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Relationship between Social Media Familiarity, Extent of Usage, and its Impact on Academic Achievement of Secondary School Students in Borno State, Nigeria

Babakura Mamman[1], Habib M.A[2], Ahmed Jime[3], Kaltum Ali[4], Khashiyah Abdulfattah[5], Kaumi Umara[6], Tahiru Zanna[7]

1;2;3;4;5;7: Department of Education University of Maiduguri
6; Department of Education, Ramat Polytechnic

Abstract

Social Media tools have become the driver for disseminating and getting information in various dimensions. It evolves through a decade that serve as a yardstick of sharing of both positive and negative information with it increasing popularity especially among the teenager has raise a lot of unanswered question in regard to it usability and level of addiction it pushes young learners. The study empirically examines the relationship between the impact of social media and extent of its usage on secondary school students' academic achievement. For this purpose, a cross sectional survey was deployed to collect data from 153 secondary school students in Borno State, Nigeria. Pearson's correlation coefficient was used to determine the relationship between demographic variables of gender and level of respondents, familiarity of social media sites, impact of social media on academic achievement, and extent of social media usage among secondary school students. In this study, significant value was considered at $P < 0.05$. The result of the study confirms that social media sites are alternative platform for teaching and learning because it indicates that the proper utilisation of social media networks by students promotes effective instruction. The findings of the correlation coefficient shows that there is positive relationship between impact of SMS on academic performance and the extent of its usage. However, a statistically significant difference was not observed between gender, familiarity, impact, and extent of social media usage for academic outcome. The study concludes that social media usage among secondary school student is very high and the need for the education stakeholders to adopt its usage for academic purpose.

Keywords: *Social Media Sites, Secondary School Students*

Introduction

The social media is now regarded as one of the famous communication avenues in recent times, it is existed to promote constant communication among people regardless of age barriers, distance. The tool allows people from different background to share information, videos, pictures, files, and even send short messages, and makes calls to converse. All these and other features are engraved in the social media platform. However, recently, there is an ongoing debate that the use of social media should be prohibited among secondary school students (Ngelale, 2019). The call was made to ease the perceived distraction being caused by the tool among the students. Some of the challenges of social media include exposing students to inappropriate relationships or friendships with dubious characters; crime against teenagers Teibowei, (2022); cyberbullying (Sarwar, Zulfiqar, Aziz, & Ejaz Chandia, 2019). Teenagers and children whose parents/guardians accord free care in monitoring and supervising content viewed by their wards may result in exposing young minds to watch prohibited contents like pornography, violent video clips, and immoral displays that may obstruct their moral upbringing (Ahmadu & Kontagora, 2022; Opesade & Adetona, 2021). Similarly, the activities of Yahoo Boys is borne out of unrestricted use of internet among young people.

Another negative side of social media is the invasion of users' privacy and personal information by major corporations. They usually utilise that information for their gains (Baker-Eveleth, Stone, & Eveleth, 2021; Kim & Kim, 2020). These giant corporations use to sell vital data about users by running algorithms through search keywords and browsing history. And dishing out those data to security agencies, marketers, and other companies (Baker-Eveleth et al., 2021). Additionally, majority of social media users join the platform for the leisure of chatting, recreational use, and making friends (Pang, 2020). This has equally affected students who are immature to comprehend positive and negative things around them and are vulnerable and misguided in which they spent unaccounted time dwelling on non-educational contents and conducting random searching that does not yield the desired outcomes (Carpenter & Harvey, 2019). In this regard, students who are engaged by the indiscriminate use of social media sites tend to neglect their studies

which in the long run affects their mental, social, and educational life, especially that many young minds are carried away by posting irrelevant video clips of themselves singing, miming songs, dancing among other vices. These display of all collocations of love and relationship affairs which does not in any way improve their academic prowess. Also, teenagers of secondary school age spent all night chatting and even sending nude video clips and pictures to their opposite sex, all in the name of socialisation. Other mind-blowing activities being perpetrated by young people of secondary school age in social media space involved the posting and updating of their status showcasing their illicit dress modes and appearances.

The corporations managing the various social media sites are making huge profits by attracting people's attention by taking part in an unnecessary activity that consumed a significant portion of their time. It is the responsibility of Parents, Teachers, Counsellors, and School Managers to monitor students' activities on social media platforms. This can be achieved by controlling the usage of smartphones and SMS both at school premises and at home. Moreover, teachers should carefully observe students who frequently slumber and sleep during classroom sessions and school counsellors are enjoined to guide students on the proper use of social media.

The fact that social media networks (SMN) and emerging technologies have come to stay, it is desirable for the school Management to subscribe to the various educational SMNs to engage both teachers and students to enhance their academic pursuits. On a general note, encouraging students to make effective use of social media networks is a collective task that involved all stakeholders in the field of education. To be precise, the role of curriculum designers and the Ministry of Education is essential. This is because, the existing school curriculum being applied in this part of the world is slightly not in tandem with the 21st-century needs which emphasised learning skills such as critical thinking, creativity, problem-solving, communication and collaboration. There is the need to have a curriculum that teaches literacy skills like media, technology, and information. Skills such as leadership, initiative, flexibility, social, and productivity are what is required of 21st-century learners. In this regard, it is incumbent on all the relevant stakeholders

to join in reviewing the present school curriculum to reflect the current trends for the survival and development of Nigeria as a nation. The world of today is a skill-oriented and service provision where Artificial Intelligence, Virtual and Augmented Realities, Internet of a Thing, Industrial Revolution 4/5, and has since seized to dwell on rote learning.

The impact of social media on academic performance has been researched by many scholars, and many of the outcomes of these studies were found to positive perspective on enhancing students' academic performance and facilitating interactions between students and their teachers as well as with their peers, and it promotes self-regulated learning and also a learning environment full of social interaction and collaboration among learners (Adegboyega, 2020; Ahmad, 2019; Alhumaid, 2020; Draskovic, Korper, & Kilian-yasin, 2017; Henninger, 2012). The studies indicated that students are also using social media to perform entrepreneurial efforts that earn students an effortless amount. Some of the social media used in teaching and learning are Facebook, WhatsApp, Instagram, Telegram, Google+, YouTube and Wikipedia (Bashir, Malik, & Mahmood, 2021; Owan & Robert, 2019). Several studies (Charbonneau-Gowdy & Pizarro, 2017; Dougherty & Andercheck, 2014; Henninger, 2012; Latif, Hussain, Saeed, Qureshi, & Maqsood, 2019; Popoiu, Grosseck, & Holotescu, 2012) focused their attention on the seamless advantage of the existing social media platforms which promotes teaching and learning. Such studies have confirmed that the networking system provides teenagers and adults with the avenue to connect and share information for both formal and informal consumption. They also confirmed that the platform can assist students to build a network of established learning experiences and engage to promote self-awareness and emotional intelligence (Hennessy, Kirkpatrick, Smith, & Border, 2016; Iqbal, Qureshi, Ashraf, Rasool, & Asghar, 2021; Lee-Won, Shim, Joo, & Park, 2014). The tool if properly harnessed may be used to enhance teaching and learning, which in turn allows students to learn new skills and concepts, similarly, social media is believed to foster social relationships among its users and social interaction (Azizi, Soroush, & Khatony, 2019; Ngelale, 2019).

More so, the extent of social media usage and its familiarity among Secondary School Students is taking the centre stage in the realm of education. Studies have found that the majority of secondary school-age students are using the social media platform for personal interaction (Alwagait, Shahzad, & Alim, 2015; Maqableh et al., 2015; Mingle & Adams, 2015; Ngonidzashe, 2013; Raut & Patil, 2016; Tayo, Adebola, & Yahya, 2019). Recently, it has been observed that most students are concerned about the positive use of social media platforms. Apart from using the site for personal communications and entertainment, they use the platform to obtain educationally related information (Raut & Patil, 2016). In a study on social media usage by secondary school students, the findings of the study revealed that students use social media for both social and study derive (Sarwar et al., 2019). Therefore, the purpose of this is to examine the relationship between social media familiarity, the extent of usage, and its impact on the academic achievement of secondary school students in Borno State.

Research Questions

1. What is the relationship between the impact of social media on students' academic performance and the extent social media usage among secondary school students?
2. What is the relationship between the impact of social media on students' academic performance and gender of secondary school students?
3. What is the relationship between the gender of respondents and the extent social media usage among secondary school students?
4. What is the relationship between the levels of respondents and the impact of social media on students' academic performance?
5. What is the relationship between the levels of respondents and the extent social media usage among secondary school students?
6. What is the relationship between the familiarity of social media sites by students and the impact of social media on students' academic performance?
7. What is the relationship between the familiarity of social media sites by students and the extent social media usage among secondary school students?

Methodology

To answer the research questions raised by this study, a Pearson's Correlation Coefficient was adopted to address the seven (7) hypotheses in this study. A cross-sectional survey design was used to self-administer the questionnaire to 153 secondary school students, 75 (49%) were males and 78 (51%) were Females. The questionnaire consisted of four sections. Section one included demographic data, i.e., gender, level of study, and age for secondary school students. Section "B" of the questionnaire consisted of 12 items measuring students' familiarity with social media sites. Section "C" assessed students' impact of social media on academic performance and the last section which is section "D" addresses the extent of usage of social media by students. Apart from Section "B" which is based on "Yes" or "No", in the remaining last sections, respondents were asked to assess the impact of social media on academic performance and the extent of its usage by a 4-point Likert scale (where 1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree). Additionally, the questionnaire which was adapted from Mpka (2020) was pilot tested by 36 students sharing a similar characteristic with the main subject of the study but did not take part in the main study. The rationale for the pilot study is to ensure the applicability of the instrument and its appropriateness in terms of wording, and for further improvements. This has resulted in minor changes to fit the respondents to appropriately respond to the instrument. The reliability coefficient of the instrument has been conducted to determine its consistency of the instrument. The Cronbach Alpha of the three sections are found to be r =.67 for the familiarity with social media (12 items), the impact of social media site on students' academic performance with (9 items) has r =.82., and the extent of social media usage with 8 Items has r =.74. the analysis of data was conducted using SPSS version 25.

Demographic Variables

Tables 1 and 2 show the Gender of respondents and levels of respondents which represent the demographic variable of the present study.

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Table 1: Gender of Respondents

Level of Respondents	Frequency	Percentage
Male	75 Students	49%
Female	78 Students	51%
Total	**153 Students**	**100%**

Table 2: Level of Respondents

Level of Respondents	Frequency	Percentage
SS1	62 Students	40.5%
SS2	40 Students	26.1%
SS3	51 Students	33.3%
Total	**153 Students**	**100%**

Results

Analysis of correlation coefficient on social media Among Secondary School Students

In order to test the mentioned null hypothesis, the researcher correlated the mean indices on responses of the secondary school students on the tested hypothesis, using Pearson's Product Correlation Coefficient. Below is the presentation of the results of six (7) hypotheses in Table 3:

1. There is no significant relationship between the impact of social media on students' academic performance and the extent social media usage among secondary school students?
2. There is no significant relationship between the impact of social media on students' academic performance and gender of secondary school students?
3. There is no significant relationship between the extent social media usage among secondary school students and gender of secondary school students?
4. There is no significant relationship between the levels of respondents and the impact of social media on students' academic performance?
5. There is no significant relationship between the levels of respondents and the extent social media usage among secondary school students?

6. There is no significant relationship between the familiarity of social media sites by students and the impact of social media on students' academic performance?
7. There is no significant relationship between the familiarity of social media sites by students and the extent of social media usage among secondary school students?
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Table 3: Tested Hypothesis

S/N	Variables Correlated	r = value	Significant Value	Interpretation	Decision on Ho
1	Impact of social media on academic performance And Extend of Social Media Usage	.400**	.000	Significant	Rejected
2	Impact of social media on academic performance & Gender of Respondents	.015	.854	Insignificant	Accepted
3	Gender of Respondents And Extend of Social Media Usage	-.009	.907	Insignificant	Accepted
4	Extend of Social Media Usage & Level of Respondents	.008	.923	Insignificant	Accepted
5	Impact of social media on academic performance And Level of Respondents	.049	.549	Insignificant	Accepted
6	Impact of social media on academic performance & Familiarity of SMS	.083	.306	Insignificant	Accepted
7	Familiarity of SMS And Extend of Social Media Usage	-.238**	.003	Significant	Rejected

**. Correlation is significant at the 0.05 level (2-tailed).

The results of the correlation in Table 4 showed that of the seven (7) hypotheses tested only two are found to have a positive correlation, and the remaining five (5), did not show a positive correlation. Thus, there is no significant relationship between the impact of social media on academic performance and extent of social media usage educational performance showed r'~ .400 (sigs < 0.05), the sig-value .000, less than .05, the level of significance. The hypothesis on the familiarity of SMS and extent of social media usage showed r'~ -.238 (sigs < 0.05), the sig-value .000, less than .05, the level of significance. Therefore, the above two (2) null hypothesis was rejected, and a conclusion was reached that the extent of social media usage and the academic performance of secondary school students are significantly correlated yet the results are significant at 0.05 level of significance. Furthermore, the remaining five (5) tested hypothesis on the impact of social media on academic performance and gender of respondents, the extent of social media usage and level of Respondents, the impact of social media on academic performance and level of respondents and impact of social media on academic performance and familiarity of SMS.

Discussion

The present study was conducted to examine the social relationship between the extent of social media usage and its impact on academic achievement among secondary school students. The study found that of the seven (7) tested hypotheses, two are significant and the remaining 5 are not statistically significant. The findings of the study revealed that there is a positive relationship between the impact of social media on academic performance and the extent of its usage among secondary school students. Whereas there is a slightly negative moderate relationship between familiarity and extent of social media usage among secondary school students. Thus, the study found a relationship between the impact of social media on academic performance and the extent of social media usage as well as familiarity with SMS and the extent of social media usage. This indicates that the majority of a secondary school student is using the tool. The studies reflect the findings of other studies that arrived at the popularity of the media platform in contemporary societies (Al-Rahmi & Othman, 2013; Alwagait et al., 2015; Bashir et al., 2021; Lahiry, Choudhury, Chatterjee, & Hazra, 2019; Maqableh et al., 2015; Talaue,

AlSaad, AlRushaidan, AlHugail, & AlFahhad, 2018; Tezer, Taşpolat, Kaya, & Hamza, 2017). This has shown that most students use social media to collaborate with their peers, interact and socialize. The platform if properly harnessed, will facilitate effective teaching and learning among students, it also promotes self-face learning and social interaction among learners (Charbonneau-Gowdy & Pizarro, 2017; Giunchiglia, Zeni, Gobbi, Bignotti, & Bison, 2017; Kolhar, Kazi, & Alameen, 2021). Apart from the fore mention, social media enhances learners' communication and problem-solving skills. Therefore, it is incumbent on secondary schools in Borno State to adopt and utilize the tool for effective teaching and learning.

Conclusions

This study provides useful information on the impact of social media on secondary school-age students and its usage in Borno State. The findings of the study lend support and evidence that secondary school students are familiar with six major social media sites in frequent use in this part of the world and they have demonstrated that they are ready to use the tools to pursue their academic goals. This can be deduced from the extensive use of social media by the students. The study also proved that most of the widely used social media networks are being used by students for their communication. This has proven that, if education stakeholders in this region can properly harness the use of social media in classroom teaching and learning, it may take less effort to achieve the gesture. It is further observed that excessive use of social media can also be a distraction that can sway students from giving attention to their academic pursuits, especially when the tool is serially used for purposes other than educational purposes. Parents, teachers, and school managers are called upon to guide their wards or students on the proper utilization of social media tools.

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