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INFLUENCE OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN OBAFEMI OWODE LGA, OGUN STATE

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Abstract

Day-in, day-out, students are being preoccupied with social media usage. This activity of theirs is worrisome.This study investigated influence of social media on academic performance of secondary school students in Obafemi Owode LGA, Ogun State. The study is a descriptive survey. The population is all secondary school teachers in Obafemi Owode LGA,which is estimated at 153,305, while 100 respondents were sampled for the study. Influence of Social Media on Academic Performance Questionnaire (ISAPQ) was used to collect the data. Percentage was used for the demographic data. Four null hypotheses were tested using t-test and ANOVA. Findings revealed that once students interrupt their study time with social media usage, they lose concentration; the hours they spend online is more than the hours they spend reading; many students fail to do their assignment on time once they start using social media. There was no significant difference in the influence of social media on academic performance based on gender age, educational qualification but significant different was found based on years of teaching experience.It was recommended that students should manage their study time. Counsellors should ensure that students are well guided in order to engage in educative and productive activities through social media.

Keywords: *Influence, Social Media, Academic Performance, Secondary School Students*

Introduction

The world is today celebrating the improvements in communication technology which has broadened the scope of communication through Information and Communication Technologies (ICTs). Modern Technology in communication no doubt has turned the entire world into a "Global village" but as it is technology like two sides of a coin, bring with it both negative and positive sides. It helps people to be better informed, enlightened, and keeping abreast with world developments. Technology exposes mankind to a better way of doing things. Social networking sites include: Twitter, Yahoo Messenger, Instagram, Facebook Messenger, Whatsapp messenger, 2go messenger, Skype, Google talk, Google Messenger, iPhone and Androids. These networking sites are used by most people to interact with old and new friends, physical or internet friends (Asemah & Edegoh, 2012). The world has been changed rapidly by the evolution of technology; this has resulted into the use of technology as the best medium to explore the wide area of knowledge.

The evolution of internet technology has led to its use as the best medium for communication. Whereby two-third of the world's internet population visits social networking or blogging sites, thus serving as a

communication and connection tool. Social networking sites (SNSs) are online Communities of Internet users who want to communicate with other users about areas of mutual interest, whether from a personal, business or academic perspectivel (William, Boyd, Densten, Chin, Diamond & Morgenthaler 2009). The millions of social networking sites have transformed the thought of global village into a reality whereby billions of people communicate through social networking sites. Numerous benefits have been obtained through distant communication through the use of social networking sites.

However, according to Gentile (2009), it is common to see a youth chatting in sensitive and highly organised places like churches, mosques and lecture venues, some are so carried away that even as they are walking along the high way, they keep chatting. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as youths no longer need to visit a cybercafé before they send and receive messages. Attention has been shifted from visible to invisible friends, while important ventures like study and writing are affected in the process.

Academic excellence or achievement plays an important role in an individual placement, be it in the academic institutions or job placement. Due to this, many people are concerned with the ways they can enhance their academic achievement. The emphasis on academic excellence which is also prevalent worldwide has encouraged many studies about the conditions promoting it. The role of academic achievement as one of the predictors of one's life success and also in the aspect of academic placement in schools to higher institutions as well as the level of employability in one's career is inevitable (Kyoshaba, 2009).

Academic performance, which is measured by the examination results, is one of the major goals of a school. Hoyle (2006) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

Academic performance or achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Annie, Howard & Mildred, 2006).

A direct relationship exists between Social media usage and the academic performance of students. However the darker side within technological evolution has resulted in dilemmas such as the setback of real values of life especially among students who form the majority of users interacting through the use of social networking sites. Online social networking sites focus on building and reflecting social associations among people who share interests and or activities. With so many social networking sites displayed on the internet, students are tempted to abandon their homework and reading times in preference for chatting online with friends. Many students are now addicted to the online rave of the moment, with Facebook, Twitter etc.

Today most students possess Facebook accounts or using Whatsapp. The reason most of them perform badly in school might not be far-fetched. While many minds might be quick to blame the poor quality of teachers, they might have to think even harder, if they have not heard of the Facebook, twitter, instagram, frenzy and so on (Oche & Aminu, 2010). Olubiyi (2012) noted that these days, students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms, it has been observed that some students are always busy pinging, 2going or Facebooking and the likes, while teaching are on. Times that ought be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues. Hence most students' academics suffer setback as a result of distraction from the social media. Obi, Bulus, Adamu and Sala'at (2012) observed that the use of these sites also affects students' use of English and grammar. The students are used to short forms of writing words in their chat rooms; they forget and use the same in the classrooms. They use things like 4 in place of for, U in place of You, D in place of The etc. and this could affect their class assessment.

Students' addictiveness to social networks, students' frequency of exposure to social network, social media network that the students are more exposed to and the influence of social media as a medium of interaction between students has been part of discussion in recent times and which have imparted on their academic performance. Instead of students reading their books, they spend their time chatting and making friends via the social media and this might definitely have influence on their academic performance, because when they do not read, there is no way they can perform well academically.

Many researchers had conducted studies on the influence of social media on academic performance. For instance, Agwi and Ogwueleka (2018) examined the impact of social media on students' academic performance. The result shows that there is significant relationship between time spent on social media sites and academic works. It also revealed that the nature of social media activities which the student engages in does not have any significant impact on the student academic performance. In addition the study also shows that the gender of the student has no impact on the usage and activities of social media. Gilbert, Ali, Naif, Alwaleed and Saad (2018) investigated the impact of social media on academic performance of selected college students.

Owusu and Larson (2015) conducted a study on the use of social media and its impact on academic performance of tertiary institution students: a study of students of Koforidua Polytechnic, Ghana confirmed that most of the respondents visit their social media sites using their phones and spend between thirty minutes to three hours per day. In addition the study revealed that the use of social media sites had affected academic performance of the respondents negatively and that there was direct relationship between the use of social media sites and academic performance. Oberiri (2017) carried out a study on the influence of social media on academic performance of Taraba State University undergraduate students. The study postulated that students who spend more time on social media are likely to perform poorly in their academic activities than those who do not.To the best of the researcher's knowledge no one has carried out study on the influence of social media on academic performance of secondary school students in Obafemi Owode LGA, Ogun State, this is the gap that this study intend to fill.

Research Question

A research question is raised to guide the conduct of this study:

1. What is the influence of social media on academic performance of secondary school students in Obafemi Owode LGA, Ogun State.

Research Hypotheses

The following null hypotheses were formulated and tested in this study:

1. There is no significant difference in the influence of social media on academic performance as expressed by secondary school teachers in Obafemi Owode LGA, Ogun State based on gender.
2. There is no significant difference in the influence of social media on academic performance as expressed by secondary school teachers in Obafemi Owode LGA, Ogun State based on age.

Methodology

The research design being a quantitative type, adopted descriptive survey method in order to gather relevant information in this study. Descriptive survey enables the researcher to obtain opinion of a representative sample of the target population so as to be able to infer the perception of the entire population (Oke, 2005). Descriptive survey approach is considered appropriate for this study since the researcher is interested in collecting information from a representative sample of secondary school teachers in Obafemi Owode, Ogun State.The population for the study comprised all secondary school teachers in Ogun State. The target population for the study is all teachers in government secondary schools in Obafemi Owode, Ogun State. According to Statista (2022) it was estimated that there are about 153,305 secondary school teachers in Obafemi Owode LGA, Ogun State. The researcher chose the secondary school teachers because they are in the best position to give details about students' academic achievements. Simple random sampling was used to select four secondary schools from the eleven secondary schools in Obafemi Owode, LGA using dip-hat sampling method. The dip-hat sampling method is a method whereby the researcher writes the names of the secondary schools (both public and private schools) in Ilorin metropolis on different sheets of papers, puts them in a bag, shakes them and then dip his/her hand into the bag to pick a sample. Thus, 25 respondents were randomly selected from each of the sampled secondary schools using simple random sampling technique. Therefore, a total number of one hundred respondents were sampled and used for this study.

The instrument adopted for this study was a self-designed questionnaire titled "Influence of Social Media on Academic Performance Questionnaire" (ISMAPQ). The questionnaire comprised of two sections (Section A & B). The first section comprised of the demographic data of the respondents such as gender, age, educational qualification and years of teaching experience while section B comprised statement on the influence of social media on academic performance. The instrument was validated by four experts in the Department of Counsellor Education, Faculty of Education, University of Ilorin and later subjected to reliability test and a reliability coefficient of 0.76 was obtained.

The format of each section (A & B) of the questionnaire forms holds the weight of scoring. Section 'A' was analysed using the frequency and simple percentages for the demographic data. Section B of the instrument which contains items on influence of social media on academic performance was allotted points as follow:Strongly Agree(SA)4 points; Agree(A)3 points; Disagree(D)2 points; and Strongly Disagree(SD) 1 point.

For the sections B, the mean cut-off point was 2.50. To ascertain the influence of social media on academic performance, any item which has mean score of 2.5 and above was adjudged as having negative influence on academic performance while below 2.5 mean score was adjudged as positive influence on academic performance.

Results

Research Question 1: What is the influence of social media on academic performance of secondary school students in Obafemi Owode LGA, Ogun State?

Table 1: Mean and Rank Order Analysis of the Respondents' Perception on the Influence of Social Media on Academic Performance of Secondary School Students

Item No	In my own opinion, social media has negative influence on students academic because:	Mean	Rank
13	once they interrupt their study time with social media, they lose concentration	3.50	1st
3	the hours they spend online on social media are more than the hours they spend reading	3.40	2nd
15	many students fail to do their assignment on time since they started using social media	3.29	3rd
12	they use social media for making new friends and socializing more than they use it for academic purposes	3.25	4th
11	they do not have a social media group for some of their subjects	3.24	5th
4	their unlimited access to social media through cell phone has affected their academic performance negatively	3.16	6th
5	they do not engage in academic discussions on social media platforms	3.11	7th
7	they do not follow the latest developments in their field through social media	3.10	8th
1	the time students spend online on social networks takes away from their time studying	3.10	9th
8	they solely rely on information gotten from social media to do my assignments without consulting other sources	3.08	10th
6	they do not make use of social media to share information with their classmates	3.06	11th
9	social media has negatively impacted my writing skills	3.05	12th
10	engaging in academic forums on social media bring confusion to them	3.03	13th
14	students addicted to social media perform poorly academically	3.00	14th
2	online social networks distract students from their studies	2.89	15th

Table 1 presents the mean and rank order of therespondents' perception on the influence of social media on academic performance of secondary school students. The table indicates that item 13 which states that social media has negative influence on students' academic because: "once they interrupt their study time with social media, they lose concentration" ranked 1st with the mean score of 3.50. Item 3 which states that "the hours they spend online on social media are more than the hours they spend reading",ranked 2nd with the mean score of 3.40. Ranked 3rd is item 15 which states that "many students fail to do their assignment on

time since they started using social media" with a mean score of 3.29. Similarly, item 10 which states that social media has negative influence on students' academic because:engaging in academic forums on social media bring confusion to them ranked 18th with the mean score of 3.03. Item 20 which states that "students addicted to social media perform poorly academically"ranked 19th with the mean score of 3.00. Ranked least is item 2 which states that "online social networks distract students from their studies" with a mean score of 2.89. Since all twenty items have the mean scores that are above 2.50, then it can be said that respondents attested that social media has negative influence on academic performance of secondary school students.

Hypotheses Testing

Four null hypotheses were formulated and tested for this study. The hypotheses were tested using t-test and ANOVA statistical methods at 0.05 level of significance.

Hypothesis One: There is no significant difference in the influence of social media on academic performance as expressed by secondary school teachers in Obafemi Owode LGA, Ogun State based on gender

Table 2: Mean, Standard Deviation and t-value of the Respondents' Perception on the Influence of Social Media on Academic Performance of Secondary School Students Based on Gender

Gender	N	Mean	SD	df	Cal. t-value	Crit. t-value	p-value
Male	69	46.43	6.25	198	1.24	1.96	.216
Female	131	47.61	6.43				

Table 2 shows that the calculated t-value of 1.24 is less than the critical t-value of 1.96 with a corresponding p-value of .216 which is greater than the 0.05 level of significance. Since the calculated p-value is greater than level of significance, the null hypothesis is accepted. This indicates that there is no significant difference in theinfluence of social media on academic performance as expressed by secondary school teachers in Obafemi Owode LGA, Ogun State based on gender.

Hypothesis Two: There is no significant difference in the influence of social media on academic performance as expressed by secondary school teachers in Obafemi Owode LGA, Ogun State based on age

Table 3: Analysis of Variance (ANOVA) showing the Respondents' Perception on the Influence of Social Media on Academic Performance of Secondary School Students Based on Age

Source	SS	df	Mean Square	Cal. F-ratio	Crit. F-ratio	p-value
Between Groups	111.495	2	55.747	1.37	3.00	.256
Within Groups	7993.100	197	40.574			
Total	8104.595	199				

Table 3 shows the calculated F-ratio of 1.37 is greater than the critical F-value of 3.00 with a corresponding p-value of .256 which is greater than 0.05 level of significance. Since the calculated p-value is less than 0.05 alpha level, the null hypothesis which states that there is no significant difference in the influence of social media on academic performance as expressed by secondary school teachers in Obafemi Owode LGA, Ogun State based on age.

Discussion

The study revealed that social media has negative influence on students academic because: once they interrupt their study time with social media, they lose concentration; the hours they spend online on social media are more than the hours they spend reading; and many students fail to do their assignment on time since they started using social media. This finding of the study supports the study of Lau (2017), Janssen and Brumby (2010) who observed that media multitasking behavior is a predictor of a poor academic performance and that it affects the students' concentration specially during studying. The finding is also in line with the study of Karpinski and Duberstein (2009) who found that some students do not have control on their social media while engaged in academic activities, and that they spend more time on these networks than they do studying and they also failed to do their assignment.

Hypothesis one revealed that there was no significant difference in the influence of social media on academic performance as expressed by secondary school teachers in Obafemi Owode LGA, Ogun State based on gender. This implies that expression of the male and female respondents was not different on the influence of social media on academic performance. The finding negates the study of Chan, Cheung, Na Shi & Lee (2015) who found significant difference based on gender. It was further stressed that the majority of females use social media for socializing and connecting with their family members, whereas males are more focused on task- oriented actions and gaming. Lim, Heinrichs and Lim (2017) reported that females perceived social media differently than males.

Hypothesis two revealed that there was no significant difference in the influence of social media on academic performance as expressed by secondary school teachers in Obafemi Owode LGA, Ogun State based on age. This implies that expression of the respondents was not different on the influence of social media on academic performance based on age. The finding of the study is in line with the study of Oberiri (2017) who noted no significant age difference in the influence of social media on academic performance of undergraduate students.

Implications for Counselling

The findings of this study have some implications for Counsellors. The current study revealed that social media has negative influence on students academic because: once they interrupt their study time with social media, they lose concentration; the hours they spend online on social media are more than the hours they spend reading; and many students fail to do their assignment on time since they started using social media. School Counsellors can orientate students with phones having internet facilities to use it to supplement their research in the library rather than the usual chatting with friends all the time. During orientation programme counsellors should provide guidance on the dangers of addiction to social networking sites on academic performance, mental health and so on. They should be introduced to sites that can add values to their academic work and research. Counsellors should guide students to engage in educative and productive activities through social media.

Conclusion and Recommendations

This research work examined the influence of social media on academic performance of secondary school students in Obafemi Owode LGA, Ogun State. The study concludes that social media has negative influence on students' academic because: once they interrupt their study time with social media, they lose concentration; the hours they spend online on social media are more than the hours they spend reading; many students fail to do their assignment on time since they started using social media; they use social media for making new friends and socializing more than they use it for academic purposes; they do not have a social media group for some of their subjects among others. It was also revealed that there was no significant difference in the influence of social media on academic performance as expressed by secondary school teachers in Obafemi Owode LGA, Ogun State based on gender age, educational qualification but significant different was found based on years of teaching experience.

Based on the findings of this study, it is recommended that:

1. Students should manage their study time and prevent distractions that can be provided by the social media. There should be a decrease in the number of time spent by students when surfing the net.
2. The use of social media network by students should focus on the academic relevance of those sites instead of using them for negative purposes.
3. Counsellors should guide students to engage in educative and productive activities through social media.
4. During orientation programme counsellors should provide guidance on the dangers of addiction to social networking sites on academic performance, mental health and so on.

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