INFLUENCE OF SOCIAL MEDIA NETWORKING ON THE ACADEMIC ACHIEVEMENTS OF SENIOR SECONDARY SCHOOL STUDENTS IN ABUJA

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Abstract

The emergence of internet technology gave rise to its use as the best medium for communication. People who use the internet visit social media networking sites. The numerous networking sites available today have brought into reality, the long-term dream of the world becoming a global village.

This study investigated the influence of social media networking on the academic achievements of senior secondary school students. The research was guided by only two research questions and two hypotheses respectively. As well, descriptive research survey design was adopted for the study. Simple random sampling technique was used to select a sample of 378 students. The descriptive statistics of frequency counts and percentages were used to analyze the demographic data while inferential statistics of Chi-square(x2) was used in testing the research hypotheses. Based on the findings it was showed that some secondary school students are addicted to social media. Hence, it was recommended that social media networks should be used for educational purposes especially for students. Social Networking Sites should be expanded and new pages should be created to enhance academic activities. Students should be monitored by teachers and parents on how they use social media.

Key.words: Social Media, Academic Achievements, Students, Networking, Communication

Introduction

The advent of the covid-19 pandemic and various means of Communication tools have changed teaching and learning to be access through the internet, electronic media and devices respectively. Various social sites such as WhatsApp, Facebook and Twitter, Google search engine have become one of the most popular ways people are educated, knowledgeable and keep abreast with trending news and happenings.

The world today has records developments in information technology which has broadened the scope of communication through Information and Communication Technologies (ICTs). The present day technology in communication has numerously impacted the world at large thereby making it a "Global village". However, the technology we have received, like the two sides of a coin come with its advantages and disadvantages. It helps the students to be better educated, knowledgeable, and to become vast with the world's advancement and technology. The advent of technology makes life much easier. Social Networking Sites which include: Twitter, Instagram, Facebook, Whatsapp, Skype, Snap Chat, Google Classroom etc. are mostly used by people to interact, communicate, get information and be better enlightened (Asemah and Edegoh, 2012). The evolution of technology has brought about a rapid change in the

development of the world; this has given rise to the use of technology as the best medium to explore the diverse area of knowledge.

The emergence of social media has changed and impacted oh communication, learning, research work and education at large. Amongst the huge differences in online tools available for communication, social networking sites has become the most modern and engaging and attractive tools for connecting people throughout the globe. (Aghazamani, 2010).

The emergence of internet technology gave rise to its use as the best medium for communication. Over 70% of people who use the internet visit social media networking sites such as Facebook and Whatsapp. Social networking sites (SNSs) are online groups of internet users who want to communicate with other users about areas of mutual interest. The use of Social media as circulated and help in building social interactions, through sharing, creating and exchanging information and ideas virtually and networks. Social media has go in long way to improve student communication skills, social participation; commitment, improve peer support, and ensure the consciousness of education based on collaborative strategies by making most difficult subject easy for them through social network. As a result, the influences of social media on student educational support, learning (spellings, sentences, pronunciations, and essay writings) , research and academic achievement in general cannot be overemphasized, (Gülbahar, 2008 cited in Oguguo; Ajuonuma; Azubuike; Ene; Oko and Atta (2020). Although, despites these huge benefits of social media on student educational supports, it appears that the negative impacts of it on students is also immense, as students tend to abandon their studies in a attempt to catch up with new fashions and distractions of these platforms such as chatting, texting, gaming, videoing and the likes cannot be underestimated (Oguguo; Ajuonuma; and Azubuike,2020). The use of social network among student has done great harm than good for majority of these secondary school students, as most of them become apprehensive about being without their cell phones for a few hours and totally lost concentration in school/class. This in way has really pose serious threat to most secondary school students academic achievement, as the social network activities such as chatting, messaging tiktoking etc. takes most of their time than reading useful material for their academic benefits. Hence the need to examine these influence of social media networking on the academic achievements of senior secondary school students.

Statement of Problem

Presently, the world has evolved into a global village and has adopted the internet as it is most easy to assess, vital source of information. The social media sites came in to being in the 1990s. Ever since, records have shown that the academic achievements of students especially the senior secondary schools students is facing a lot of neglect and problems. Nigerian students are not left out of these problems and challenges caused by the increased use of social networking sites. This has obviously brought about a rapid decline in the quality and value of education of our students. Many students are struggling with coping with their academics as well as coping with the wide range of information available to be surfed on the internet. Because surfing is more fun than studying, the young students are easily drawn to devote more time and attention to social media networks rather than their studies.

Addiction to the use of social networking sites, the amount of time spent by students, the level of exposure to social media networks and popular social media sites has pose a lot of threat on student academic achievements, as it has become a norm for students to use their phones to chat in formal and highly organized environment/places such as churches, mosques and even classes. Majority of these students becomes carried away with their chats that they even continue chatting as they are with people that need their time and attention. Although several literature had explained the effect of social medial on student academic performance such as mass failure, poor academic performance, poor participation in class etc but there is need to examine the influence of social media networking on students' academic *achievement* among senior secondary school students in AMAC, Abuja been urban center and with high access to social network, hence the study.

Research Questions

The following research questions were answered in the study.
1. To what extent would addictiveness to social network influence students' academic *achievement*?
2. How does the use of social media influence the academic *achievement* of senior secondary students in AMAC, Abuja?

Research Hypotheses

The following hypotheses are generated by the researcher and were tested in this study:
1. There is no significant relationship between senior secondary school students addictiveness to social media network' and their academic *achievement*.
2. There is no significant relationship between the use of social media and the academic *achievement* of senior secondary school students of AMAC, Abuja.

Concept of social media

The modification and incessant development of social media makes it difficult to have a fixed definition for social media, as Jacka and Scott (2011), claimed that 'the definition of social media varies from one author to another''. More so, some researchers have defined it in different forms and angles. it was define as a group of internet- based applications that build on the ideological and technological foundations of Web 2.0 and allow the establishment and exchange of user-generated content (Kaplan and Haenlein, 2010). According to Dearborn, (2014) social media is the websites and tools used for social networking''. Some scholars also see it as ''communication channel which is very popular, extremely fast and broad, has proven to be powerful and also trusted by billions of people, to share, and discover content concerning individuals, brands, information, entertainment and knowhow''. Despite the varieties in all these definition, One thing that is common to all, is that. social media is basically about communication between people and the internet. Social networking is that platform that uses mobile and web based technology to create a very interactive social platform via which people and community share, co-create, discuss and modifies user-generated content (Kietzmannn, 2012). Jerkins (2006) described it as participatory culture that creates space for learners. In line with this, James (2004) opines that it creates space for learners and dispersion of expertise and relatedness for learning.

The Concept of Academic Achievement

Academic achievement is largely known as the level or altitude with which students, teachers or institutions has productively attained their educational targets and goals. Collective GPA and the achievement of educational feats such as high School certificates, bachelor's degrees etc represent academic accomplishment. Academic achievement is generally considered and achieved with examinations or continuous assessments. Conversely, there are no recognized concurrences on how it is most excellently evaluated to ascertain which feature is more significant.

Academic achievement in accordance to the Cambridge University Reporter is repeatedly and clearly known with regards to examination feat. Concerning this study, academic achievement and accomplishment was distinguished by the common performance each year that culminate in Performance Grade A-F for secondary school students. The academic achievement is described by students' reporting of past terms cumulative along with their expected Grade for the current term.

Furthermore, regulated assessment is best acted in response to by students that did extremely well in reading, mathematics and test-taking, an ability that is not in itself reflective of academic value. The tests recompense visual learners, and give no room for auditory students to demonstrate their capability, Maduagwu (2015). The standardized test did not succeed to recognize students with educational physical disabilities as it lets them to take part in the test in the same way with the same time as with other students. Studies have made bare that children who live in low-income locality are shown to achieve poor results in school, compared to children who live in affluent area, this is shown through an achievement scores on standardized tests (Andreias, 2010). Additionally, research by Magnuson and Berger (2009) conversed that family makeup is associated with academic success. Predominantly, children were living with single-mother' experience more behavior difficulties with little school achievement when compared to children living in homes having two biological-parents.

Student Addictiveness to Social Network and Academic *Achievement*

According to Azizi; Soroush; & Khatony (2019) students' academic enactment usually suffers when priority is placed on social networking by students. Based on the report from a study on medical students it was observed that students who used social networks and internet more than average had a poor academic achievement and low level of concentration in the classroom than others who spent little time on social network (Azizi, et al, 2019). Social network with its enormous benefit has a great negative influence on students' academic achievement when habituated with.in the same vain Kuppuswamy and Shankar (2010), argued that social network had successfully grab students attention and then diverts it towards non-educational and inappropriate actions which hinder their academic achievement. Also, Osharive (2015) pointed out that social media have been a major stay in the minds of students and the world at large thereby causing a lot of drastic measure by students, teacher and even educational administrators at large which in way affect educational standard, has the students are used to short forms of writing words in their chat rooms; they forget and use the same in the classrooms even in writing English Language. He further argued that students spends much time on participating in social networking activities, with many students blaming the various social networking sites for their

steady decrease in grade point average, Limiting the usage of social network was a form of protection for students against wasting their time and privacy protection. In an educational setting, Instagram and Snap chat is seen by instructors and teachers as frivolous time wasting and distraction from school work

The Effect Use of Social Media on the Academic *Achievement* of Senior Secondary Students

Apuke (2017) explained that Social media which developed to be one of the most vibrant means of communication and easiest communication means among people regardless of the expanse, makie it open to people to easily share information, files and pictures and videos, create blogs and send messages, and conduct real-time conversations. This help to solve students' problem of battling with the problem of Inadequate and out-of-date materials in the library. But he pointed out that the rate at which students' devote their quality time in chit chatting; calls for urgent attention had really impacted negatively on their academic achievement exposes to dangers such as incessant incidents of murders and gang-rapping of girls. Also Olatunji, and Akpala, (2014) opine that time students ought to have channeled towards learning, academic research and innovations have been wasted by the passion of meeting friends and discussing trivial issues, on social network which usually caused students' academic setbacks as a result of distraction. In the same direction, Hoffmann & Bublitz, 2017 argued that, as students spend more time on social media, they spend less time socializing face to face or in person with other people, and these behavior effectively affect their communication skills.. The use of students time in an unproductive way on social media will sometimes make them miss academic deadlines. This may result to students not being able to effectively communicate or socialize, emphasis are communication because it is key to success. Additionally, it is believed that excessive use of social media affects students' mental and physical health respectively.

Methods:

Descriptive survey research design has being adopted for this study. The population of the study comprised of three hundred and twenty four students both male and female. The 324 students were randomly selected from five major public in schools in Abuja central, using confidence level of 95% (0.05). A Random sampling techniques is use in chosen the sample size. The instrument used for data collection for the study was a questionnaire titled "Effect of Social Networking on Academic Achievement of Students Questionnaire (ESNAAS)" which was used to get the information for the analysis.. The data collected was analyzed using statistical methods of frequency counts and Simple percentage. The questionnaire was validated using Pearson Product Moment Correlation (PPMC) analysis and a co-efficient of 0.65 was obtained. Descriptive statistics of frequency counts and percentage, and inferential statistics of Chi-square($x2$). Furthermore, descriptive statistics of frequency percentages and count were utilized in analyzing demographic variables and research questions while the inferential statistics of Chi-square($x2$) was used to test the hypotheses at 0.05 level of significance.

Presentation and Discussion of Results

Research Question 1: To what extent would student addictiveness to social network influence their academic *achievement*?

Table24: Students Addictiveness to Social Network and Academic Performance.

S/N	Statement	SA	S	D	SD	Total
1	I spend a minimum of two hours daily on social networking sites.	190 (59%)	66 (20%)	37 (11%)	31 (10%)	324 (100%)
2	Social networking sites distract me from my studies.	169 (52%)	99 (30%)	54 (17%)	2 (1)	324 (100%)
3	I find reading boring to using social networking sites.	180 (55%)	75 (23%)	57 (18%)	12 (4%)	324 (100%)
4	Social networking has negatively affected my grades.	89 (28%)	50 (15%)	106 (33%)	79 (24%)	324 (100%)
	Total	628	290	254	124	1296
	Percentage (%)	(48%)	(22%)	(20%)	(10%)	(100%)

Table 20 shows that 628(48%) of the participants' response Strongly Agree that Students' addictiveness to social network has a significant influence on their academic *achievement*, 290 (22%) Agree, 254 (20%) Disagree, while 124 (10%) Strongly Disagree.

Research Question 2: How has the use of social media influence the academic *achievement* of senior secondary students in AMAC?

Table 24: Use of social media and students' academic *achievement*

S/N	Use of social media and students	SA	S	D	SD	Total
1	Researching has affected my academic achievements positively.	89 (27%)	183 (57%)	37 (11%)	15 (5%)	324 (100%)
2	I tend to deviate from my studies while on the social media.	21 (6%)	13 (4%)	201 (62%)	89 (28%)	324 (100%)
3	Knowledge from social networking sites complement what I have learnt in school.	180 (56%)	57 (18%)	27 (8%)	60 (18%)	324 (100%)
4	Social networking has no impact on my academic achievements in school.	69 (22%)	46 (14%)	111 (34%)	98 (30%)	324 (100%)
	Total	359	299	376	263	1296
	Percentage (%)	(28%)	(23%)	(29%)	(20%)	(100%)

Table 21 shows that 359 (28%) of the participants' response Strongly Agree that Use of social media has significantly influence on the academic *achievement* of the students, 299 (23%) Agree, 376 (29%) Disagree, while 263 (20%) Strongly Disagree.

Hypothesis One:

There is no significant relationship between senior secondary school students addictiveness to social media network' and their academic *achievement*.

Table 22: Chi-square Analysis for the influence of students' addictiveness to social network on academic *achievement* of student.

Variables	N	Df	Ls	Crit X2 value	Calc X2 value	Decision
There is no significant relationship between senior secondary school students addictiveness to social media network' and their academic achievement.	324	2	0.05	5.991	151.907	Rejected

Table 22 above showed that the calculated chi-square value of 151.907 is greater than the Critical chi-square value of 5.991, hence, the null hypothesis which states that there is no significant relationship between senior secondary school students addictiveness to social media network' and their academic *achievement* is hereby rejected. This implies that Students' addictiveness to social network has a significant influence on their academic *achievement*.

Hypothesis Two:
There is no significant relationship between the use of social media and the academic *achievement* of senior secondary school students of AMAC, Abuja.

Table 23: Chi-square Analysis for influence of the use of social media on the academic *achievement* of the students in AMAC of Abuja

Variables	N	Df	Ls	Crit X2 value	Calc X2 value	Decision
There is no significant relationship between the use of social media and the academic *achievement* of senior secondary school students of AMAC, Abuja.	324	2	0.05	5.991	14.130	Rejected

Table 4 above shows that the calculated chi-square value of 14.130 is greater than the critical chi-square value of 5.991, hence, the null hypothesis which states that there is no sig: relationship between the use of social media and the academic *achievement* of senior secondar, school students of AMAC, Abuja is hereby rejected. This implies that the use of social media has significantly influence on the academic *achievement* of the students in AMAC Abuja.

Discussion
The result from the finding in hypotheses one (1) indicates that there exists a significant relationship between students' addictiveness to social network and their academic *achievement*. This in line with the study of Olubiyi (2018) which states as well as revealed that recently students are so preoccupied by social media that they are almost 24 hours online. Even in classrooms, it has been observed that some students are always busy chatting while classes are on. The result revealed that 60% of students' show that addictiveness to social network has significantly influence their academic *achievement*.

Social media have become a major part of students' lives in contemporary times. On the internet, students get involved in a lot of activities some of which may become addictive. This supports

the study of Kuss and Griffiths; (2011). The massive appeal of social media on the internet can be the reason for concern, when attending to and paying attention to the gradually increasing amount of time students spend online. Senior secondary school students spend more time on Facebook, Twitter and other social media through smart phones that are now in abundance among students. Averagely, most students cannot do without their phones in a day. They are either checking their profiles or viewing their friend's profiles, at the detriment of their academics and career pursuit. Morahan- Martin and Schumacher (2000) stated that social media addiction is the excessive use of the internet and the failure to control this usage can seriously harms a person's life.

Also, Itodo (2011) revealed that there seem to be an alarming rate of social networking obsession among students today; a pattern that could affect their academic, social and spiritual lives poorly if not properly managed. Furthermore, Bello (2012) observed that if the dangerous trend of social media network addiction is left to continue, it could further affect an already collapsing education system in Nigeria. The major reason students are performing badly in school these days might not be farfetched. It is now a norm to see young people and teenagers chatting anywhere and everywhere, even in highly organized places like the church, mosques and even in the classrooms. Jeong (2005) stated that internet addiction is of great significance and is negatively related to students' academic performance, as well as emotional characteristics. Many students have made the social media their top priority and continued to need more usage in order to feel satisfied. In Ogedebe, Emmanuel & Musa (2012), a study on Facebook and Academic Performance in Nigerian schools was carried out on 122 students; six hypotheses were tested to know the effect of Facebook on the academic *achievement* of students in selected schools. The study revealed that the more time a student spends on Facebook, the lower his or her grade point average will be. In Olubiyi (2012), the author observed that the bone of contention of the social media is the obsessive attitude of Nigerian students towards its use. He observed that students spend frivolous time through idle chats and other immoral acts. Students are so engrossed in the social media networks that they are almost 24 hours online.

This further agrees and supports the assertion of Olubiyi (2018) that the time that is expected to be used for learning, academic research and innovation have been wasted by the passion for meeting new friends' online and most times busy discussing trivial issues. As a result, most students' academics suffer retrogression as a result of distraction from social media.

The result of hypothesis two (2) reveals that the use of social media has great impact on the academic *achievement* of senior secondary school students in AMAC Abuja. This agrees with the findings of Nicole Ellison, (2019) which observed that, the improved usage of websites has become a worldwide phenomenon. What started as a hobby for several educated people has been converted to a social norm and existence-style for individuals from around the world.

This also agrees with the findings of Lin & Subrahmanyam, (2018) which observed that teenagers now use the social media for their daily activities and information collection, as against the older people who used resources like the television, radio or newspaper.

Englander, Terregrossa& Wang (2010) opines that social media has a negative impact on academic *achievement* of students and is a lot more momentous than its advantages. Internet addiction consequently gave rise in internet usage over the past 20 years. Nalwa & Anand (2003)

suggested that addicted users prefer using internet which set back their personal and professional responsibilities which ultimately leads to poor academic *achievement*. In the same manner, Karpinski (2009) noted that social media users devoted lesser time to their studies in comparison to non-users, subsequently leading to lower academic *achievements*. Karpinski & Duberstein. (2009) also stated that among the numerous unique distractions of every single generation, Social media remains a major distraction of this current generation. This means that social media has become a major factor contributing to students' academic achievement among the study population. 'that is, the adversarial effects of social media networking outweigh the positive ones on students' academic achievement, most of the students become victims of social networks and become addicted to chatting, pigging, game. etc at the expense of their academics. Furthermore, it was observed from the study that though Social media have negative influence on students such as distracting students from their academic work, taking most of their productive time, and such like, they also have benefits and can be used appropriately. For instance, students can form online communities in order to plan for a project using Google classroom, have group discussions about class material, or use the Social networking sites(SNS) as a means to keep in touch when a student who has been absent needs to be updated on current academic information.

Conclusion

Based on the above fact, the study conclude that the social media have great influence on the academic achievements of students, that is, social media participation was negatively related with students' outcome. Also, it became expedient for parents, Teacher and educational authority to come up with a template on how students can maximize the benefits of Social media to achieve academic excellence without distraction. Finally, most of students' are more addicted to social medial for pleasure and discussion of trivial issues than searching for useful academics material or spend time on reading.

Recommendations

Based on this, the study recommended that parents and school authority should be enforcing rules and regulations that aim at controlling or managing the time spent by students on social media. In addition to this, Students should be enlightened on the detrimental effects of neglecting academics owing to the excessive use of social media. Finally, Teachers should adopt new strategies by channeling assignments or discussions on social media platforms to help inculcate the habit of using social media for academic work.

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