentage (%)**
Khadija	600	54.55	1800	43.08
Alosoluyi	0	0.00	378	9.05
Akani	0	0.00	200	4.79
Olaide	500	45.45	1500	35.90
Adebiyi	0	0.00	300	7.18
Total	**1100**	100.00	**4178**	**100**