
Social Media and its Influence on the Academic Achievement of Students in Junior Secondary Schools in Dutse, Bwari Area Council of Federal Capital Territory, Abuja

By

Adeniji, Busayo and Anyanwu, C. Kate

Department of Social Studies and Civic Education,
Federal College of Education, Zaria, Kaduna State

Email: adenijibusayo@gmail.com

ABSTRACT

The world is being described as a global village because of modernity and closure of gap in communication brought by the internet vis-a-vis social media. This study evaluates the effect of social media on the academic achievement of students in Junior Secondary Schools in Dutse, Bwari Area council of FCT Abuja. Two objectives, two research questions and two null hypotheses were formulated. Descriptive survey method was used for this study. The sample population is made up of 224 student and 10 staff of the school using simple random and stratified sampling techniques. The instrument used for data collection was a questionnaire titled "Effect of Social Media and Academic Achievement of Students Questionnaire" (ESMAPSQ). The data collected was analyzed using mean score and t-test correlated sample. The study recommended that schools should organize an extracurricular activity to enlighten students on the benefit and dangers of social media.

Keywords: Academic achievement, Social media, Students

INTRODUCTION

In Nigeria today, many people in the society, especially the learned ones, can feel the impact of social media. This is because of its availability in almost every home mainly because of globalization bought about by the internet. In order to properly understand the concept; social media, Ellison (2007) describes it as computer – mediated technologies that facilitate the creation and sharing of information, ideas, career interest and other forms of expression via virtual communities and networks. It is important to note that social media uses web-based technologies (i.e smart phones).

Virkus (2008) posits that institutions are taking drastic measures to educate students on the use of the sites (social media), especially in the area of privacy, legal issues and potential socio-economic and psychological dangers. On the other hand, social media enhances a student's sense of community, sharing and collaboration brings on additional responsibility and workload which some students find inflexible and rather forced, (Chen, 2000). In the same vein, Subrahmanyam, Reich, Waechter and Espionaza (2008) in their study found that, there were no ethnic or religious group differences with regard to using instant messaging (IM), having a social media profile, and the kind of social media visited by students. Virkus (2008) points out that social media helps promote the benefit of working cooperatively with tools that facilitate the aggregation and facilitation of knowledge while at the same time demonstrating that the diversity

of individual research interest enhances learning for all. It helps student develop practical skills that they need in a world where knowledge construction and dissemination make increasing use of online information networks. Thus, social media is suitable for educational and lifelong learning purposes in our knowledge society because our modern society is based to a large extent on digital environment of work and social communication.

Notley and Tachi (2005) noted that access to social media sites varies according to states and educational level. Peter (2015) states that social increases students learning; through student interactions, challenges arise when social media are incorporated into academic course. Chang and Lin (2003), found that even when social media is used for an educational purpose, students incorporate the technology into their lives in a way that may differ from the intentions of the course instructor or subject teacher. Similarly, Zakaria, Watson and Edwards (2010) observe that social media application has already being accepted by younger generations as a platform to socialize, collaborate and learning an informal and flexile manner although their level of involvement and contribution varies significantly of education

As a result of globalization, the world is being described as a global village due to the significant role played by the internet and social media as the most important source of information. This can be seen in the degree of acceptance and use of the internet by people of all ages and students at all level of education to source for information concerning all sphere of life. The internet and social media has a great potential to boost the academic achievement of learners but in some part of Nigeria, the reverse seem to be the case. It is assumed that the academic achievement of some student is facing a spiral downturn with enormous challenges.

The Nigerian education system is also plagued with countless challenges which have compromised the quality of the system and the quality of learners produced by the system. Social media seem to have created a division between socializing and academics; this is as a result of the observations made; students tend to pay more attention and devote more time to social networking thereby neglecting their studies. This is evident in the series of activities students engage in via the social media; instead of students reading their books or making constructive use of the social media to improve their knowledge, they engage in social networking, chatting, making new friends and other unwholesome online activities which have negatively affected their academic achievement. The truth of the matter is, if student fail to devote a reasonable part of their time to their studies, there is no way they can perform satisfactorily in their academics.

It can also be observed that some students engage in social media activities even in places of sanctuary like mosques and churches; of some even chat in class rooms while lessons are ongoing even though they know that use mobile gadgets are prohibited in the class. The improvement witnessed in the Information and Communication Technology (ICT) sector which has increased the sale and distribution of sophisticated mobile gadgets has led to a worsening of the situation because students no longer need to visit an internet cafe to be able to use the social media. This situation has led to the shift of attention from the physical world or relationship to the virtual (internet) world leading to theme neglect of study by |he students. This has led to concern by those who advocate for qualitative education. As such, this study evaluates the effect of social media on students' academic achievement in government junior secondary school, Dutse, Bwari Area Council, Abuja.

Objectives of the Study

The main objective of the study is to evaluate the effect of social media on students' academic achievement in Government Junior Secondary School, Dutse, Bwari Area Council, Abuja, while the specific objectives are:-

1. To examine the social media networks the school students frequently visit
2. To ascertain how the use of social media affects the academic achievement of the students

Research Questions

The following research questions were raised:-

1. What are the social media networks that the students frequently visit?
2. To what extent does the use of social media affect the academic achievement of the students?

METHODOLOGY

The method employ for this study is descriptive survey. The design was found appropriate and relevant in the evaluation of the effect of social media am students' academic achievement in Government Junior Secondary School, Dutse. Bwari Area Council, Abuja. The population of the study is made up of all students of Government Junior Secondary School, Dutse, Bwari Area Council Abuja, with total population 565 students and 25 members of staff. A sample of 234 students and 12 teachers was sampled using stratified and random sampling techniques. Below is the population and sample table

Table 1: Population and Sample Size

S/N	School	Population		Sample
1	G.J.S.S, Dutse, Abuja	J.S.S. 1	183	154
		J.S.S2	187	
		J.S.S 3	195	
2	Teachers		25	10
Total			590	164

The questionnaire titled *Effect of Social Media and Academic Achievement of Students Questionnaire* (ESMAPSQ), consisting of three-section was designed to elicit information from the respondents. A reliability coefficient of 0.76 using Kuder-Richardson correlation coefficient was established. Data collected were analyzed using Mean and Standard Deviation. Acceptance criteria of 2.5 and above were adjudged agreed; items below the cutoff point of 2.5 and 0.5 were rejected. Real limit of numbers was used to interpret the data and t-test correlated sample was used to test the two hypotheses developed for the study

RESULTS AND DISCUSSIONS

1. **Research Question 1:** What are the social media networks that the students frequently visit?

Table 2: Mean Rating on Social Media Frequently Visited by the Students

S/N	Frequently Visited Social Media	Mean score	S.D.	Decision
1	Facebook	3.43	1.27	Accepted
2	Twitter	3.06	1.68	Accepted
3	2go	3.00	1.79	Accepted
4	Instagram	2.58	1.83	Accepted
5	P interest	1.93	1.67	Rejected
6	Whatsapp	3.56	1.56	Accepted
7	Yahoo messenger	3.09	1.58	Accepted
8	Snap chat	3.00	1.89	Accepted
9	Youtube	3.12	1.65	Accepted
10	Google plus	1.80	1.67	Rejected
	Cumulative mean	2.86		

The result of the data analyses presented in table 2 revealed that respondents rejected item 5 and 10, that is; P interest and google plus as social media frequently visited by the students. The respondents accepted that item 1,2,3,4,6,7,8 and 9 are social media networks frequently visited by the students. The cumulative mean of items in table 2 is 2.86 which is greater than 2.50. Therefore, the respondents the respondents accepted that all items in table 2 are frequently visited social networks by the students,

Research Question 2: To what extent does the use of social media influence the academic achievement of the students?

Table 3: Mean Ratings on the Influence of Social Media on Academic Achievement of the Students

S/N	Questionnaire Items	Mean	S.D	Decision
11	Use of whatsapp to disseminate knowledge to class mates	3.21	1.37	Accepted
12	Unlimited access to internet affect studies negatively	3.06	1.48	Accepted
13	Engaging in academic discussion on social media has increased my knowledge	3.12	1.69	Accepted
14	There is no improvement in my scores since I got engaged in social media activities	2.12	1.96	Rejected
15	Social media networking causes distraction in studies	1.93	1.67	Rejected
16	Social media helps to update students' knowledge on current affairs	3.56	1.56	Accepted
17	The usage of social media for learning has helped improve my results	3.50	1.72	Accepted
18	Engaging in social media groups has helped increase my level of understanding	3.40	1.72	Accepted
19	Educational text I read on social media are used to support what I have been taught in class	3.12	1.65	Accepted
20	Social media provides me with current materials of study in my school subject	2.80	1.37	Accepted
	Cumulative mean	2.98		

The result of the finding in table 3 revealed that respondents reject item 14 and 15; that is, there is no improvement in my scores since I got engaged in social media activities and Social media networking causes distraction in studies. The respondents accepted item 11, 12, 13, 16, 17, 18, 16, and 20 as the effect of social media on their academic achievement. The cumulative mean of items in table 3 is 2.98 which is greater than 2.5. Therefore, the respondents accepted that all items in Table 2 on social media influenced academic achievement of students in Government Junior Secondary School Dutse, Bwari Area Council of Abuja?

H₀₁: There is no significant difference in the opinion of male and female on the type of social media networks visited by students.

Paired sample t-test was employed in analysing the hypothesis.

Table 4: t-test result of sample of male and female on social media networks visited by students

Gender	N	Mean	S.D	S.E	t-cal	Df	P	t-crit	Decision
Male	116	12.6871	6.20122	0.35221	1.453	119	0.147	1.96	Retained
Female	105	12.4697	6.06939	0.74709					

The result presented in table 4 depicts that the t-calculated value (1.453) at 119 degree of freedom is less than critical value (1.96) at 0.05 level of significance. The observed level of significance P (0.147) is greater than 0.05. In other words, the variability in the mean score of the two groups was statistically not significant ($P > 0.05$). This means that, there is no significant difference in the opinion of male and female on social media networks that are used by students of Government Junior Secondary School, Dutse, Bwari Area Council of Abuja. Therefore the null hypotheses is retained.

H₀₂: There is no significant difference in the influence social media networks have on the academic achievement of male and female students.

Table 5: t-test result on sample of male and female on the influence of social media on the academic achievement of students

Gender	N	Mean	S.D	S.E	t-cal	Df	P	t-crit	Decision
Male	116	12.3774	6.02069	0.34195	1.445	119	0.149	1.96	Retained
Female	105	12.1818	6.47815	1.96					

The result in table 5 did not reveal significant difference between the opinions of male and female on the effect of social media networks on academic achievement of the students the result depicts that the t-calculated value (1.445) at 119 degree is less than critical value (1.96) at 0.05 level of significance. The observed level of significance P (0.149) is greater than 0.05. This implies that the two groups were statistically no significant ($P > 0.05$). Therefore, the null hypotheses was retained.

DISCUSSION OF FINDINGS

The first finding indicated that the social media frequently visited by students of Government Junior Secondary School, Dutse, are Facebook, Twitter, and 2go, Instagram, Whatsapp, Yahoo Messenger and Youtube. The findings agrees with Subrahmanyam, Reich Waecter and Espionaza (2008), that there were no ethnic or religious group differences with regard to the use of instant messaging, having a social media profile and the kind of social media visited by students.

The second finding depicted that -that^ the use of Whatsapp helps students to disseminate knowledge to class mate. Unlimited access to internet affect academic achievement negatively, engaging in academic engaging in academic discussion on social media has increased their knowledge. Social media also updates the knowledge of the students and improve their scores. Engaging in social media activities has increase their level -of understanding. The educational text gotten from the social media networks has helped to improve their understanding of their school subjects, and the use of social media provides the student with current materials on their studies. The finding agrees with Peter (2015) that, social media increase students learning through student interaction, challenges arise when social media are incorporated into an academic course. In the same vain Zachariah, Watson and Edwards (2010) posits that social media application have already been accepted by younger generation as platform to socialize, collaborates and blend in an informal and flexible manner. Although their level of involvement and contribution varies significantly. Virkus (2008), contended that social media helps promote the benefits of working co-operatively with tools that facilitate the aggregation and organization of knowledge while at the same time demonstrating that the diversity of individual research interest enhances learning for all.

Social media enable students develop practical learning behavior which that need in a world where knowledge construction and dissemination make an<& increasing use of online information network. As such, social media is a veritable tool for educational and lifelong learning purpose in the knowledge environment because globalization has made the modern world rely so much on the use of digital media for work and communication.

CONCLUSION

The social media that are constantly visited by the students are Facebook, Twitter, and 2go, Instagram, Whatsapp, Yahoo and Youtube. It can also be deduced that social media can help boost students understanding provided they are guided by their teachers, parents and elder ones. Social media helps students to share information with their classmates. Unlimited access to social media may negatively influence students' academic achievement, this is because it could predispose them to unhealthy social media content which are capable of making them have a divided attention from their studies. Social media is equally a useful tool that helps student to update their knowledge of current affairs. The use of social media for assignment helps student to improve the result

RECOMMENDATIONS

The following recommendations were drawn based on the findings of this study:

1. Schools should organize extracurricular activities to explain both positive and negative effect of the use of social media. This will enable the students to make an appropriate use of the social media for self-development. Such teaching will make the student to be aware of the dangers associated with the social media e.g. Cyber bullying, cyber-crime i.e. yahoo-yahoo, and the possible health hazard;
2. Students should also be made to know the importance of face to face interaction in creation of lasting social bond which helps to improve the social environment and creation of real interpersonal relationship that enhances learning;
3. It is also important for the students to moderate their usage of the internet; especially the heavy users. This will help them prevent addiction and ensure a balance between their offline and online lives;
4. Policy makers and curriculum developer should also come up with a curriculum design that involves the use of social media in teaching to enhance learning.

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