

INFLUENCE OF SOCIAL MEDIA ON PUBLIC SECONDARY
STUDENTS' ACADEMIC PERFORMANCE IN EKITI STATE, NIGERIA
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INFLUENCE OF SOCIAL MEDIA ON PUBLIC SECONDARY SCHOOL STUDENTS' ACADEMIC PERFORMANCES IN EKITI STATE, NIGERIA

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Abstract

Crime and its rate of infections are geometrically retarding Nigerian educational development. This manifestation is greatly retarding students' ethical morale and academic performance beyond reasonable doubt. This is traceable to students' abuse and haphazard use of social media; if the situation persists will not only lowering education standard but also cause, a great damage to humanity. It is on this perception that this study examines impacts of social media on students' academic performance. The study adopted a qualitative and non- experimental design to obtain data from respondents using a purposeful random sampling of 193 students (JSS3-SSS3) from selected public secondary in Ekiti State. Data were collected using interviewer administered questionnaire which was validated and pre-tested for reliability ($R^2 = 78$). Data were analyzed using frequency counts, percentages, mean and standard deviation. The results showed that most of the respondents spent 4-5 hours on communication devices, (33.7%) accessed and interacted daily with social device, 34.2% respondents most-often used social- media device for social networking, skillfulness in computers were file renaming ($x=1.37$, $SD=0.736$). Also, social media positive influence on respondents included school subject note sharing ($x=2.27$, $SD=0.83$), wider spread ($x=2.15$, $SD=0.81$) and assessment of useful information ($x=2.08$, $SD=0.80$) while negative effects of social media held at greater respondents' exposure to social vices ($x=2.27$, $SD=0.83$), provocative photos and videos uploading ($x=2.15$, $SD=0.81$), time wastage in chatting and surfing ($x=2.08$, $SD=0.80$), teen prone to pornography and exposure to sexual images ($x=2.04$, $SD=0.81$) low academic mindset ($x=2.00$, $SD=0.90$) and decline passion to study ($x=1.95$, $SD=0.83$). The study concluded that social media is a future means of instructional communication, array of internet tools and platforms that is prone to increase and enhance teaching-learning for effectiveness through sharing of education instructions in schools yet, the platform should dare to erode the cons. However, study recommended that, well-meaning student, parent, school management, government and non-governmental organizations should try to provide check and balance to social media usage without hurting teaching learning culture and ethics.

Keywords: Social Media, Secondary School Students, Academics Performance

Introduction

Based on people's opinion, early childhood is occurring at age of eight; the phase during when a child's growth and development is at its most frenzied. These are the most essential years of a child's life since their brains are developing at an exponential rate (Breez-RO, 2017). Social media has the ability to enable parents, students, and teachers to use new means of sharing knowledge and creating a community, all the way from elementary school and up to university graduation. Most adolescents who have access to the internet use at least one social network, according to research (Abbas, 2019). Students benefit from the use of social media in education through having access to more helpful material, the opportunity to interact with learning groups, and other educational systems that make education more convenient. Social media does not only give room for the flow of information which could be access at an time but also as tools that can aid students learning methods (Cody Scott, 2015).

Sharing electronic material through social media platforms like Facebook, Twitter and other social networks like WhatsApp, Tumbir and Instagram is facilitated by the social media (Abbas, 2019). As a social media user, one may create online profiles, write comments or communicate with others, upload images and pictures, share links, create and share game modifications, remix or change existing material, and share it among other important aspects of the social media (Tess, 2013). It is a known fact that social media benefits students in a way that it is a vital aspect of students' social and creative lives where they can make fun, and maintain friendships, share interests, explore identities, develop relationships with families, connect students to people from different socio-cultural global community backgrounds, effects digital media literacy, improves collaborative learning, improves students' level of creativities, offers deep sense of mental health and wellbeing and the likes.

Social media has evolved as one of the most crucial ways of communicating. It exists to facilitate communication between individuals, regardless of distance, making it possible for users to effortlessly exchange information, files, photos, and videos, establish blogs, and send messages. Because they make it so simple to communicate with classmates, professors, project managers, and lecturers, these platforms are sometimes referred to as 'social' (Kim and Kim, 2010). The internet's most popular method of electronic communication is social media. Social media, according to Kim and Kim (2010), "creates a user-oriented information sharing platform where any person may make or subscribe to information content as both information supplier and consumer. Social media, in the words of Buettner (2016), are "computer-mediated technologies that enable individuals or corporations to develop, communicate, exchange information, career interest, ideas, pictures/virtual communities and networks."

Also, social media offers allergic effects on the students in that, it reduces students' learning and research capabilities, promotes multitasking, activates reduction in real human contact, reduces command over language use age and

creative writing skill, time consuming by chatting and surfing for non-educative information, proffers loss of motivation in students, effect possibility of ill-health in the students among other negative effects on social media (Rouis, Limayem, & Salehi-Sangari, 2011). On a general note, impacts and effects of Social Media on education cannot be overruled but deeply examined not only on the effects its propagating as at present but also on the residual and deepen damage impacts it might have on the succeeding incoming generations. At a start, the reading habits of students have been brought down as a result of this emergence of technology especially, the advent of social media devices such as phones, computers, laptops, and the wrong usage of all forms of communication technology devices (Abbas, 2019). Some students are also found of pressing phones during classes, seminars even in the laboratories and workshops not to even mention libraries. The situation is so pathetic to the extent that, students are seen plugging earpieces which are humming out songs as they listening to when studying; event which students' believe could act as catalysts for easy assimilation, the resultants effect which reduces their rates of assimilation and also acts as a mean of distraction even source of disturbance to 'serious students' around them (Ogungbemi, 2017).

The crux of the matter is that students seek for knowledge that does not enrich their life in any meaningful way. There has been a substantial decline in students' desire to read for pleasure and enjoyment, in favour of watching videos, playing games, and engaging in other activities that do not contribute meaningfully to their lives. Unfortunately, today's youth are looking for knowledge that will not improve their life. They spend a lot of time on the internet reading, surfing, and commenting on fashion and social blogs in an effort to stay up to date on current events. Reading for pleasure and enjoyment is on the wane among students, who instead choose to watch movies on social media and play with their smartphones. There's no longer a need to read for the sake of learning; instead, it's more about passing a test than acquiring information (Rouis, Limayem, & Salehi-Sangari, 2011). Rather of spending their valuable time reading, kids are allegedly spending it on networking, which is causing them to get bad marks and perform poorly in school, leading to their eventual failure.

At this juncture, the need to analyze impacts of social media on public secondary students' academic performances is hereby important and paramount for consideration because of its un-conquered damage (the ammunition) social media is using to degenerate students un-ethical, cognitively sub-standard and educationally imbalanced. In a bid to know what is going on in the world as of today and to be current in the trend, it is something worth-while to examine and curb un-cultured attitude students display towards their academic success and their future career which goes beyond students' mere found on internet reading, browsing, reading fashion and social blogs (Cody Scott, 2015), indicating that, many students are less inclined to read for pleasure these days because they prefer to relax by watching videos on social media or playing games on their phones instead. Students are increasingly reading primarily to pass exams rather than to learn; this has resulted in

a decrease in the brain's utilisation and development. (Gupta, 2013). The assertion here also exposed that, students are no more learning through reading but so much devoted their precious and fast speeding time to networking which prone them to having low grades, poor academic performance degraded morale then, they become unsuccessful (Junco, 2012; Abbas, 2019)

In addition, students are exposed to vices and dirty sites like the pornography sites, in the course of browsing, later in the day, they practice what they read and saw on the net, that which are detrimental to their education and their career (Hank, 2014). The scholar however stressed that, the total child development rests on certain principles which include; understanding the sequences of child learning and development to proceed at varying rates which results from an interaction of maturation and experience to have profound effects on child development and learning and that, development proceeds toward greater complexity, self-regulation, and symbolic or representational capacities while bearing it in mind that, children develop best attitude when securing relationships through social media as it serves as an important vehicle for developing self-regulation and promoting language, cognition, and social competence. The study then analyzed the influence of social media on public secondary students' academic performances while the specific objectives considered by the study were to: describe the socio economic characteristics of the respondents, identify respondents' skillfulness level in computer usage, identify respondents' skillfulness in internet and online usage, assess the perceived positive impacts of social media usage on respondents educational development, examine the perceived negative impacts of social media on respondents' educational development in the study area.

Methodology

The study adopted a quantitative and non- experimental design to obtain data from respondents. The sample of the study is 139 students purposefully drawn from five public secondary schools in Oye-Ekiti Local Government Area of Ekiti State Nigeria. The instrument used for the study was a structured questionnaire used by the interviewer for data collection. The validity of the instrument was ensured by experts in educational technology and measurement and evaluation. For the reliability test, the instrument was administered twice on a sample of 15 students who were outside the study area with an interval of two weeks. The data gathered was analysed using product moment correlation and a correlation coefficient of 0.78 was obtained. The instrument was administered on the sample through interview. The data gathered were analyzed using frequency counts, percentages, mean and standard deviation.

Discussion of the Findings

Socio-economic Characteristics of the Respondents

Table 1 shows that the respondents age in the study area fell between 15-19 years of age and with the mean age of 17. Most of the respondents were female (59.59%). The result identified that both male and female students had contact and interacted with

social media devices and tools beyond the ripe age possibility of which prone respondents to side effects of the social media. Ehmke Rachel (2019) justifies the study that teens are masters at keeping themselves occupied in the hours after school until way past bedtime which is dangerous to their health and their general ways of lives.

Table 1:
Socio-Economic Characteristics of the Respondents

Characteristics	Frequency	Percentage	Mean
Age (Years)			
6-10	59	30.6	3.271
11-14	60	31.0	3.216
15-19	65	33.7	2.969
Greater than 19	09	4.7	21.444
Total	193	100	
Sex			
Male	78	40.41	2.474
Female	115	59.59	1.678
Academic			
JSS 3	40	20.73	4.825
SS 1	49	25.39	3.938
SS 2	50	25.90	3.860
SS 3	54	27.98	3.574
Hours Spent			
Less than 1 Hous	31	16.06	6.225
2 - 3 Hours	48	24.87	4.021
4 - 5 Hours	93	48.87	2.075
6 Hours	14	7.25	13.785
Greater than 6 Hours	07	3.63	27.571

Source: Field Survey, 2021

Factors Facilitating Social Media Usage

Respondents in the table 2 had frequent accessed to social media device daily, used social media for social net-workings (34.2%) and spent between 4-5 hours daily. With this, it can be deduced that, respondents in the study area right from their useful age had started experiencing the social media “evils-generated” side effects. The result is supported by Soumyaranjan (2019) who contributed that many students that have access to the GSM waste their valuable time by chatting and surfing the internet for non-educative information that are non- contributory to their success and career (Hank, 2014; Steve, 2017).

Table 2:
Factors Facilitating Social Media Usage

Parameters	Frequency	Percentage	Ranking
Device Accessibility			
Yes	105	54.4	1st
No	88	45.6	2nd
Frequency of Accessibility			
Daily	69	33.7	1st
Every other Day	64	33.2	2nd
Twice a Week	20	10.4	3rd
Once per Week	15	7.9	4th
Fortnightly	12	6.3	5th
Once per Month	08	4.1	6th
Not at all	05	2.6	7th
Socio Media Usage Area			
Games	102	11.0	4th
Movies	121	24.2	2nd
E-mails	55	20.4	3rd
Social Net workings	171	34.2	1st
News	29	5.08	5th
Research and Assignment	22	4.40	6th

Source: Field Survey, 2021

Factors Facilitating Social Media Usage

It can be seen from Table 3 that respondents had skills computer at the benchmark mean 1.13. This result identified respondents' skill in file renaming ($\bar{x}=1.37$, $SD = 0.736$), file saving and arrangement ($\bar{x}=1.28$, $SD = 0.751$), PC shutting down ($\bar{x}=1.26$, $SD = 0.735$), and short cut creation on desktop ($\bar{x}=1.26$, $SD = 0.765$). The results showed that respondents were less competence in the vital areas of computer such as scan disk running ($\bar{x}=1.11$, $SD = 0.766$) among other skills required. This result is in consonance with Lincoln and Robards (2014) who made known that computer had possibility of benefiting children's social and creative lives in which they abuse through the use of social media devices for posing risks which include sharing personal information with strangers for example, phone numbers, date of birth or location and the likes.

Table 3:
Respondents Skillfulness in Computer

Skills in Computer	M	S.D	M RANK
Folder creation	1.22	0.766	9th
Window Management	1.03	0.761	16th
Files Recovery	1.09	0.763	14th
Files Saving and File arrangement in folders	1.28	0.751	2nd
Deleted Files recovery	0.84	0.826	19th
File Renaming	1.37	0.736	1st
File Searching	1.04	0.814	15th
File movement and copying	1.16	0.804	11th
Disk clean-up tool usage	1.18	0.794	10th
Scan disk running	1.11	0.766	13th
Switching between application	1.25	0.761	6th
Window Adjustment	1.25	0.768	6th
Use of window assistance / help	1.11	0.742	12th
Cutting, copying and pasting skills	0.76	0.778	20th
Screen savers set-up skill	0.93	0.791	17th
Anti-virus Downloading, Installing and Updating	0.87	0.772	18th
PC shutting down	1.26	0.735	3rd
Word documents to PDF/Document conversion	1.24	0.789	8th
Backing up work to flash drive and CD	1.16	0.829	11th
Short cut creation on the desk top	1.26	0.765	3rd
Hard disk / Defragmentation of drive C	1.26	0.763	3rd
Bench mark Mean	1.13		

Source: Field Survey, 2021 M = Mean, S.D = Standard Deviation

Respondents' Skillfulness in Online and Internet Usage Skills

Table 4 also revealed that, respondents had prerequisite skills in E-mailing, subscription and un-subscription ($\bar{x}=1.33$, $SD = 0.742$), E-mail sorting skill ($\bar{x}=1.31$, $SD = 0.247$), use of search engine such as Goggle, Yahoo, G.mail ($\bar{x}=1.31$, $SD = 0.694$), then followed by E-mail box group contacting skill. This result is in consonance with Ehmke (2019) assertion that, social media is the future of communication and that it contains an array of internet-based tools and platforms that increases the experience of sharing information.

Table 4:
Respondents Skillfulness Level in Online and Internet Usage

Online and Internet Skills	M	S.D	M RANK
Connection to Internet browsers	1.01	0.804	14th
Sourcing Information on Internet	1.19	0.779	8th
URL usage on Web page	0.89	0.785	16th

Online and Internet Skills	M	S.D	M RANK
Document Downloading	0.73	0.736	20th
Software downloading, installing and updating	0.79	0.767	19th
Website Navigating Skill	0.94	0.779	15th
E-m ail sending and creating skill	1.17	0.822	9th
E-mail replying, deleting / forwarding	0.90	0.780	18th
Contact to contact list addition skill	1.14	0.788	11th
E-mail box group contacting skill	1.30	0.743	4th
E-mail sorting skill	1.31	0.742	2nd
E-mail mailing, subscription and un-subscription	1.33	0.742	1st
New outlook folder creating skill	0.89	0.781	16th
e-mailing an image file attachment	1.04	0.796	13th
Accessing e-mail box	1.28	0.752	6th
Document / picture attachment on E-mail	1.04	0.796	11th
Use of search engine e.g. Google, Yahoo, G-mail etc.	1.31	0.694	2nd
Default home page setting skill	1.27	0.744	7th
High internet usage competency skill	1.30	0.722	4th
E-mail saving to folder skill	1.16	0.760	10th
Benchmark Mean	1.11		

Source: Field Survey, 2021 M = Mean S.D = Standard Deviation M RNK= Mean Rank.

Positive Influence of Social Media on Respondents in the Study Area

Table 5 showed the contributory positive impacts of social media on students' academics at the MWDS overall mean ($\bar{x}$ =1.78), as being easy school note sharing ($\bar{x}$ =2.27, SD = 0.8), wider access to educative information ($\bar{x}$ =2.15, SD = 0.81) while the least observed positive impacts included an increase in child level of creativity ($\bar{x}$ =1.42, SD = 0.75), relationship building among students ($\bar{x}$ =1.43, SD = 0.75) and motivation towards subject matter ($\bar{x}$ =1.45, SD = 0.70). Samuel (2017) justifies the findings that, training, a process of acquiring specific skills is needed to perform a job better, qualify and be proficient in performing specific duties, order and accomplish a particular identified task to affect best desired result.

Table 5:

Perceived Positive Impacts of Social Media Usage on Respondents

Educational Development

Positive impacts of social media usage	M	S.D	M RANK
Connection to Internet browsers	1.01	0.804	14th
Sourcing Information on Interne	1.19	0.779	8th
URL usage on Web page	0.89	0.785	16th
Document Downloading	0.73	0.736	20th
Software downloading, installing and updating	0.79	0.767	19th
Website Navigating Skill	0.94	0.779	15th

Positive impacts of social media usage	M	S.D	M RANK
E-mail sending and creating skill	1.17	0.822	9th
E-mail replying, deleting / forwarding	0.90	0.780	18th
Contact to contact list addition skill	1.14	0.788	11th
E-mail box group contacting skill	1.30	0.743	4th
E-mail sorting skill	1.31	0.742	2nd
E-mail mailing, subscription and un-subscription	1.33	0.742	1st
New outlook folder creating skill	0.89	0.781	16th
e-mailing an image file attachment	1.04	0.796	13th
Accessing e-mail box	1.28	0.752	6th
Document / picture attachment on E-mail	1.04	0.796	11th
Use of search engine e.g. Google, Yahoo, G-mail etc.	1.31	0.694	2nd
Default home page setting skill	1.27	0.744	7th
High internet usage competency skill	1.30	0.722	4th
E-mail saving to folder skill	1.16	0.760	10th
Benchmark Mean	1.11		

Source: Field Survey, 2021 M = Mean, S.D=Standard Deviation, M RANK = Mean Rank

Negative Influence of Social Media on Respondents in the Study Area

It can be deduced from Table 6 by its benchmark mean 1.78 that social media most negative impacts are the respondents exposure to numerous social vices ($x=2.27$, $SD = 0.83$) exposure to inappropriate, provocative photo and video downloading ($x=2.15$, $SD = 0.81$) and that it consumes and wastes useful time meant for serious academic studies ($x=2.08$, $SD = 0.80$) while the least impacts included respondents' lowered risk bearing ($x=1.43$, $SD = 0.72$) and data breaches: selling of data to other organization.

This result showed that, unless these negative impacts eroded while positive ones uplifted educational programs will be greatly endangered and immoral scenes will equally be its contemporary. Steiner-Adair (2020) justifies the findings that, there is no question, that young people are missing out on very critical and acceptable social skills in a way by texting and online communication, which eventually may leads to non-verbal and verbal learning disability, which are also the training of mind and a process of acquiring specific skills needed to perform any given task better, qualify and be proficient in performing specific duties, order and accomplish a particular identified task to affect best desired result (Negussie & Ketema, 2014)

Table 6:
Negative Influence of Social-Media on Respondents Educational Development

Perceived Negative Impacts On Education	M	S.D	M RANK
Promote risky behaviours (e.g. drug & smoking experimenting)	1.90	0.82	9th
Cyber bullying and imposter syndrome	1.69	0.82	14th
Rumor mongering among teens	1.87	0.80	10th
Unwanted explicit images & threats propagation	1.74	0.80	13th
Name Calling	1.80	0.81	11th
Social network sadness	1.57	0.74	18th
Self- depression (having negative feeling on oneself)	1.45	1.10	20th
Child enthrallment	1.92	0.90	8th
Lowering Risk bearing	1.43	0.75	21st
Promotes indirect communications	1.80	0.81	11th
Promote teen exposure to pornography and sexual images	2.04	0.81	4th
Effects precocious mating & sex among teens	1.99	0.80	6th
Inappropriate, provocative photo and video downloading	2.15	0.81	2nd
Data breaches (e.g. selling data to other organization)	1.43	0.72	21th
Exposure to violent comments / upsetting comments	1.68	0.81	15th
Disruption of writing skills	1.57	0.80	18th
Waste and consume time through chatting and surfing	2.08	0.80	3rd
Lower rate of assimilation and listening skill distortion	1.60	0.82	17th
Lesson distractions and disruptions	1.62	0.78	16th
Decline students' passion to read	1.95	0.83	7th
Greater students' exposure to social vices	2.27	0.83	1st
Low mindset and poor academic performance	2.00	0.90	5th
Exposure to too much targeted advertising and marketing	1.42	0.70	23rd
Benchmark Mean	1.78		

Source: Field Survey, 2021 M = Mean, S.D. = Standard Deviation, M Rank = Mean Rank

Conclusion

The findings from the study indicated that social media is a future means of instructional communication, array of internet tools and platforms that is prone to

increase and enhance teaching-learning for effectiveness through sharing of education instructions in schools, information about community based-input, contact and alliance yet, the platform should dare to erode the cons.

Recommendations

1. Re-organization and redirection of Nigerian wards by the parents through parental guidance and effective monitoring of the activity of their wards on internet.
2. Parents should endeavor to monitor their children's accessibility to devices that promote the use of social media.
3. Students should focus more on learning via social media than having fun on it. That they should be well trained on the use of social media aided device to acquire basic learning skills using internet positively.
4. Teachers taking the advantage of social media in communicating with parents and monitoring the students' academic progress when they are with their parents.
5. Teacher should make use of the social media tools in presenting students with assignments and possibly teach them while they are not within the four wall of the school particularly during long vacations and weekends.

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