

INFLUENCE OF SOCIAL MEDIA ON STUDENTS' ACADEMIC PERFORMANCE IN LAGOS METROPOLIS.

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ABSTRACT

This study examined influence of social media on students' academic performance among secondary school students in Alimosho Local Government Area of Lagos State. The study sample comprised two hundred and fifty (n =250) senior secondary school two (ss2) students drawn from five secondary schools in the study areas, through stratified random sampling technique. The study was guided by three hypotheses while it adopted a descriptive survey design. A 25-item self-designed questionnaire titled Influence of Social Media on Students Academic Performance Questionnaire (ISMSAPQ) and Students Achievement Test (SAT) were used in the data collection. The instruments were validated and the reliability established through a pilot study with reliability coefficients of 0.76 and 0.74 ($r=0.76; r= 0.74$) respectively. The formulated hypotheses were tested using Chi-square, t-test and Analysis of Variance (ANOVA) statistical tools. Findings revealed that social media usage has a significant influence on students academic performance, there is a gender difference in social media usage among secondary school student. Age was found not to have a significant influence on social media usage among secondary school students. Based on the findings, it was recommended among others that, Information Communication Technology (ICT) should be integrated in pedagogical practices in schools to serve as model of positive usage of the social media to students. Students' usage of social media should be monitored and controlled by teachers and parents to curtail the negative influence. There is need to design appropriate behavioural change communication materials that will educate adolescents and parents about the potential benefits and draw backs of using social media.. Also, the government should ensure strict compliance to age restrictions in social networking thereby preventing the under aged from undue exposure to information that may be damaging to both his personality and educational pursuits.

Key Words: *Social Media, Academic performance, Sustainable Educational Development.*

Background to the Study

Education has brought unprecedented turnaround in development for nations that have given it a pride of place in their national affairs. In line with this, the Federal Government of Nigeria has adopted education as an instrument par excellence for effecting national development (FGN, 2013). The quality of educational outcomes of learners would determine how education is set to achieve this national expectation. All stakeholders in the business of child education - the child himself, the home, the school and the society at large are saddled with the responsibility of realizing this national goal.

Traditionally, students' academic performance has been linked to the variables of; parents' education, economic status, learners study habits, social incentives, teachers' qualification appearance and personality, teacher-students relationships and physical facilities (Broome, 2003). However, the emergence of social media in the global educational landscape in the onset of 21st century has changed the students' entire lives' course, especially their preferred pattern of learning which is key in students academic performance. Learning itself is a complex process by means of which knowledge, skills, habits, facts, ideas and principles are acquired retained and utilized. A students' academic performance is a measure of how much of these have been achieved in the learner, Learning enables one to adapt to his/her environment and also to modify the

existing behaviour when necessary. Activities that would promote or inhibit learning would undoubtedly affect students' educational outcomes. Maximizing the learning potentials of the child through providing a conducive learning environment is a way of supporting him/her to better performance.

Academic performance in this instance refers to a participant's examination grades at the end of a particular term or programme. It could also be seen as the level of performance in a particular field of study. Higher scores indicate better academic performance (Egbule, 2004). Kohn (2000) sees academic performance as the outcome or result obtained by pupils or students in educational activities. Academic performance of a student can be regarded as the observable and measurable behaviour of a student in a particular situation (Platz and Koplex, 2013). Bandele (2002) described academic performance as the scholastic standing of a student at a given moment.

Performance to Simkins (2001) is a measure of output and the main outputs in education are expressed in terms of learning, that is, changes in knowledge, skills, and attitudes of individuals as a result of their experiences within the school system. Performance is a measurable behaviour (Simpson and Neiner, 2009). The academic achievement culminate in learners' educational outcomes. Asearlier (2009) highlighted factors associated with students academic success to include parental education, economic status, learner's study habits, social incentives, teachers' qualification, appearance and personality, student-teacher relationships and physical facilities.

Agreed that these factors are important determinants of students academic success but of utmost concern is the impact of social media which presently dominates the global space, on students learning for never in history has a phenomenon so engaged the attention, interest and acceptability of our youth like the social media! At least 4,318,400 Nigerians are on Facebook with a good number of them being adolescents. (Muritala, Makama and Godwin, 2014). Also, Elder (2012) noted that teenagers log in their preferred social networks more than ten times a day in America. Teenagers and young adults have especially embraced the social media as a way to connect with their peers, share information, reinvent their personalities and showcase their social lives (Boyd, 2007). In fact teenagers now use the internet for the majority of their daily activities and information gathering as opposed to older generations who used resources like television or newspaper (Lewis, 2008).

Ellison and Boyd (2007) defined social media or social networking sites as web-based services that allow individuals to construct profiles, display user connections and search and traverse within that list of connections. A social media is an online service on platforms that focus on facilitating the building of social networks among people who share interest, activities and background on real life connections. Social media are means of interaction among people in which they create, share and exchange information and ideas on virtual communities and networks. Social media integrate technologies, social interaction, and content creation to collaboratively connect on-line information (BriAnn, 2014). Social networking sites allow users to share ideas, activities, events and interests within their individual networks. Individuals can upload pictures, chat, connect with friends, do business, upload videos, get latest updates on music, movies and fashion.

One of the first social media sites was created in 1994 and was called "Geocities". However in the past years, social media websites have become common, giving young people particularly a new way to interact with each other and communicate with the world. Boyd (2007) noted that what started out as a hobby for some

computer literate people has become a social norm and a way of life for people all over the world. Social networking sites commonly used by students include: Twitter, Yahoo Messenger, Facebook, Blackberry Messenger (BBM), Whatsapp, 2go, Skype, Google talk, Google Messenger, Linkendin, Myspace, YouTube and Instagram (Edegon, 2012). Of these networking sites, students spend more time on Facebook, twitter or other networking sites through smart phones which have gradually become a part of everyday life of youth in the society. In fact, many students cannot go for two-three hours without checking and updating their profiles on these networks even at the detriment of other activities such as educational and career pursuit (Morahan-Martin and Schumacher, 2000).

Hampton, Sessions-Goulet, Rainie and Parcel (2011) noted that students are using Facebook and other channels to develop their identities, beliefs and stances on various issues such as politics, religion, economy and work as well as pioneer and develop intimate relationship. Also, according to Jeong (2005), students use social networking sites not only for leisure and personal socialization but also as a platform for more meaningful and serious deliberations, and students are using social networking for making friends, sharing links, online learning, finding jobs to accomplish their economic, educational, political and social goals. According to Kaplan (2010), social networking helps in the schools and universities to leverage and complement formal education activities and enhance learning outcomes. Social media offers plenty of opportunities for learning. This buttresses Oskonei (2010)'s submission that internet is advantageous to both students and teachers if used as a tool of knowledge creation and dissemination. Even some schools successfully use blogs as learning tools which has the benefit of reinforcing skills in learners (Boyd, 2010). Observational evidence indicates that students use social networking websites and spend more time in them. On one hand the social media affords many opportunities for learning entertainment which serves as basis of distraction, enrichment and personal growth. Thus, many educated parents have a positive view of social media use and encourage children and young people to make judicious use of it. On the other hand, parents are ambivalent of social media due to the potential risks it carries by making students to lose interest in reading their textbooks, write in abbreviated forms that contradicts formal writing which may impinge on the students' academic performance. Also, social media exposes users to negative content such as pornography, violence, commercialism, cyber bullying, unsupervised social relations and privacy and security issues (Ceyham in Elder, 2011). Thus, social networking poses a lot of problems as it tends to consume individuals' time and in most cases young adolescents have problems adjusting to maintaining balance between practicing social networking and their academics, such problems range from loss of educational focus to inability to do assignments. Adolescents tend to have little or no control over their urge to pick up their phones and socialize over the internet thereby reducing their interest in academic activities which is internet addiction. (Asad, Abdullah-Al-Mamum and Clement, 2012). It has further been reported that an average adolescent rather than use social networking as means of sorting out information to improve education use it majorly as a means of improving social livelihood, focusing on establishment of cyber relationships which expose them to various damages. It is against this backdrop that this study investigated the influence of social media on students' academic performance.

Statement of the Problem

Nowadays, the use of internet connected mobile phones by a good number of secondary school students is a common sight. They use such to find friends on Facebook or chat with their friends without even considering how much time they spend on it. In the process, a great deal of time that should be allotted to reading of textbooks and self-study is traded without a recourse to the impact this may have on their academic performance. In fact, social media usage by secondary school students has reached such a crescendo that it

is a concern to all stakeholders in education for its potential risks. Social media usage presently, appear to create lax attitude on writing among students who use social media networks as they abbreviate and spell using computer checks. This may invariably affect students' formal way of writing and general attitude to learning which are key determinants of their academic performance. With the current rate of social media usage among students, unabated, it is evident that the neglect of textbooks and learned journals, if not addressed will cause more of our library textbooks and journals to be totally forgotten and more authors will prefer to remain digital. What if something happens to the World Wide Web? Worse still, every year students' poor performance in major examination is increasing even in the presence of deep attachments of the students to the social media among all gender and age groups Perhaps the more time such students spend online translates into less time spent reading books and poor study skills development.

This study hence investigated the influence of social media on students' academic performance in Lagos Metropolis.

Purpose of the Study

The main purpose of the study is to examine the influence of social media on students educational outcomes. The study specifically sought:

1. To determine the influence of social media usage on student' academic performance
2. To ascertain the gender difference of influence of social media usage on academic performance among secondary school students.
3. To determine the influence of age on social media usage and academic performance of secondary school students.

Hypotheses

The following hypotheses guided the study:

1. There is no significant difference in students academic performance as a result of social media usage.
2. There is no significant gender difference of influence of social media usage on students academic performance,
3. Age will not significantly influence social media usage and academic performance among secondary school students.

Methodology

The study sample is comprised of two hundred and fifty SS 2students drawn from five randomly selected secondary schools in Alimosho Local Government Area of Lagos State. Stratified random sampling technique was used to select fifty participants from each of the sampled schools. To ensure gender equity in the study, twenty-five male and twenty-five female respondents were selected from each of the five schools to obtain a total of two hundred and fifty (250) participants used for the study.

A self-designed questionnaire titled: Influence of Social Media on Academic Performance Questionnaire (ISMAPQ) was used for data collection from the respondents. This comprised of section A that elicited information on demographic data of the respondent and section B that contained items on the variables captured in the hypotheses. It adopted the four-point likert format of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The academic performance of the students was measured using Students' Achievement Test (SAT). The instruments were validated and their reliability established in a pilot study with reliability coefficients of 0.76 and 0.74 respectively. The instruments were administered on the

respondents in their various locations and retrieved upon completion. The data were collated for analysis. The formulated hypotheses were tested using Chi-square, t- test and Analysis of Variance (ANOVA) statistical tools at 0.05 level of significance.

Data Analysis and Results

Hypothesis 1: There is no significant difference in students academic performance as a result of social media usage.

This hypothesis was tested using independent t-test statistical tool and the result obtained is presented in table 1.

Table 1: Independent t-test Analysis showing Influence of Social Media usage on Students’ Academic Performance.

Variables	N	X	SD	DF	t _{cal}	t _{crit}	Decision
Social Media	250	23.48	2.76	198	4.78	1.98	Rejected
Academic performance		26.80	3.84				

Table 1 shows that the calculated t_{cal} of 4.78 is greater than t_{tab} of 1.98 and the null hypothesis was rejected. The alternate hypothesis was accepted. It was hence concluded that there is a significant influence of social media usage on students’ academic performance.

Hypothesis 2: There is no significant gender difference in social media usage among secondary school students. This hypothesis was tested using independent t-test statistical tool and the result obtained is presented in Table 2.

Table 2: T-test Analysis showing Gender Difference in Social Media Usage and Academic Performance among Students

Variables	N	SD	X	t _{cal}	t _{tab}	Level of significant	Df
Male	125	28.69	88.4	2.41	1.98	0.05	248
Female	125	55.00					

Evidence from Table 2 reveals that the calculated t_{cal} is 2.41 while the critical value t_{tab} is 1.98. Given that t_{cal} is higher than t_{tab}, the null hypothesis was rejected while the alternate hypothesis was retained. This implies that there is significant gender difference in social media usage and academic performance among secondary school students.

Hypothesis 3: Age will not significantly influence social media usage and academic performance among secondary school students.

This hypothesis was analyzed using ANOVA statistical tool and the result obtained is presented in Table 3.

Table 3: One way Analysis of Variance (ANOVA) on Influence of Social Media Usage on Students' Age and Academic performance.

Age	N	X	SD
13 – 15 years	80	54.87	5.752
16 – 18 years	110	55.40	3.822
19 years & above	60	54.52	4.104
Total	250	54.52	4.584

Sources of Variation	Sum of squares	DF	Mean squares	F-ratio	F-tab
Between groups	702.14	2	351.07	0.592	3.15
Within Groups	7107	12			
Total	7809.4	14			

Evidence from Table 3 shows that the calculated F-ratio of 0.592 is less than the critical F-value of 3.15. Given that the F-cal is not statistically significant, the null hypothesis was accepted and the alternate hypothesis rejected. This implies that there is no significant influence of age on students' social media usage and academic performance

Discussion of Findings

Hypothesis one states that there is no significant influence of social media on students' academic performance. This hypothesis was rejected as finding revealed that there is a significant influence of social media usage on students academic performance. The result of this finding may be due to the fact that the time that should be used in study by the students is spent on the social media which leads to poor performance in examinations. This finding supports Ofodi and Falasinumu (2014) who noted that students who spend more time on social networks for social purposes other than academic purposes are affected by the internet. While they enjoy the informative power of the social media, their academic performance experiences a downward trend. Martin (2009) also agrees with this finding when he maintained that there is a correlation between how much time is spent on a social media and grades of students' Equally, students who multi-task between social network and homework are likely to have lower grades than a student who does not have a social network in visual range as such serves as distraction. However, the finding contradicts Junco (2012) who found no difference in overall Grade Point Average (GPA) between users and non-users of Facebook. Nothing less, usage of social media for academic purposes will not only increase students grades but also strengthen students communication to facilitate peer feedback on assignments and mastery of the course content.

Hypothesis 2 states that there is no significant gender difference in social media usage among students in secondary schools. The finding of this study revealed that boys and girls did not differ in social media usage in the schools studied. The reason for this finding may be due to the fact that both boys and girls are users of social media. This finding corroborates Williams and Martin (2008) who noted that boys and girls are often found to be obsessed with their social media usage. Hence, adolescents and young adults have been found in the exiting literature to be heaviest users of computers and the internet Social media has been reported to be adolescent pre-occupation in this modern world. However, this finding contradicts Aghazamani (2010) who studied student's motivation for Facebook usage and found that males spend more time on Facebook than females. Friendship was named the most favourite activity on social media among male students who use the

internet. In a twist, Thompson and Lougheed (2012) reported the females are more likely than males to report spending longer amounts of time on Facebook than initially intended. Females within their study population reported using Facebook, 62% of the time while on the internet, which was in comparison to 44% of Facebook usage by males.

Hypothesis 3 states that there is no significant influence of age on social media usage in secondary schools. This hypothesis was retained as result showed that age has no significant influence on social media usage. This finding supports Kristen and Mattus (2013) who opined that social media usage has increased in recent years across all age levels. This however contradicts the Pew internet and American Life Product (2015) who reported that although 73% of teens between the ages of 12 and 17 use social media, the rate of social media use are even higher (87%) for young adults between the ages of 13 and 29. However, middle age adolescents do not appear to have the same level of social media access as older students due to age restriction and limited access to internet usage. More than 48% of Nigerian Youth 12 to 17 years of age use the internet and nearly half log on daily (Oyewunmi, Ogbenga and Adigun, 2015).

Conclusion

This study reported significant social media influence on students academic performance. The time that should be devoted to intensive study by students is wasted on social media which has gained unprecedented acceptability among today's adolescents. Apparently, students devote more time to social media than on their academic work such as execution of assignments and preparation for examinations. The study found no gender difference in students' usage of social media which means that both boys and girls are high users of social media. Also, the study found no age influence on social media usage among secondary school students. This implies that both boys and girls of all ages use social media in secondary schools. The study hence proffered useful recommendations that would help to address the negative influence of social media usage among secondary school students.

Social Media and Sustainable Educational Development in Nigeria

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs (WCED, 1987). Sustainable development is all encompassing, embracing every facet of the societal life of which education is one. Education is key in the social and economic development of any nation. A resource that would enhance education, will invariably speed up national development. Social media usage has been found to impact either positively or negatively on students' academic performance depending on how it is used. Leveraging on the positive impact, students and teachers should use social media in sourcing for educational information and in facilitating learning for enhanced educational outcomes. Moreover, integrating Information Communication Technology (ICT) in educational curriculum would guarantee educational products who are well grounded in ICT skills. This group of graduates are needed to achieve success in the 21st century world of work. When the nation's workforce is so embellished, with higher order work skills, improved societal development is inevitable. Furthermore, ICT's advances have provided a rich global resource and collaborative environment for dissemination of ICT literacy materials, interactive discussions, research information and international exchange of ideas which are critical for advancing meaningful educational initiatives, training a high skilled labour force, and understanding issues related to economic development (Ololube, 2007). Also, Yusuf (2005), posits that ICT has the potential to accelerate, enrich and deepen skills, motivate and engage students in learning, help to relate school experiences to work practices, help to create economic viability for

tomorrow's workers, contribute to radical changes in school, strengthen teaching and provide opportunities for connection between the school and the world.

Recommendations

Based on the research findings, the following recommendations are proffered:

1. There is need to incorporate social media usage in academic course or lesson content in secondary schools to guide the students unto the positive usage of the social media.
2. Parents and teachers should curtail excessive usage of social media by students through effective monitoring regulation.
3. Counselling programmes should be organized for male and female secondary school students to put them on the right track on the positive usage of social media in enhancing their academic performance.
4. There is need to design appropriate behavioural change communication materials that will educate adolescents of various age groups and parents about the potential benefits and draw backs of using social media.

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