



RELATIONSHIP BETWEEN SOCIAL MEDIA AND TEACHING AND LEARNING OF SOCIAL STUDIES IN JUNIOR SECONDARY SCHOOLS: FOCUS ON JALINGO LOCAL GOVERNMENT AREA OF TARABA STATE

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ABSTRACT

There is no doubt that social media has become an integral part of the modern society to the extent that every sector leverage on social media for improved services, education sector inclusive. This explains why this study investigated the relationship between social media and teaching and learning of social studies in junior secondary schools in Jalingo local government area of Taraba State. The study was guided by two (2) research questions and two (2) research

INTRODUCTION

Education is the most important component of human resources development and is accorded a pride of place in many countries developmental activities. There is no doubt that the importance of education cannot be underscored because there is no country that has succeeded without educating its people. Education according to Adunola (2011), helps to improve security, health, prosperity and ecological balance in the world. It encourages social, economic and cultural progress, tolerance, national and international cooperation. Albayrak (2014) describes education as a single most effective means of curbing population growth, reducing child mortality, eradicating poverty and ensuring democracy, peace and sustainable development. Education is an instrument for the acquisition of appropriate skills, ability and competence both mental and physical also as equipment for individual to live and contribute to the development of his/her society (Lam, 2012). Also, in the views of Ajufo (2007) it is the process of teaching and training of the child which has to do with imparting and acquisition of skills for a particular trade or profession in which applicable methods are used. From what has been viewed as education by different authorities based on



hypotheses. It was a social survey research design with the population of one thousand three hundred and ninety-two (1,392) participants comprising junior secondary II students and social study teachers across 32 public junior secondary schools in Jalingo LGA out of which ten percent (10%), which is one hundred and thirty-nine (139) constituted sample size. Data were collected using questionnaire and descriptive statistics involving the use of mean was used to answer research questions while T-test analysis was used for testing hypotheses at 0.05 level of significance. The findings revealed that the use of social media has high extent significant effect on the teaching-learning of social studies in junior secondary schools; and that the use of social media has high significant benefits to students towards teaching-learning of social studies in junior secondary schools in Jalingo local government area of Taraba State. Based on the findings, it was recommended among others that proper use of social media should be adopted to facilitate teaching-learning in all schools as will expose students to constant and active participation in their learning process; and that teachers should embrace the total use of social media in their teaching while disallowing students to engage themselves in an unnecessary chatting, facebooking and WhatsApp during teaching.

Keywords: Social media, social studies, junior secondary student, secondary education, social studies teacher.

their own perceptions, we can say that education is a process by which an individual acquires physical and social capabilities demanded by the society in which he or she is born into in order to be useful to himself or herself and contribute to the development of the society at large. The primary purpose of teaching and learning process is to bring about in the learner's desirable change in behaviour through critical thinking.

A number of several subjects can be identified in the curriculum of our schools at all levels of Nigerian education, the subjects are included with the expectation that when properly taught, a more effective learning will result and this will bring about the realization of the goal of Nigerian education as stated in the National Policy on Education (NPE) (Federal Republic of Nigeria, 2008). At the junior secondary school level, social studies is one of the core subjects, which if effectively taught, according to Osuafor and Okonkwo (2013) has the potential to influence the intellectual, social and personal growth and the development of Nigeria.

Social studies as one of the basic subjects in junior secondary school curriculum in Nigeria represents one of the modern curricular arrangements which focus on interdisciplinary study that seeks to solve the complex problems of man in totality. The idea of introducing social studies as a subject in Nigeria came up before the civil war, when the social



development of Nigerians could no longer cope with the level of colonial destructions. This situation led to indiscipline among youths and adults. To minimize this and socialize the citizens in such a way as to build a strong, united and discipline Nigeria, the type of education that will help the citizens to know more about the society became very important. Social studies saw the need for students to be given the necessary information for law and order, to appreciate the need to be honest and diligent and to cooperate in their community.

The National Policy on Education (NPE) (2008) has identified the following as objectives of social studies: as to help individuals understand their environment; find out its problems and be able to solve the problems; to help individuals understand the importance of hard work and honesty within the society; to acquaint individuals with the knowledge to understand the laws of our country and be able to obey them; to help citizens understand the importance of cooperation with our family, peer group and leaders to help individuals understand the need of our nation and think of ways in which they can carefully contribute to its growth and development; to help individuals understand the wealth of their culture and find ways in which they can use the past and present experience to plan and improve the quality of lives; to help individuals understand the usefulness of being good citizens in our country (Nigeria); to help individuals learn, acquire useful skills, habits and attitudes towards each other and the nation; to make individuals appreciate and understand the role of races, religions and culture of the world; to enable individuals acquire desirable skills in order to solve our environmental problems and to train another despite their differences.

From the above stated objectives of social studies education, it can be said without missing words that the subject enables learners to become nationally conscious, better informed and effective citizens. It can inculcate national unity; imbibe right type values and attitudes for self and national survival and the acquisition of necessary skills, abilities and competencies which individuals need in order to be able to contribute to national development. Meanwhile, social studies is one of the basic subjects in Nigerian junior secondary schools education. Thus, secondary education is the pivot around which the development of the nation's economy revolves. It is the engine room that provides the input resources into the nation's economy and higher (tertiary) education production system. Thus, National Policy on Education (2008) described junior secondary education as the education children receive after primary education and before the senior secondary education stage.

Similarly, Social Studies curriculum as design in Nigerian schools is directed towards achieving objectives such as: self-confidence and initiatives, power of imagination and resourcefulness, desire for knowledge and continued learning, sense of compassion for the less fortunate, sense of respect for and tolerance of the opinion of others, social values and attitudes such as; cooperation, participation, interdependence, open-



mindedness, honesty, integrity, trustworthiness, diligence and obedience, and a spirit of national consciousness and patriotism (Gabriel, 2013).

Social media has exploded as a category of online discourse where people create content, share it, bookmark it and network at a prodigious rate. Because of its ease of use, speed and reach, social media is fast changing the public discourse in society and setting trends and agenda in topics that range from the environment and politics to technology and the entertainment industry (Yusuf, 2000). In the last ten years, the online world has changed dramatically, thanks to the invention of social media, young men and women now exchange ideas, feelings, personal information, pictures and videos at a truly astonishing rate.

Seventy-three percent of wired American teens now use social media websites (Okeh & Opone, 2007). Eji (2007) and Fakeye (2010) share the same concept of social media. To them, social media is the use of Facebook, Blogs, Twitter, My Space and WhatsApp for the purpose of communication, sharing photos as well as videos. However, for the purpose of this study, social media is captured within the use of internet through Facebook, WhatsApp, Twitter, Skype, My Space as well as Yahoo Messenger for communication, sharing of ideas, sharing of photos and videos by users. The increased use of Social Networking Websites has become an international phenomenon in the past several years. What started as a hobby for some computer literate people has become a social norm and way of life for people from all over the world (Butts, 2012). Teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Butts, 2012).

In the past years, social media websites have become common, giving young people a new way to interact with each other and communicate with the world. Social networking became popular between 2004 and 2006, after Facebook and MySpace were created. Facebook, for example has over 500 million members and it is still growing and approximately 85% of students are Facebook users (Bello, 2008). These numbers are expected to grow since Facebook users will continue to grow. And this is not only true for Facebook, numbers for YouTube users closely follow as well (Butts, 2012). Social networking websites provide tools by which people can communicate, share information, and create new relationships. With the popularity of social networking websites on the rise, our social interaction is affected in multiple ways as we adapt to our increasingly technological world. The way web users interact and talk to each other has changed and continued to change. These users now socialize through the internet and it takes away from the person socialization that has been around forever. Social networking websites have affected our social interaction by changing the way we interact face-to-face, how we receive information, and the dynamics of our social groups and friendships (Ayas, 2006).



Communicating through the internet and social networking is quite different from communicating in-person-to-person situation. When users communicate through these websites, they use things like Instant Message (IM) and chatting as well as status or Twitter updates to talk to friends and express themselves (Ucar, 2017). Kaitlin further opines that social networking websites also affect the way we receive information and news. The sites open up different portals through which we get information and create more diverse news outlets. Most of the studies, Bolick and Bartels (2014), Yusuf (2000), and Butis (2012) conducted on students' use of the social media sites and its effect on teaching-learning focused on students in the developed world. It is against this background that it has become necessary to conduct this research aimed at investigating students' use of social media sites and their effect on teaching-learning with particular reference to Social Studies among Junior Secondary Students in Jalingo Local Government Area of Taraba State. This is largely because no empirical study has been conducted in Jalingo to find out the effect of students' use of social media sites on teaching-learning of Social Studies in Jalingo L.G.A.

Literature Review

It is no secret that most students and teachers have smart phones and have used social media in education. In fact, there are apps and web tools that offer social media in an educational context. With faculty using a variety of software tools and free web applications to enhance learning, communication and engagement, the use of social media is on the rise in higher education classrooms. Compared to traditional learning method that provide few opportunities for learners to develop and maintain their own learning activities, learning platforms based on social media place the control of learning into the hands of learners themselves. A growing number of research efforts have been made to support teaching and learning in a variety of social media tools.

Social networking site for college students are been developed aiming at enhancing both collaborative study and social interaction. The research tells that making social media tools a part of traditional learning is attractive to students and can motivate their participation in the learning process. Using social media in a learning process begin to rise significantly and likely to imply for education practice and provision especially in terms of connecting with their students or with their colleagues, to access news and appear in their walls (Boundless, 2014). Learning that is based around principles of collective exploration, play and innovation rather than individualized instruction (Suldo & Huebner, 2006). This fact can be used with a classroom situation to create more value to learning.

E-learning, the social network sites handled the big problem by providing information to the educators in the recent period. However, Social networks have helped to resolve some of these problems, by adding interactive side with a student, make the participation of the students in the educational process which leads to an increased to attract them



towards e-learning and to clarify the reason behind the attraction educated persons have towards social network sites.

Social media not only helps to acquire knowledge but also establishing enduring relationships with real people, connecting with fellow dorm residents through Facebook, Twitter and various social sites can help a student overcome the kind of isolation that otherwise might lead her to leave school. A twitter account can provide a shy student with information about events that facilitates face-to-face encounters with other students. Such personal interactions are vital to creating and sustaining a sense of belonging. Using technology to accommodate students' different learning styles are not novel. The strength of social media applications is that they offer an assortment of tools that learners can mix and match to best suit their individual learning styles and increase their academic successes.

The social networking sites focus heavily on building online communities with common interests or activities. Social networking sites also can help students develop leadership skills, from low-level planning and organizing to activities that promote social change and democratic engagement. Social media tools and networking sites encourage students to engage with each other and to express and share their creativity. Such personal interactions are vital to creating and sustaining a sense of belonging. As there are positive effects of social media, there are some negative effects also. The experts have already made it clear that social media negatively impact learning. Studies found that middle school, high school and college students who check social media networks at least once during 15-minute study period achieved lower grades. There are even some teens that are addicted to maintain more than one account on social media networks in some cases when boys sent requests to girls and they do not accept their requests, they try to make fake accounts using feminine names and display pictures and try to add others. Moreover, technology is often considered valuable for increasing educational benefit and instructional quality (MehMood & Taswir, 2013). Mobile devices, wireless communications, and network technology have recently advanced significantly, and have been integrated into various wireless learning environments that attract many individuals' attention and expectations (Owusu-Acheaw & Agatha, 2015). For instance, many studies have predicted that wireless learning environments have the potential to create something new and significant impact on education (Yusuf, 2000; Eji, 2007; Fakeye, 2006). Wireless learning environments, offer many educational possibilities that are not achieved in other learning environments. Mobile devices enable both the teachers and students to employ computing power without time or location constraints while the internet wireless technologies enable mobile devices to interconnect seamlessly with each other with other computing devices. Wireless learning environments have the followings based on seamlessly linking various computing power with mobile learning devices which include enhancing availability and accessibility information networks; engaging students in



learning related activities in diverse physical locations, supporting group work in projects, improving communication and collaborative learning in the room, and supporting quick content delivery (Lam, 2012). Therefore, wireless learning environments are regarded as more suitable than ordinary classroom or computer classroom supporting teaching and learning based on learner-centered teaching methods which Butts (2012) described as active, productive, creative and collaborative learning methods.

Social media made the world the smaller place, now we have information, make more knowledge and have better opportunities to use it. Social media improved our ability to absorb information what would have seemed to be overwhelming to someone 20 years ago is normal to us, we have an extreme ease in processing and we are evolving quick. Social media has both positive and negative impacts on teaching-learning thus:

The followings are the impact of social media on education:-

1. Google and education has helped over 20 million students in the education using their tools;
2. By spending so much time working with new technologies, students' develop more familiarity with computer and other electronic device;
3. With the increase focus on technology in education and business, this will help students build skills that will aid them throughout their lives;
4. Talent got discovered faster, students who were good at programming got their names out easily, those who have music and skit talents got their videos shared leading them to their dreams;
5. A lot of the students were able to inform public about their issues using social media which brought awareness and helped solve a lot problems;
6. The ease with which different categories can create their profile and make them more basic aspect of design and layout that are not often taught in schools;
7. The ease and speed with which users can upload pictures, videos or stories have resulted in a greater amount of sharing of creative works. Being able to get instant feedback from friends and family on their creative outlets helps students refine and develop their artistic abilities and can provide much needed confidence or help them decide what career path they may want to pursue.

However, the prime bad effect of social media is addiction. Constantly checking Facebook, Twitter, LinkedIn among other social media updates. This addiction could negatively affect other valued activities like concentrating on studies, taking active part in sports, real life communication and ignoring ground realities. There are hundreds of thousands of fake accounts on social networks who are boys pretending to be girls to be friends with girls and in most cases this leads to embarrassments and disappointments which finally result in depression. If there is awareness about the risk of social media in our community, it will not lead to anything bad but there is always lack of public



awareness and as mentioned above that the graph of internet users is getting higher and higher while we are still far behind in the field of education thus public awareness is very difficult in societies with lack of education.

The followings are the negative impacts of social media on education:-

- i. The popularity of social media, and the speed at which information is published has created a laxity attitude towards proper spelling and grammar. They reduce students' ability to effectively write without relying on a computer spell check feature.
- ii. Many students rely on the ability of information on learning and retaining information.
- iii. Our ability to retain information has decreased and the willingness and spend more time researching and looking up good information has reduced due to the fact that we got used to the ease of accessibility to information and social media.
- iv. Students attempt to multitask checking social media search while studying show reduced academic performance. The ability to concentrate on the task at hand is significantly reduced by the distractions that are brought about by YouTube, Facebook, Twitter, etc.
- v. The more time students spend on the social site, the less time they spend specializing in the persons. Beside of the lack of body signals and other nonverbal cues, like tone and inflections, social networking sites are not adequate replacement for face-to-face communication. Students who spend great times on social networking are less able to effectively communicate in person.
- vi. The degree in which private information is available online and the anonymity the internet seems to provide has made students forget the need to filter the information they post. Many colleges and potential employers investigate an applicant social networking profiles before granting acceptance or interviews which can bring about negative consequences months or year down the lane.
- vii. Students are having a harder time getting to communicate face-to-face with people and are losing their people skills, due to that they are spending more and more time talking from behind a screen.

Statement of Problem

The rapid advancement of media technology has a great effect on the way people communicate on a daily basis. With the explosive growth in these numbers and use of social media in everyday communication method for individuals and organizations, there has been a corresponding increase of its incorporation in teaching and learning in our educational institutions. Over the years, social networking among students has become



more and more popular. It is a way to make connections, not only on campus but with friends outside of school. Social networking is a way that helps people feel they belong to a community. Due to the increased popularity of it, economists and professors are questioning whether grades of students will not be affected by how much time is spent in these sites. The role of emerging social media may offer new opportunities to enhance the teaching and learning experiences. Chawinga and Zinn (2015) conclude that motivation and students' dispositions will influence their ability to engage in interactive learning. Students often referred to as digital natives (Bamigboye, Acribigbe & Buraimo, 2007) have spent most of their time on computers' games, consoles, digital music players, video cameras, cell phones as well as the Websites (Bolick & Bartels, 2014). Ayas (2006) believe that the use of technology such as internet is one of the most important factors that can influence teaching-learning of student positively or adversely. Many parents and guardians are worried that students are spending too much time on Facebook and other social media sites and have no enough time to study. Though parents are worried about students' constant use of the social media sites, many students continue to utilize these sites on a daily basis. It is against this background that this research is being conducted to ascertain the effect of students' use of social media sites on teaching-learning with particular reference to social studies in our junior secondary schools.

Research Objectives

The paper aims at investigating the relationship between social media and teaching-learning of social studies in junior secondary schools with reference to Jalingo local government area of Taraba State. Specifically, the study will ascertain:

- i. The effect of social media on the teaching-learning of Social Studies in Junior Secondary Schools in Jalingo local government area of Taraba State.
- ii. What students used social media for in teaching-learning process of Social Studies in Junior Secondary Schools in Jalingo local government area of Taraba State.

Research Questions

The following research questions guided the study:

- i. Does the use of social media have a significant effect on the teaching-learning of Social Studies in Junior Secondary Schools in Jalingo local government area of Taraba State?
- ii. Are there purposes why students use social media in teaching-learning process of Social Studies in Junior Secondary Schools in Jalingo local government area of Taraba State?

Research Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:-



H₀₁: There is a relationship between time spent on social media and teaching-learning of social studies in junior secondary schools in Jalingo local government area of Taraba State.

H₀₂: There is relationship between the use of social media and excellent teaching and learning of social studies in junior secondary schools in Jalingo local government area of Taraba State.

Methodology

The design for this study is social survey. It is to provide the opinions of the respondents on the effects of social media on the teaching-learning of social studies in junior secondary schools in Jalingo Local Government Area of Taraba State in the 2021/2022 academic year. The target population included all students in JSSII class and their social studies teachers and principals in the thirty-two (32) public junior secondary schools in Jalingo LGA. On the whole, the target population for this study stood at one thousand three hundred and ninety-two (1,392). According to Ogbugo-Ololube (2016), minimum sample of a small population is (30) percent while (10) percent can do for a big population. It is on this basis that one hundred and thirty-nine (139) constituted sample size comprising seventy-five (75) males and sixty-four (64) females participants. The schools were stratified into three zones: Northern, Central and Southern where one school was selected from each of the zones. The respondents were requested to respond to questionnaire on effects of social media questionnaire (ESMEQ). A pilot test was conducted on thirty (30) respondents outside the sample population and reliability coefficient yielded 68.3% using split-half analysis. The data collected were subjected to descriptive statistics for proper analysis such as arithmetic mean, percentage table, standard deviation while t-test was employed to test the null hypotheses formulated for the study at 0.05 level of significance.

Results

Research Question 1: Does the use of social media have a significant effect on the teaching-learning of Social Studies in Junior Secondary Schools?

Table 1: Showing respondents mean ratings and percentage on the extent of effect of social media on the teaching-learning of social studies in junior secondary schools in Jalingo LGA of Taraba State.

S/N	Items	VHE	HE	LE	VLE	Mean	Remarks
1.	Social media tools could be used to design learning activities that are both social and interactive	40 (31.0%)	10 (7.7%)	59 (45.7%)	20 (15.5%)	2.53	Accepted



	(e.g. discussion, debate, group projects, etc).						
2.	Social media can also be used to enhance and increase the number of interactions students may have with their teachers by overcoming the barriers of time and location.	38 (29.4%)	41 (31.7%)	25 (19.3%)	25 (19.3%)	2.73	Accepted
3.	Social media foster collaboration by means of working together jointly, intellectually, and socially to achieve common goals of learning.	59 (45.7%)	33 (25.5%)	27 (20.9%)	10 (7.7%)	3.09	Accepted
4.	By using social media, students would have enough opportunities to ask questions, make comments, as well as get feedback. As such, they will have more chances to develop supportive relationships with their instructors.	33 (25.5%)	45 (34.8%)	29 (22.4%)	22 (17.0%)	2.69	Accepted
5.	Using social media tools such as Google Apps for Education would enable students to have access to valuable	38 (29.4%)	24 (18.6%)	34 (26.3%)	33 (25.5%)	2.51	Accepted



	learning resources regardless of time and place.						
	Grand Mean					2.60	

Source: Field Study, 2022

Table 1 above indicates the opinions of respondents on the extent of effect of social media on the teaching-learning of social studies in junior secondary schools. In line with the table, the mean ratings of the respondents- 2.53, 2.73, 3.09, 2.69 and 2.51 seem to above the criterion mean of 2.50 for acceptance level.

The results from the table revealed that all respondents affirmed that items 1-5 are the effects of social media on the teaching-learning of social studies in the study area. The results showed that social media tools could be used to design learning activities that are both social and interactive (e.g. discussion, debate, group projects, etc), social can also be used to enhance and increase the number of interactions students may have with their teachers by overcoming the barriers of time and location, social media foster collaboration by means of working together jointly, intellectually, and socially to achieve common goals of learning, by using social media, students would have enough opportunities to ask questions, make comments, as well as get feedback, and using social media tools such as Google Apps for Education would enable students to have access to valuable learning resources regardless of time and place with mean scores of 2.53, 2.73, 3.09, 2.69 and 2.51 respectively imply the extent of effect of social media on the teaching-learning of social studies. The grand mean of 2.60 implies very high extent effect of social media on teaching-learning of social studies in junior secondary schools in Jalingo local government area of Taraba State.

Research Question 2: Are there purposes why students use social media in teaching-learning process of Social Studies in Junior Secondary Schools?

Table 2: Showing respondents mean ratings and percentage on the extent of benefits obtained from the use of social media on the teaching-learning of social studies in junior secondary schools in Jalingo LGA of Taraba State.

S/N	Items	VHE	HE	LE	VLE	Mean	Remarks
6.	By spending so much time working with social media, you develop more familiarity with	40 (31.0%)	10 (7.7%)	59 (45.7%)	20 (15.5%)	2.65	Accepted



	computers and other electronic devices.						
7.	By using social media, talents got discovered faster leading you to your dreams.	38 (29.4%)	41 (31.7%)	25 (19.3%)	25 (19.3%)	2.60	Accepted
8.	You are able to inform public about your issues using social media which brought awareness and helped solve a lot of your problems.	59 (45.7%)	33 (25.5%)	27 (20.9%)	10 (7.7%)	2.93	Accepted
9.	The case with which you used social media makes you more aware of basic aspects of knowledge that are not often taught in schools.	33 (25.5%)	45 (34.8%)	29 (22.4%)	22 (17.0%)	2.63	Accepted
10.	The ease and speed with which you can upload pictures, videos or stories has resulted in a greater amount of sharing and accessing of vital educational information.	38 (29.4%)	24 (18.6%)	34 (26.3%)	33 (25.5%)	2.60	Accepted
	Grand Mean					2.68	

Source: Field Study, 2022

Table 2 above indicates the opinions of respondents on the extent of benefits obtained from the use of social media on the teaching-learning of social studies in junior secondary schools. Based on the table, the mean ratings of the respondents- 2.65, 2.60, 2.93, 2.63 and 2.60 seem to be above the criterion mean of 2.50 for acceptance level.



The results from the table revealed that all respondents affirmed that items 6-5 are the benefits obtained from the use of social media on the teaching-learning of social studies in the study area. The results showed that by spending so much time working with social media, students develop more familiarity with computers and other electronic devices; by using social media, talents got discovered faster leading you to your dreams; you are able to inform public about your issues using social media which brought awareness and helped solve a lot of your problems; the ease with which you used social media makes you more aware of basic aspects of knowledge that are not often taught in schools; as well as the ease and speed with which you can upload pictures, videos or stories has resulted in a greater amount of sharing and accessing of vital educational information with mean scores of 2.65, 2.60, 2.93, 2.63 and 2.60 respectively indicate the extent of benefits obtained from the use of social media on the teaching-learning of social studies. The grand mean of 2.68 implies very high extent of benefits obtained from the use of social media on teaching-learning of social studies in junior secondary schools in Jalingo local government area of Taraba State.

Hypothesis 1: There is a relationship between time spent on social media and teaching-learning in social studies in junior secondary schools in Jalingo LGA of Taraba State

Table 3: Correlations for Hypothesis One (Ho₁)

Variables	Time spent	Teaching-learning
Pearson Correlation	1	.922**
Time spent Sig. (2-tailed)		.028
N	129	129
Pearson Correlation	.922**	1
Teaching-learning Sig. (2-tailed)	.028	
N	129	129

Field data, 2022**. Correlation is significant at the 0.01 level (2-tailed)

From table 3, there is a strong and positive relationship between the dependent variable (teaching-learning) and the independent variable (time-spent) at a significant of 0.01 level. This indicates that more time spent on social media affects teaching-learning. Therefore, spending much time on social media contributes to low participation in teaching-learning. Choney (2010), in looking at the time spent on Facebook and its effects on academic performance said a user of Facebook has an average "GPA of 3.06, while non-users have an average GPA of 3.82".

Hypothesis 2: There is no relationship between the use of social media and excellent teaching and learning in social studies in junior secondary schools in Jalingo LGA of Taraba State



Table 4: Correlations for Hypothesis Two (Ho₂)

Variables	Time spent	Teaching-learning
Pearson Correlation	1	.752**
Use of social media Sig. (2-tailed)		.001
N	129	129
Pearson Correlation	.752**	1
Excellent teaching-learning Sig. (2-tailed)	.003	
N	129	129

Field data, 2022**. Correlation is significant at the 0.01 level (2-tailed)

In respect to table 4, there is a strong and positive relationship between teaching-learning and the use of social media to 0.01 levels. In other words, the more use of social media, the less participation in teaching-learning by the students. This implies students who use the social media sites frequently turn to perform poorly academically as a result of low participation in teaching-learning. San Miguel (2009) focused on the relationship between the use of Facebook and the academic performance of students. The findings indicated that more use of Facebook results in lower grades. In his study, the average Facebook user had a GPA of 3.0 to 3.5 while the non-Facebook user had a GPA of 3.5 to 4.0. Also, the average Facebook user study for 1-5 hours per week, while the non-Facebook user would study 11-15 hours per week.

Discussions

The discussion of the results was presented under the following subheadings:

Effect of Social Media on the Teaching-Learning of Social Studies in Junior Secondary Schools:

It was revealed that to a high extent the use of social media has a significant effect on the teaching-learning of Social Studies in Junior Secondary Schools in Jalingo LGA of Taraba State this is because 45.7% of response from respondent accepted to a very low extent on a mean rating (2.53) that Social Media tools could be used to design learning activities that are both social and interactive (e.g. discussion, debate, group projects, etc). Also, 31.6% of the response from respondents to high extent accepted on mean rating 2.73 that Social media can also be used to enhance and increase the number of interactions students may have with their teachers by overcoming the barriers of time and location. Similarly, 45.7% of the response from respondents to very high extent accepted on mean rating (3.09) that social media foster collaboration by means of working together jointly, intellectually, and socially to achieve common goals of learning. Meanwhile, 34.8% of the response from respondents to high extent accepted on mean rating (2.69) that by using social media, students would have enough opportunities to ask questions, make comments as well as



get feedback. As such, they will have more chances to develop supportive relationships with their instructors and 29.% of responses from the respondents to a very high extent accepted on mean rating of (2.51) that using social media tools such as Googl Apps for Education would enable students to have access to valuable learning resources regardless of time and place.

Benefits Obtained from Using the Social Media on the Teaching-Learning of Social Studies in Junior Secondary Schools:

It was concluded that to a high extent there are benefits obtained from the use of social media on the teaching-learning of social studies in junior secondary schools in Jalingo LGA of Taraba State since 44.1% of the responses from the respondents that they accepted to a low extent on a mean rating of (2.65) that by spending so much time working with social media, you develop more familiarity with computers and other electronic devices. Also, 29.4% of the responses from the respondents show that they accepted to a high extent accepted on a mean rating of (2.93) that they are to inform public about your issues using social media which brought awareness and helped solve a lot of their problems. Furthermore, 40.3% of the responses from the respondents revealed that they accepted to a very high extent that the ease with which they used social media makes them more aware of basic aspects of knowledge that are not often taught in schools which was rated on a mean rating scale (2.63). also, in like manner 33.3% of the respondent response shows that they accepted to a very high extent accepted on a mean rating of (2.60) that the ease with which they can upload pictures, videos or stories has resulted in a greater amount of sharing and accessing of vital educational information.

Suggestions for Way Forward

Based on the educational implications of the results of the study, the following recommendations were made for Social Studies students, teachers, education authorities, teacher trainers, textbook writers, curriculum planners and government:-

- i. Adoption of proper use of social media to teaching-learning situation in schools will expose students to constant and active participation in their learning process. It will enable students to learn, retain and recall concepts, ideas and principles when they take part in the learning process. This will help the students to become proficient in Social Studies.
- ii. Teachers should expose their students to the benefits of social media in teaching-learning and encourage them to emphasize on the benefits among their peers in order to improve active participation in teaching-learning in Social Studies.



- iii. Teachers should embrace the use of social media in their teaching and the idea of allowing students to engage themselves in an unnecessary chatting, facebooking and WhatsApp etc should be discouraged.

Conclusion

From the findings and discussion of the study, the following conclusions were made:-

1. That the use of social media has to a high extent significant effect on the teaching-learning of social studies students in junior secondary schools in Jalingo LGA of Taraba State since the grand mean of respondents' responses provide an acceptable criterion mean of 2.60.
2. That the use of social media has to a high extent provide students with numerous benefits particularly in the learning of social studies in junior secondary schools in Jalingo LGA of Taraba State since the grand mean of respondents' responses give an acceptable criterion mean of 2.68.

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