

INFLUENCE OF SOCIAL MEDIA USAGE ON SENIOR SECONDARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT IN ESAN WEST LOCAL GOVERNMENT AREA, EDO STATE

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Abstract

The study investigated the influence of social media usage on senior secondary school students' academic achievement in Esan West Local Government Area, Edo State. Specifically, the objectives are to examine the influence of social media visit frequency, time spent on social media and number of memberships with social media on senior secondary school students' academic achievement in Esan West Local Government Area, Edo State. The correlational survey design was employed in this study. The population of the study was 3,636 Senior Secondary School (SSS) students in the (16 public secondary schools in Esan Local Government Area, Edo State. The simple random sampling technique was adopted to select 20 Senior Secondary School Students from each of the 16 schools given a total of 320. The instrument was a "Social Media Usage Questionnaire (SMUQ)". The test-retest method was used to determine the reliability of the instrument. The researcher personally collected students' raw performance scores from the sampled schools. The simple linear regression analysis was used to test the hypotheses and all the hypotheses were tested at 0.05 level of significance. The result showed that influence of social media visit frequency, time spent on social media and number of memberships with social media significantly influence senior secondary school students' academic achievement in Esan West Local Government Area, Edo State. It was recommended that student should set their priority right by taking advantage of social media more for learning, online discussion, seeking academic help from academic faculty, downloading materials for reading and research purpose, and for solving academic related problems.

Keywords: *Social Media Usage, Visit frequency, Time spent, Number of Membership, Students' Academic Achievement*

Introduction

Secondary education is the level of education learners receive after primary but before tertiary education. The Federal Republic of Nigeria (FRN, 2013) stated succinctly that the broad goals of secondary education shall be to prepare the individual for useful living within the society and for higher education. In order to achieve these goals, schools are established as a formal agency of education where teaching and learning takes place to promote learners' academic achievement. Academic achievement refers to the learning outcome of a student on a subject or group of subjects after a period of class

instructions. Ojo (2022) defined it as the degree of a student's accomplishment on his/her studies. Hence, a student could be said to have passed or have a high level of performance if he/she made an average score of 70%, 60% or even 50% in an examination; depending on the examiner, educational institution or researcher.

Students' academic achievement in the past few decades has recorded abysmal performance in both external and internal examinations (Ojo, 2022). Poor academic performance can be very frustrating and its effects can be equally grave on the society. For instance, In August 2018, the West African Examination

Council (WAEC) gave the outcome of the May/June 2018 examination exercise as achieving a 75% failure in English Language and mass failure in some major science subjects like among others. Their report further showed that only 24.95% of the candidates who sat for the examinations, made five credits, including English Language, Mathematics and Biology.

Biology is one of the science subjects that senior secondary school students offer at the senior levels in the Nigerian secondary schools (FRN, 2013). Biology is a very important science subject and a requirement for further learning of a number of science-related professional courses like Medicine, Agriculture, Pharmacy, among others. In contemporary Nigeria, greater emphasis is placed on science and technological development. As a result, students are being encouraged to take up science-related subjects. Today, Biology pervades literally every field of human endeavour, and plays a fundamental role in educational advancement. This is seen in all the technological advancement in the world today, which is because of scientific investigations. However, the issue remains that in most secondary schools in Nigeria, there is high rate of failure in the subject. Secondary school students are exhibiting low interest (Folorunso, 2014).

This low interest of students has been traced to poor achievement in examinations. In our march towards scientific and technological advancement, we need nothing short of good achievement at all levels of schooling. Unfortunately, achievement of students at the end of the secondary school has not improved in the last decade. Folorunso (2014) has linked poor achievement trend particularly to the lack of instructional resources in schools due to poor funding of schools. The poor funding of schools has hindered the principals from providing the teachers with adequate instructional resources.

Asikhia (2010) argued that the abysmal or poor performances of students are unavoidable

and traceable to the school system and their teachers - who are at the centre of curriculum implementation in the classroom level. From the school system, he noted that factors such as availability of school laboratory, adequacy of practical equipment in the laboratory, site and instructional planning can be attributed as causes of students' poor academic performance in schools. In addition, the use of technology such as the internet and its associate resources has revealed that majority of students use social networking for social connections and entertainment, and seldom use it for educative purposes, which implies that a significant amount of their time is spent on social networking with distant and cyber friends as against the time spent on academic activities.

Social media are sites or mobile applications that enable people of common interest and purpose to interact through an electronic and internet-enabled medium such as personal computers, smartphones or an equivalent device. It is in the course of engaging oneself in these practices that users share activities, events, ideas and interest within their individual network. These practices are carried out primarily on the internet, through social web applications such as Facebook, WhatsApp and Instagram among others. In all these cases, the original idea was to allow people from different locations to instigate debates and share information using different kinds of support, such as pictures, videos, and notes (Osharive, 2018). However, their usage among Nigerian students at tertiary level has become so frequent and time consuming, that students now tend to spend more time surfing Facebook and other social networks. The interference of these media usage may therefore affect their emotional balance, self-concept, social life, ability to plan study time and also affect their learning readiness.

Generally, the use of social networking sites among students could affect their learning readiness in three ways. The first is the frequency

of visit to the sites which can be measured in terms of how often a user of social media visit a social media site on an hourly basis, daily basis, weekly basis or monthly basis (Fatokun, 2018). The second can be seen as the length or duration of time they spend on a daily basis using social media for various engagements such as chatting, liking, ping, pasting of pictures, sharing of messages and commenting and also the number of memberships with these sites. For instance, most social media are integrated with a notification feature that allows users to get alert on recent activities shared on the platform through their internet enabled phones.

These notifications which usually come in form of a beep tone, phone vibration or short message are usually quite compelling enough to make user visit the site for a look up. Consequently, some students who often have their smartphones close to them during study times, or lectures may momentarily suspend their academic work, take their phones to reply new messages, check comments, like pictures, and watch videos shared by friends and eventually end up getting distracted. On the other hand, some students who put aside such distractions by turning off their phone notifications for social media message alert may not visit the social media sites regularly. Ejoh and Lawan (2022) asserted that this situation can be more complicated for students that hold membership with more than one social media site and therefore have to shuffle between or among several sites for new updates on the social media accounts or handles.

Posting a new status, reply messages, checking likes, dislikes, comments, sharing pictures and watching videos are just some of the very many things that could compete with student's time for study and other academic achievement. It is a common sight in school campuses in Nigeria to see students fondling with their cell phones during lectures, when walking on pathways, and even when eating in restaurants. This is because most of the students have social

networking sites running at the background of their smart/cell phones and as such get distracted when messages pop up on their phones with an alert tone which they spend lengths of hours browsing through, replying and pasting posts. Shehu and Shehu (2018) asserted that this situation can be more complicated for students that hold membership with more than one social media site and therefore have to shuffle between or among several sites for new updates on the social media accounts or handles

Frequency of visit to social media sites among undergraduate students has been investigated and similar findings have been reported in studies (Iordache & Lamanauskas, 2018; Shehu & Shehu, 2018). Iordache and Lamanauskas (2018) examined Romanian student opinions regarding Social Networking Websites (SNWs). 172 university students participated. From them, 130 are from the University of Bucharest and 42 from the Academy of Economic Studies in Bucharest. Descriptive statistics are applied (absolute and relative frequencies, standard deviations). The statistical analysis software SSPS 15 for Windows was used for data processing. Findings of this study among others show that majority of the respondents use social networking websites a few times a day. Specifically, the result shows showed, that 71(41.3%) of the respondents at least, visited social networking websites, a few times a day; 51(29.7%) - at least once a day. Only a small part visits the internet a few times a week or less. Lastly, the result showed that the higher the frequency of visit to social media, the lower the students' academic achievement.

Shehu and Shehu (2018) investigated the challenges of social media usage on Ahmadu Bello University students. The study adapted the survey research method, using a sample size of 200 respondents drawn from the population of 2,733 students of Faculty of Social Sciences Ahmadu Bello University, Zaria (as at the 2011-2012 academic sessions). This population did not

include post-graduate. The sample size of 200 respondents was drawn from the five Departments in Faculty of Social Science (Mass Communication, Economics, Political Science, Sociology and International Studies). This means 40 respondents were drawn from each department. In each department the respondents were selected through a simple random sampling procedure respectively. Survey method was adopted using questionnaire as instrument for data collection. Copies of questionnaires were administered and retrieved from 200 undergraduate. Findings (among other results) revealed that majority of the students totally 136 (68%) respondents use social site several times a day, 44 (22%) of the respondents indicated that they use it once a day influences their academic achievement.

Recent studies have tried to investigate the possibility of the amount of time devoted by students to social networking on their self-directed learning readiness. For instance; Auday and Coleman (2019) in their study investigated the impact of social networking activities on evangelical Christian college students. 1,342 students participated in the study. Of the four Christian colleges represented, at least 25% of their overall enrollments completed the questionnaire. 70% of all participants were women. There is an equal representation from the four classes of undergraduates (freshmen, sophomores, among others). Nearly all of the participants were between the ages of 18 and 27 years of age. An 83-item electronic questionnaire was developed and made available to participants using Survey Monkey. Frequency count and percentages were used to describe the data collected from the field. Based on findings, it was found that much total time is spent using Facebook. During an average day, over one third (33.2%) of the students, report between 1–2 hours. The result further shows that time spent on online social media significantly influences students' academic achievement

Iordache and Lamanauskas (2018)

explored the usage of social networking websites. The study aimed at identifying the Romanian student opinions regarding social networking websites (SNWs). 172 university students participated in the study. From them, 130 are from the University of Bucharest and 42 from the Academy of Economic Studies in Bucharest. According to sex, 140/81.4% of girls and 32/18.6% % of boys participated in the research. According to the course level, 96/55.8% of the students were enrolled in a Master degree and 76/44.2% where enrolled in a Bachelor degree. In order to analyze research data, measures of descriptive statistics are applied (absolute and relative frequencies, standard deviations). The statistical analysis software SPSS 15 for Windows was used for data processing. Among other findings, the study showed, that of the respondents visit internet social media websites at least a few times a day, two weeks while spend less than two weeks.

Ejoh and Lawan (2022) examined the impact of social media use on academic achievement in science subjects among senior secondary school students in Anambra State, Nigeria, was studied using a descriptive survey design. The study's goals are to determine the relationship between social media usage and academic performance in science subjects among Anambra State senior secondary school students, as well as to determine whether there is a difference in the relationship between social media usage and academic performance in science subjects between male and female Anambra State senior secondary school students. The study's participants are all senior secondary school students in Onitsha, Anambra State. The population in its entirety is 1,450. According to the research advisers' requirements, the study's sample size is 260 senior secondary school students from Onitsha North and South. To test hypothesis one, the data was analyzed using Pearson Product Moment Correlation (r). The use of PPMC was based on the assumption that it can

be used to form relationships. Because hypothesis two had multiple independent variables, regression analysis was utilized to test them. There is no significant association between social media usage and academic performance in science subjects among Anambra State senior secondary school students, although there is a significant difference.

Amponsah (2022) explored the usage of the internet and its impact on the academic performance of Senior High School (SHS) students in the Cape Coast Metropolis. A questionnaire was used to gather data from 105 second-and third-year students through random sampling and was then analyzed using descriptive statistics and an independent samples t-test. The result revealed that Internet outlets for SHS students include school ICT labs, mobile phones, internet facilities for families, and public internet cafes. Furthermore, internet access influences academic standards among students, as those with internet access have shown a higher improvement in academic performance than those without. Different internet use, on the other hand, has no impact on academic performance, as revealed by the results.

Amin, et al. (2016) determined the effect of growing use of social media sites on the academic performance of the students of universities and colleges in Pakistan. A target population for data collection of this study is educational sector of Pakistan including the University of Education Lahore (Okara campus), Comsats University, University of Central Punjab, District Public School and College Okara, Suffa Educational Complex, Punjab College Okara. On the basis of random sampling a sample of 300 students was selected. Questionnaire was used as an instrument for data collection. 97% questionnaire received back from respondents on which descriptive statistics apply for data analysis. Results indicated that the effect of social media can be positive as in this study closely determined students' academic achievement.

Mass failure of students in public examinations could be traced to several factors that can be compartmentalized into the domains of parents, students, teachers, schools, government and the society. In other words, the causes of mass failure of students in public examinations are multi-dimensional in nature. Aremu and Sokan (2003) found out that the students' factors responsible for poor academic achievement were poor study habits, psychological adjustment problems, lack of interest in school programme, low retention, association with wrong peers, low achievement motivation and emotional problems. Asanga et al. (2023) submitted that the search for the factors responsible for poor academic achievement is unending and some of the teacher related factors they put forward are: teachers' consultation, class interaction, academic qualification, mastery of subject content, professional development/continuing teacher training problems.

Usually, principals and teachers among other school administrators have often been consulted in making conclusions on the predictors of students' academic achievements in previous studies (Ojo, 2022.; Ejoh, & Lawan, 2022). The use of social networking sites among science students has become a source of concern to many parents, school administrators because of the distraction they create within the school. Some of the manifestations of these are lateness to class, low readiness to involve in individual and group practical, unwillingness to carry out their assignment and decline in the time set aside for their study engagement.

Some studies have been carried out on social media-achievement nexus. The study by Asanga et al. (2023) examined the effect of social media (SM) on the academic performance (AP) of senior secondary school (SSS) students in Uyo, Akwa Ibom State, Nigeria who found that there is a link between SM addiction and a student's AP. In order to prevent students from falling behind

academically, it is suggested that SM be used for educational purposes, that social networking sites (SNSs) be launched with new pages developed to effect academic activities, and that teachers and parents monitor students' use of these sites. Fatokun (2018) examined the effect of social media on undergraduate students' achievement and interest in Chemistry in the North-Central geo-political zone of Nigeria using students from Nasarawa State University Keffi, University of Abuja, and Federal University of Agriculture, Makurdi. The result further showed that visit frequency to social media affects students' academic engagement in the north-central geo-political zone of Nigeria. In spite of several studies on social media in Nigeria, it is not to the researcher's knowledge that enough studies have established the influence of social media usage on senior secondary school students' Biology achievement in Edo State. Hence, a knowledge gap exists. This study therefore was carried out to fill this knowledge gap by investigating the influence of social media usage in senior secondary school students' academic achievement in Esan West Local Government Area, Edo State.

Research Questions

The following research questions guided the study:

- 1) What is the influence of visit frequency to social media on senior secondary school students' academic achievement in Esan West Local Government Area, Edo State?

Method of the Study

The correlational survey design was employed in this study to investigate the influence of social media usage on senior secondary school students' academic achievement in Esan West Local Government area of Edo State. This research design was adopted because the variables of the study were correlated to determine the relationship that exists between the

- 2) What is the influence of time spent on social media on senior secondary school students' academic achievement in Esan West Local Government Area, Edo State?
- 3) What is the influence of number of memberships with social media on senior secondary school students' academic achievement in Esan West Local Government Area, Edo State?

Hypotheses

The following research hypotheses were formulated and tested in this study at .05 level of significance

- 1) Frequency of visit to social media has no significant influence on senior secondary school students' academic achievement in Esan West Local Government Area, Edo State.
- 2) Time spent on social media has no significant influence on senior secondary school students' academic achievement in Esan West Local Government Area, Edo State.
- 3) Number of memberships with social media has no significant influence on senior secondary school students' academic achievement in Esan West Local Government Area, Edo State.

dependent variables (academic performance) and the independent variable (social media usage) in public secondary schools in Esan West Local Government Area, Edo State. The population of the study covered the 3,636 Senior Secondary School (SSS) students 16 public Senior Secondary Schools in Esan Local Government Area of Edo State. A sample of 320 students was drawn for the study. The simple random sampling technique was adopted to select 20 Senior Secondary School Students from each of the 16

schools given a total of 320. Students in Senior Secondary School I and II (SS I and SS III) were drawn as sample for the study.

The instrument for the study was Social Media Usage Questionnaire (SMUQ). The inventory (SMUQ) was divided into two Sections: Section A and B. Section A was used to collect data about the students and their social media usage behaviour in terms of frequency of visit to social media, average time spent using social media and number of memberships held with social media. In other to collect data on academic performance of students in schools, a letter of permission was given to teachers to solicit their cooperation in providing records of their students' academic performance in their last promotional examination. The data was collected from teachers in each of the sampled schools. Students' scores as conventionally reported in the school's broad sheet: 70-100% (Excellent/ Distinction), 60-69% (Very Good), 50-59 (Good/credit/Average), 40-49% (pass), and below 40% (Fail) was collated. However, to match the four-point scale of other variables on school environment in Section B, the overall score or grade of each student in Economics was operationally rated as: 60-100% (Pass) - 4, 50-59% (Average) - 3; 40-49% (Poor) - 2; 39% &

below (Failed) - 1

The test-retest method was used to determine the reliability of the instrument. This method was used to obtain responses from a total of 20 teachers from public schools in the study area. The instrument was administered to them and re-administered after a few weeks to the same set of teachers. Their responses in the first and second test were correlated using the Pearson Product Moment Correlation. The result of the coefficient produced an r-value of .74 which shows that the instrument is reliable. The simple linear regression analysis was used to test the hypotheses of the study. All hypotheses were tested at .05 level of significance.

Results

The three research questions in the study were hypothesized and tested. Hence, the results from the test of hypotheses are presented below:

Hypothesis 1: Frequency of visit to social media has no significant influence on senior secondary school students' academic achievement in Biology in Esan West Local Government Area, Edo State.

The simple regression coefficients are clearly presented in Table 1.

Table 1: Simple Regression on Frequency of visit to Social Media and Senior Secondary School Students' Academic Achievement in Biology in Esan West Local

R = .256*

R-square (R²) = .066

Adjusted R-square = .062

F_(1,228) = 18.844*

	Unstandardized Coefficients		Standardized Coefficients		p-val.	Remark
	B	Std. Error	Beta	t-val.		
Model						
(Constant)	2.034	.116		17.566	.000	Significant
Frequency of visit to social media	.247	.057	.256	4.341	.000	Significant

a. Dependent Variable: Academic Achievement

b. Predictors: (constant), Frequency of Visit to social media

*t-value and f-values are statistically significant (p<0.05)

The result in Table 1 showed that the F-value of 18.44 which tested for the relationship of the

predictor was significant ($p < .05$). The researcher therefore rejects the null hypothesis. This indicates that frequency of visit to social media o significant influence on senior secondary school students' academic achievement in Biology in Esan West Local. The r-value (R) of .256 showed that the strength and direction of the predictor (frequency of visit to social media) with the dependent variable (Students' Academic Achievement in Biology) was weak, positive but significant ($.00 \geq R \leq .39$). The probability value of the t-value and β -coefficient ($t = 4.341$, $\beta = .247$,

$p < .05$) confirms that frequency of visit to social media significantly influence secondary school students' academic achievement in Biology in Esan West Local Government area, Edo State.

Hypothesis 2: Time spent on social media has no significant influence on senior secondary school students' academic achievement in Biology in Esan West Local Government area, Edo State.

The simple regression coefficients are clearly presented in Table 2.

Table 2: Simple Regression on Time Spent on Social Media and Senior Secondary School Students' Academic Achievement in Biology in Esan West Local

R = .376^a
R-square (R^2) = .141
Adjusted R-square = .138
 $F_{(1,228)} = 43.994^*$

	Unstandardized Coefficients		Standardized Coefficients		t-val.	p-val.	Remark
	B	Std. Error	Beta				
Model							
(Constant)	1.212	.198			6.108	.000	Significant
Time spent on social media	.716	.108	.376		6.633	.000	Significant

a. Dependent Variable: Academic Achievement

b. Predictors: (constant), Time Spent on Social Media

*t-value and f-values are statistically significant ($p < .05$)

The result in Table 2 showed that the F-value of 43,994 which tested for the relationship of the predictor was significant ($p < .05$). The researcher therefore rejects the null hypothesis. This indicates that time spent on social media has significant influence on senior secondary school students' academic achievement in Biology in Esan West Local. The r-value (R) of .256 showed that the strength and direction of the predictor (time spent on social media) with the dependent variable (Students' Academic Achievement in Biology) was weak, positive but significant ($.00 \geq R \leq .39$). The probability value of the t-value and

β -coefficient ($t = 6.633$, $\beta = .716$, $p < .05$) confirms that time spent to social media significantly influence secondary school students' academic achievement in Biology in Esan West Local

Hypothesis 3: Number of memberships with social media has no significant influence on senior secondary school students' academic achievement in Biology in Esan West Local Government area of Edo State.

The simple regression coefficients are clearly presented in Table 3.

Table 3: Simple Regression on Number of Membership and Senior Secondary School Students' Academic Achievement in Biology in Esan West Local

R = .291^a
 R-square (R²) = .085
 Adjusted R-square = .081
 F_(1, 268) = 24.752*

	Unstandardized Coefficients		Standardized Coefficients		t-val.	p-val.	Remark
	B	Std. Error	Beta				
Model							
(Constant)	1.967	.116			17.008	.000	Significant
Number of memberships with social media	.279	.056	.291		4.975	.000	Significant

a. Dependent Variable: Students' Academic Achievement

b. Predictors: (constant), Number of memberships with social media

*t-value and f-values are statistically significant ($p < .05$)

The data in Table 3 showed that the F-value of 24.752 which tested for relationship of the predictors was significant ($p < .05$). The researcher therefore rejects the null hypothesis. This indicates that number of memberships with social media has significant influence on senior secondary school students' academic achievement in Biology in Esan West Local Government area of Edo State. The r-value (R) of .291 showed that the strength and direction of the correlate (number of memberships with social media) with students' academic achievement in Biology was weak, positive but significant ($.00 \geq R \leq .39$). The probability value of the t-value and β -coefficient ($t = 4.975$, $\beta = .279$, $p < .05$) confirms that number of memberships with social media significantly influence students' academic achievement in Biology.

Discussion of Findings

The result of hypothesis 1 showed that frequency of visit to social media has a significant influence on senior secondary school students' academic achievement in Biology in Esan West Local area, Edo State. The result agreed with that of Iordache and Lamanauskas (2018) who found that the higher the frequency of visit to social media, the lower the students' academic achievement. The result corroborated that of Shehu and Shehu (2018) who found that majority of the students totally 136 (68%) respondents use

social site several times a day, 44 (22%) of the respondents indicated that they use it once a day influences their academic achievement. The result is in line with that of Mehmood and Taswir (2017) who found that there was a relationship between use of social media and students' academic achievement among undergraduate students at the College of Applied Sciences (CAS), Nizwa, Oman

The result of hypothesis 2 showed that time spent on social media has a significant influence on senior secondary school students' academic achievement in Biology in Esan West Local. The result is in line with that of Auday and Coleman (2019) who found that time spent on online social media significantly influences students' academic achievement. The result is in line with that of Heffner (2016) who found that a student's GPA is more likely to decrease due to the amount of time spent using social media.

The result of hypotheses 3 showed that number of memberships with social media has a significant influence on senior secondary school students' academic achievement in Biology in Esan West Local. The result agreed with that of Mingle and Musah (2015) who found that there was a relationship between social media network participation and academic achievement of students in senior high schools in Ghana. The result is in line with that of Amin, et al. (2016)

who found that the effect of social media can be positive as in this study closely determined students' academic achievement.

Conclusion and Recommendations

The use of social networking sites among students could affect their learning readiness in three ways. The first is the frequency of visit to the sites which can be measured in terms of how often a user of social media visit a social media site on an hourly basis, daily basis, weekly basis or monthly basis. Based on findings, it was concluded that influence of social media visit frequency, time spent on social media and number of memberships with social media significantly influences senior secondary school students' academic achievement In Biology in Esan West Local area, Edo State. The following recommendations are given:

- 1) Student should set their priority right by taking advantage of social media more for learning, online discussion, seeking academic help from academic faculty, downloading materials for reading and research purpose, and for solving academic related problems.
- 2) Biology students should invest their time wisely and concentrate more on their studies rather than spend their precious time on social media platforms for non-beneficial academic achievement.
- 3) Lecturers should restrict students from using their phones when lectures are on-going. This will help to curb the extent to which students are distracted during lecture periods.
- 4) Lecturers can adopt the strategy of online learning by channelling assignments or discussions on social media platforms to help inculcate the habit of using these media platforms for academic work by the students.
- 5) Awareness programmes relating to social media usage should be arranged at the

institutional, faculty and departmental levels, to enlighten students on the impact of Internet addiction as a means of lessening their chances of falling prey to the harmful impacts of social media.

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