

SOCIAL MEDIA ADDICTION AND ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN UYO METROPOLIS, AKWA IBOM STATE, NIGERIA

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Abstract

The study was conducted to investigate the influence of social media addiction on the academic performance of secondary school students in Uyo Metropolis, Akwa-Ibom state, Nigeria. Two research questions and two corresponding null hypotheses were formulated to guide the study. Conceptual and empirical literature were reviewed in line with the objectives of the study. Descriptive survey and ex-post Facto research design were used to obtain data for the study. A sample size of 392 students were selected from a population of 6852 SS3 students using proportional sampling technique and were guided to respond to a self-developed instrument designed for the study. The instrument was tested and it yielded reliability index of 0.81. Data were analyzed using descriptive statistics of frequency counts and percentages to describe the demographic characteristics of the respondents and answer the research questions while inferential statistics of independent t-test was used to test the hypotheses at 0.05 level of significance. The two hypotheses were accepted and the alternate rejected. The paper recommended the use of social media by students exceptionally for academic purposes to stem the tide of decline on academic performance.

Introduction

The world today celebrates improvement in communication through information acquisition and dissemination. The internet has changed the communication world with regards to sharing, speed, storage and retrieval of information in whatever form regardless of the person's location and this has turned the world into a global village. As it is, technology has both positive and negative sides. Although the social media is a tool which if used positively, can produce both positive and negative results. It helps people to be better informed, enlightened and kept abreast of world developments. It is observed, that the increased use of social media especially among young adolescents and students has become an international phenomenon. What may formally have been a hobby for some computer literate people, has become a social norm and way of life (Boyd, 2010).

The time that students spend on social media platforms such as Facebook, Twitter and YouTube affects their academic performance as they communicate without considering how much time is lost in the process. A great deal of time that should be allotted to reading of text books and self-study is traded without considering the impact this may have on their academic performance. A study by Muithui and Sirare (2017) shows that students frequently visit their social media accounts even when classes were going on. The use of social media

during class times affects their focus and concentration while learning is going on and eventually, their academic performance. Social networks grab the concentration of the students and diverts it towards non-educational and inappropriate actions such as useless chatting. Social media overtime has had great influence on students' academic perform; depriving them the opportunity to read their books and concentrate on their academic (Kuss &Griffiths, 2011).

Academic performance is the extent to which a student, teacher or institution has achieved their educational goals. It is commonly measured through examinations or continuous assessment. However, there is no general agreement on how it is best evaluated or which aspects are most important-procedural knowledge such as skills or declarative knowledge such as facts (Annie, Howard &Mildred, 2016). Academic performance of students, especially at the secondary school level, is not only a pointer to the effectiveness or otherwise of schools but a major determinant of the future of the youth population in particular, and the nation in general. Learning outcomes have become of paramount interest to most and this explains why scholars are working hard to entangle factors that militate against good academic performance.

Social media addiction has caused students to suffer complications and disturbances which affects their academics. Excessive indulgence on social media negatively affects the performance of students and this contributes negatively to national development in the long run. It was against this background that this paper sought to establish the influence of social media addiction on the academic achievement of secondary school students in Maiduguri Metropolis of Borno State, Nigeria.

Objectives of the Study

The purpose of this study was to investigate the influence of social media addiction on the academic achievement of secondary school students in Maiduguri Metropolis, Borno State, Nigeria. Specifically, the study sought to examine the:

1. Influence of social media addiction on the academic performance of secondary school students by gender and the
2. Influence of social media addiction on the academic performance of secondary school students by school type.

Research Questions

The study sought to answer the following questions

1. Is there any significant influence of social media addiction on the academic performance of secondary school students by gender?
2. Is there any significant influence of social media addiction on the academic performance of secondary school students by school type?

Research Hypotheses:

The following hypotheses were formulated to guide the study:

1. There is no significant influence of social media addiction on the academic performance of secondary school students by gender
2. There is no significant influence of social media addiction on the academic performance of secondary school students by school type.

Social Media Addiction and Academic Performance of Students by Gender

There is a gender differences in how students use social media. Male students appear to be solely adapted for making new contacts, while females are found to use them to kill boredom and loneliness as well as for informative purposes (Mamzan&Ualuel, 2011). Also, females do not easily disclose themselves to people they do not really know because of social pressure and traditional social roles associated with women (Bolukbas&Yildiz, 2005). Similarly, Mamzan, Usluel and Cervik (2009) found that social media influence on the decision of females is higher than personal decisions while personal decisions are dominant over social media influence in males. A study by Lim, Heinrichs and Lim (2017) shows that females perceive social media differently than males. Social media corporations found out that interest and curiosity are the main factors that affects the social media usage of females; whereas, variety of contents is the main factor affecting social media usage of males. However, females use Facebook for maintaining existential relationship, academic purposes and following agenda higher than males while males use it for making new relationships in a rate higher than females.

Gender influence is apparent in social networking sites preferences and the amount of gender influences are also present in how teens use the interest and social media. Teenage boys in the United Kingdom reportedly use feel more comfortable doing so (Lin, 2013). However, both genders were embracing the internet as a means of communication with their friends. Gross (2004) found that he most common activity among American middle and high school students was chatting through instant messaging.

Males and females use social media at similar rates (few research centre, 2017). However, according to Lim, Heinrich and Lim (2017) females perceive social media differently than males. Social media corporations found out that interest and curiosity are the main factors that affect the social media usage of females whereas, variety of content is the main factor that affects the social media usage of males. A study by Tufekci (2008) shows a significant gender difference between males and females in the usage of social network. As found out in the study, females are more likely to use social network to keep in touch with friends, either living nearby or in other schools while males use social networks to find potential friends or people with similar interests. Another study by Zheng, Yuan, Chang and Wu (2016) showed that females are no likely to put seductiveness of the profile pictures influences the number of online followers or friends they have.

A study by Chan, Cheung, Na shi and Lee (2015) showed that the majority of females use social media for socializing and connecting with their family members. On the other hand, males are more focused on task-oriented actions and gaming. It was also mentioned by Correa, Hinsley and Zungia (2010) that personality traits affecting the social media usage of males and females differ. For example, males who are emotionally stable tend to use social media less than the males who are emotionally unstable. However, emotional stability does not have any effect on social media usage of females. It was also observed that females who are open to experience tend to use social media more often than the females who are introverts. However, openness to experience and introversion do not have any effect on the social media usage of male.

Gender usage is also altered when it comes to the social media multi-tasking phenomenon. Females tend to use multiple social media platforms at the same time while doing other

things. Studies show that 50.5 percent of females talk face to face with other people and 56.6 percent talk on phones while using social media (Ularo, 2015).

Social Media Addiction and Academic Performance of Students by School Type.

Mothar, Abu-Hassan, Heyi-Hassan and Osman (2013) conducted a study on the importance of smart phone usage among Malaysian undergraduate students from public and private universities in Malaysia. Survey, research design was used for the study. According to statistics from Malaysian Ministry of Higher Education, the population of students who enrolled for bachelor degree in various fields in 2010 were 274,690 for public institutions and 220,299 for private institutions respectively. There were 385 respondents involved in the study. Purposive sampling was used in sample selection. A self-developed four-point Likert scale instrument was used for sample selection. Descriptive statistics was used to analyze data. Results indicated that Malaysian students value their smart phones as it identifies their personality.

A study was also conducted by Muthui and Sirare (2017) on the implications of time spent on social media on the academic performance by adolescents in public secondary schools in Nakuru East, constituency, Kenya. The study made use of 6632 students of form one, two and three in Nakuru East constituency. A sample size of 140 students was selected using stratified and purposive sampling techniques. Data collection was done using questionnaire and interview. It was observed that 88% of the respondents contacted friends and discussed trending issues while 0.7% contacted teachers and their friends on academic-related issues. Findings of the study showed that despite many schools outlawing the carrying of smart phones to school by students, many still sneak them in and use them as platform for discussing social issues and this compromises their academic performance. Based on the findings, the study recommended that school administrators and teachers need to do a lot of sensitizations on the negative effects of social media on academic performance.

Another study was conducted by Nwoburuke and Eremie (2021) on the relationship between social media and academic performance of senior secondary school students in River state. The study adopted the descriptive survey selected from eight public secondary schools out of the fourteen in Port Harcourt Local Government Area of River State. A sample size of 357 students were selected for the study using of simple random sampling technique. This comprised of 170 males and 187 females. A self-developed question was used for the study. Data collected were analyzed using mean and standard deviation to answer the research questions. Findings revealed a correlation between social media usage and academic performance of students.

Similarly, Osharive (2015) conducted a study on the influence of social media on the academic performance of students in the University of Lagos. A population of 24,661 undergraduate students was used for the study. The study adopted a descriptive survey research design. A sample size of 378 students was selected using simple random sampling technique while a self-developed questionnaire instrument was used for data collection from the participants. Descriptive statistics of frequency counts and percentages were used to analyze the data. Findings of the study showed that a great number of undergraduate students are addicted to social media. The research recommended then usage of social media exceptionally for educational purposes.

Methodology

Descriptive survey and ex-post facto research design were used to obtain data for the study. Population for the study comprised of 6,852 students selected from 10 senior secondary schools in Uyo Metropolis. A sample size of 392 SS3 students were selected for the study using proportional sampling technique. A self-developed instrument was design and administered on the respondents. Items on the instrument were made impersonal and anonymous. Instrument was pretested and it yield a reliability index of 0.81. The researcher accessed the academic performance of the students using proforma data collected from the school management. Data were directly administrated on the respondents and this ensured 100% return.

Descriptive statistics of frequency counts and percentages were employed to describe the demographic information and answer the research questions. Inferential statistics of one sample t-test was used to test the hypotheses at 0.05 level of significance. Date collection for the study were analyzed using the Statistical Package for Social Science (S.P.S.S).

Data Analysis, Results and Discussion of Findings

Descriptive statistics of Frequency counts and percentages were used to describe the demographic characteristics of the respondents and answer the research questions; while inferential statistics of independent t-test was used to test the hypotheses at 0.05 level of significance.

Hypothesis I: There is no Significant Influence of Social Media Addiction on the Academic Performance of Secondary School Students.

Table I.2 Summary of Independent T-Test Analysis of Influence of Social Media Addiction on Academic Performance of Senior Secondary School Students by Gender.

Gender	N	Mean	df	t	P-Value	Decision
Male	249	3.17				
			390	2.159	0.34	Not Significant
Female	143	3.34				

Table 1.1 Shows influence of social media on academic performance of senior secondary school students based on gender. One-sample t-test was applied to test the null hypothesis. The result showed that there was no significant influence of social media addiction on the academic performance of senior secondary school students by gender ($p>0.05$). Hence, the null hypothesis was retained

Hypothesis 2: There is no Significant Influence of Social Media Addiction on the Academic Performance of secondary School Students by School Type.

Table 1:3 Summary of Independent T-Test of Influence of Social Media Addiction on Academic Performance of Secondary School Students by School Type.

School type	N	Mean	df	t	P-Value	Decision
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Public	204	3.21				
			390	-0.603	0.420	Not significant
Private	188	3.26				

Table 1.3 shows the influence of social media addiction on the academic performance of secondary school students based on school type. The two school types selected here were private and public schools. One sample t-test was used to test the null hypothesis. The result showed that there was no significant influence of social media addiction on the academic performance of senior secondary school students by school type. ($p > 0.05$) consequently, the null hypothesis was retained.

Discussion of Findings

Findings from this study shows that many of the respondents agreed that social media distracts their studies which is consistent with the study of Ifeanyi and Chukwueze (2018) who investigated the impact of using smart phones on the academic performance of undergraduate students at the North-West University, South Africa. Using 375 respondents as sample size, the researchers reported that using smart phones distract students from their studies in certain aspects. The study also showed the impacts of using smart phones on students' academic capabilities and progression. Majority of the students (269) representing 71.7% conclude that they sometimes find it a daunting task accessing academic materials on smart phones.

The findings of the study shows that there was no significant influence of social media on the academic performance of secondary school students in Maiduguri based on gender ($p > 0.05$). In consonance with the assertion of this study. Osharive (2015) discovered that there is no significant difference between male and female students' usage of social media. The findings of Selwyn (2006) who reported that female students spend more times online than their male counterparts.

On the question of social media addiction and school type, the findings showed no significant influence of social media addiction on the academic performance of students based on school type. This is in consonance with the findings of a study conducted by Muthui and Sirare (2017) on the influence of times spent on social media on the academic performance by adolescents in public secondary schools in Nakuru East constituency, Kenya. The result of the study is also in agreement with the finding of Osharive (2015) on the influence of social media on the academic performance of students in the University of Lagos. Which showed a high level of addiction to social media by students.

Conclusion

Influence of social media in education has drawn global attention to its usage which can be, both positive and negative. However, social media addiction by students have been found to negatively affect their time for real study and research since they constitute distractions. This study has been able to establish an influence of social media addiction on school performance. From the foregoing discussion and based on the findings, it can be concluded that the use of social media platforms by students should be exceptionally for

academic purposes to stem the tide of continuous decline on academic performance witnessed presently.

Recommendations.

Based on the findings of the study, the following recommendation were made:

1. Students should be educated on how to use social media positively to improve their academic performance.
2. Both private and public schools should organised seminars and workshops to engage students on proper use of social media.
3. Secondary school students should not be allowed access to classrooms and lecture hall with their phones.

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