



SOCIAL MEDIA USE AND ITS IMPACT ON THE ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOLS STUDENTS IN MUBI NORTH, ADAMAWA STATE.

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ABSTRACT

This paper examines Impacts of Social Media on Students' Academic Achievement in Senior Secondary Schools in Mubi North Local Government Area. (Six Government Schools were randomly selected and used for this research). The rationale behind the study is to find out whether the exposures of the students to social media have effects on their academic performance. The survey research method was adopted, employing the questionnaire as an instrument of data collection. The

INTRODUCTION

One of the primary objectives of a school is to improve academic performance as determined by the evaluation of results. According to (Kaplan & Haenlein, 2017), schools are created with the intention of educating individuals who attend them and underlying all of this is the idea of increasing strong academic achievement. The use of social media and students' academic achievement are directly related. However, the more negative aspects of technology development have led to problems like the loss of real life values, particularly among students who make up the majority of users communicating on social networking sites. Online social media platforms put a strong emphasis on creating and reflecting social bonds between people who have similar interests. With so many social media platforms available online, students may be tempted to neglect their homework and reading sessions in favor of conversing with friends online. The current online craze, with platforms like WhatsApp, Facebook, TikTok, etc., has many students addicted. Due of the level of distraction they generate in the classroom, social media networks and other new forms of communication technology are also of worry to many school administrators. The use of mobile devices during school events is prohibited in many schools, and some social networking websites are blocked, but students are still free to connect whenever they want during class hours (Subrahmanyam & Greenfield, 2010). This has harmed



Social Media Usage Questionnaire (SMUQ) was the instruments used for the study. Taro Yamme Formula was used for determination of the sample of the study, where a sample of 109 teachers was randomly selected from six schools. Analysis of the data collected was carried out using Chi Square (χ^2) at 0.05 level of significance. The findings showed that senior secondary schools in Mubi North LGA, Adamawa, Nigeria, have access to social media and that their exposure to social media is to a very great extent. Findings also proved that Facebook, WhatsApp and TikTok are the most used social media by senior secondary schools in Mubi North LGA. The results also revealed that there is significance relationship between time spent on social media and academic performance of students. Based on the findings, the paper concludes that exposure to social media by the senior secondary schools in Mubi North LGA have negative effects on their academic performance. Use of Facebook, WhatsApp and TikTok was the most preferred social media by students, 68% of them preferred Facebook and WhatsApp. Based on these findings the study recommends that parents and teachers should monitor and supervise the activities of their children most especially in the areas of internet and social media.

Keywords: Impact, Academic performance, Social media, WhatsApp, Facebook, TikTok

the learning environment by causing interruptions during instructional time. Students today are so involved in social media that they spend practically constantly online, according to (Fasae & Adegbilero- Iwari, 2015). Some students have been seen constantly engaged in pinging, blogging, vlogging, or Facebooking while lectures are taking place, even in classrooms and lecture halls.

Time that should have been spent on education, academic research, and innovation has been squandered by the obsession with making new online acquaintances and spending much of the time chatting about unimportant matters. Therefore, the majority of students experience academic setbacks as a result of social media attention. According to (Onyeka, Ibrahim, & Dalhatu, 2013), students' use of English and grammar is also impacted by their use of these websites. Because they are accustomed to using short variants of terms in chat rooms, students fail to avoid doing so in formal settings like classrooms. They substitute words like 4 for U for you, and D for the like, which could damage their grade in class.

Statement of the problem

Since the rise of social media platforms in the 1990s, some people believe that students' academic performance especially that of senior secondary school students has been somewhat neglected as they divide their time between social networking and



schoolwork. It has been noticed that students spend more time on social media sites than they do studying.

Due to poor classroom involvement and low results on internal and external exams, students' academic performance has drastically decreased. Students' poor performance appears to be caused by what appears to be an addiction to social media sites like Facebook, Twitter, Whatsapp, TikTok, etc. The majority of students' time is spent speaking about topics irrelevant to their academics.

There don't seem to be many empirical studies on how social media use affects senior secondary schools students' academic performance in Mubi North. Therefore, it is necessary to objectively close the gap by determining the impact of social media on students' academic performance in senior secondary schools in the Mubi North local government area.

Objective of the study

The general objective of the study is to determine the impact of social media on senior secondary schools students' academic performance in Mubi North Local Government Area of Adamawa State, Nigeria. The specific objectives of the study are to;

- i. Identify the most visited social networking sites by senior secondary school students
- ii. Determine the students' objectives for using social media sites.
- iii. Find out the amount of time students invest into social media sites

Research questions and Hypothesis

The following research questions were formulated to guide this study;

- i. What are the most visited social networking sites by senior secondary school students?
- ii. What are the students' objectives for visiting social media sites?
- iii. What is the amount of time do these students spent on social media sites?

Ho: There is no relationship between time spent on social media and academic performance of students.

Literature review

The term Social media is defined as the application that allows users to converse and interact with each other; to create, edit and share new forms of textual, visual and audio content, and to categorize, label and recommend existing forms of content (Boateng & Amankwaa, 2016).

In their study of Malaysian students using social networking sites and how it affected their



academic performance. Oyetunde, (2017) found that using social networking sites solely for social and non-academic purposes had a negative impact on academic performance.

Nwoburuoke & Eremie, (2021) investigated the impact of social media on students' academic performance in Rivers State, and the implications for counseling. 170 male and 187 female students made up the sample of 357 that was chosen. Only 350 of the 357 administered questionnaires were returned and used for the study, accounting for 93% of the total. The results showed that children in Rivers State can perform differently academically depending on whether they use Facebook, Whatsapp, or YouTube. They suggested that social media be utilized to promote educational objectives or aims, that social networking sites be expanded, and that new websites be made to improve academic activities and prevent kids from performing poorly in class.

Social networking site usage in educational contexts has yielded conflicting results. There is strong evidence, according to certain research, that social media negatively affects academic performance (Karpinski, Kirschner, Ozer, Mellott, & Ochwo, 2013). According to research by (Boahene, Fang, & Sampong, 2019), spending time on social networking sites has a detrimental effect on academic achievement. Another study found that this detrimental effect mostly happens when social networking sites are used in the classroom because multitasking reduces performance and when the students are in their first year of college (Krasilnikova & Smirnova, 2017).

It appears that students who use social media study less, which has a negative impact on outcomes. Some people have also argued that social networking sites have a place in educational settings because they make it easier for fresh information on teaching practices, theories, and methodologies to be assimilated. This opens up the possibility of inventing new techniques. Social media's significance as a tool for information transmission and as a platform for communication and socialization accounts for the majority of the advantages it provides in educational contexts (Santoveña-Casal, 2019).

Methodology

Study area

The study was conducted in Mubi North Local Government Area of Adamawa State, Nigeria.

It lies on latitude $10^{\circ}32'N$ to $10^{\circ}11'N$ and longitude $13^{\circ}12'E$ to $13^{\circ}35'E$, with a total land mass of 506.4km^2 and a population size of 759, 045 people. Mubi North Local Government lies on the west bank of river Yadzaram flowing north into Lake Chad, and is sited on the western flanks of the Mandara Mountains. Mubi North has a tropical climate which is determined by the movement of the Inter Tropical Convergence Zone (ICTCZ), as well as the effect of



relief.

Research design

The design adopted for this research work is the survey research design. The reason is that, Survey design is used to assess thoughts, opinion and feelings, it can be used to analyze behavior. It consists of a predetermined set of questions that is given to a sample. With a representative sample, that is, one that is representative of the larger population of interest, one can describe the attitudes of the population from which the sample was drawn. It allows one to generalize the findings from the sample to the population.

Population of the study

The population of the study comprises all the teachers of public senior secondary schools in Mubi North local government area.

Sample and sampling technique

A sample of 109 teachers was selected randomly from 6 public senior secondary schools in Mubi North for the purpose of the study. The findings obtained from the study are applied to the entire population. The selected schools comprise:

- i. Government Day Secondary School Mayo Bani
- ii. Government Day Secondary School Bahuli
- iii. Government Day Secondary School Maduguva
- iv. Government Day Secondary School Muvur
- v. Government Day Secondary School Didif
- vi. Government Day Secondary School Yelwa

The sample size of the study was drawn from the target population using Taro Yamane's formula.

The Yamane's Formula is $n = \frac{N}{1+N(e)^2}$

Where:

n = sample size

N = population size

e = level precision or sampling of error, which is 0.05

Using the Taro Yamane's statistical formula to determine the adequate sample size from 150 staff under study. This would hence be as follows:

$$n = \frac{N}{1 + N(e)^2}$$



$N=150; e=0.05;$

$$n = \frac{150}{1 + 150(0.05)^2}$$

$n=109.$

Therefore, a sample size 109 respondents out of the entire population of 150 staff would therefore be the lowest acceptable number of responses to maintain a 95% confidence level.

Data collection and analysis

Data were collected using structured and unstructured questionnaire. The questionnaires were distributed to the 18 teachers in the Six (6) Schools in the study area with 1 school received 19.

Out of the 109 questionnaires distributed by the researcher, 100 were properly filled and returned, and were used for the analysis. Data obtained from questionnaire were analyzed using in tabular form using frequencies and percentage. The hypothesis was tested using Pearson Chi Square.

Results and discussion

The responses of senior secondary school students on the most visited social networking sites.

Table 1 below shows Facebook and Whatsapp 35% each while Tiktok 25%, others 1% while You Tube 9% and Instagram 2%, while 2% twitter which make up 100% of the total users who use social media. Those are most frequently used by senior secondary schools' students in Mubi North Local Government Area of Adamawa State, Nigeria.

Table 1: The responses of senior secondary school students on the most visited social networking sites.

Response	Frequency	Percentage
Tiktok	25	25
Facebook	27	27
Whatsapp	35	35
Twitter	2	2
Instagram	2	2



Youtube	8	8
Others	1	1
Total	100	100
Source: Field survey, 2022		

The responses of senior secondary school students' purposes for using social media

From the Table 2 below, it can be seen that the senior secondary school students agreed that

40%, 12%, 25%, 10%, 10% and 3% are accessing social media for chatting, communicating, movies, academic, news and undecided activities respectively. This shows that the students mostly use social media to relate with their peers and classmates. The table also shows that, 10% of the students use social media for academic purpose which lead to mass failure in most of their examinations such as WAEC, NECO, NABTEB, and JAMB and even affect their performance in high institution as it gives them foundation, there attaining to academic excellence in their various course of study becomes a huge mountain before them.

The results of this study revealed that the amount of time spent on social media sites interfere with the academic performance of students. In addition, the students develop the poor writing skills and their grammar usage becomes very poor due to the abbreviations they use in the process of chatting (social networking sites).

Table 2: The responses of senior secondary school students' purposes for using social media

Response	Frequency	Percentage
Chatting with friends	40	40
Communication	12	12
Movies	25	25
Academic	10	10
News	10	10
Undecided	3	3
Total	100	100

Source: Field survey, 2022.

Testing Hypothesis

Ho: There is no relationship between time spent on social media and academic performance



of students. This hypothesis was tested at 0.05 level of significance using Pearson Chi-Square statistical tool.

	Yes	No	Level Sig	χ^2 -cal	t-cal
Time spent	47.2	53.8	0.05	114.3	7.82
Academic Performance	82.2	17.8			

Source: Field survey, 2022.

As represented in the table above, the calculated value is 114.3, while critical value is 7.82. At 0.05 level of significance. The calculated value is greater than critical value. Therefore, this hypothesis is rejected and the alternate hypothesis is upheld. That is, there is a significant relationship between time spent on social media and academic performance of students. The implication of this analysis is that spending much time on social media by students is detrimental to their academic performance. Committing more time to the use of social media is not likely to be helpful to students in senior secondary schools.

Discussion

The hypothesis that states “There is no relationship between time spent on social media and academic performance of students” was tested using. The finding of this study shows that time spent on social network has a significant influence on their academic performance. Social media have become a major part of the lives of the students of today. This corresponds with the findings of Boahene, Fang, & Sampong, (2019), which states that spending time on social networking sites has a detrimental effect on academic achievement. Also corresponds with the findings of Oyetunde (2017), which revealed that using social networking sites solely for social and non-academic purposes had a negative impact on academic performance. Even in classrooms and lecture theatres, it has been observed that some students are always busy pinging, going or Facebooking, while lectures are on. Times that ought be channeled towards learning, academic research and innovating have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues. Hence most students’ academics suffer setback as a result of distraction from the social media.

Conclusion

This study showed that senior secondary school students in Mubi North Local Government Area of Adamawa State, Nigeria, visit TikTok, Facebook and WhatsApp when compared to other social networking sites via their smartphones and PCs

Senior Secondary school students of the sampled schools to a large extent visit these social



networking sites to relate with their peers as well as for communication. They also use them for assignments (academic purpose) but far much lesser. For students' academic performance to improve students should be encouraged to committing most of their time to academic activities rather than patronizing social media sites, which identified to have adverse effect on their academic pursuit.

Recommendations

Based on the findings of this study, the following recommendations are offered as solutions.

- i. School teachers to introduce a group discussion forum on these networking sites for the students to contribute positively on different topics of interest; this will keep them active in a productive way.
- ii. Teachers, parents, guardians and school management should teach students the importance of prioritizing their needs and visit social networking sites with good intents rather than for mysterious motives. They should also be encouraged to explore the potential benefits of social media sites.
- iii. Parents, teachers, school management and Government bodies should monitor the students from falling to the dangers of wrong use of these social media sites.
- iv. Schools teachers should also make sure that when students are in class they pay attention to teaching and not distracted by some social networking sites.
- v. Parents, teachers and school management need also to teach the students about time management. They should put a limitation to social media activities while at school and at home so that they will not waste away useful time on irrelevant activities like chatting.

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