

# IMPACT OF SOCIAL MEDIA ON STUDENT'S ACADEMIC PERFORMANCE IN SENIOR SECONDARY SCHOOLS IN CATHOLIC SECONDARY SCHOOLS IN OTUKPO DIOCESE, BENUE STATE, NIGERIA

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## **Abstract**

*The study investigated the impact of social media on student's academic performance in senior secondary schools in Catholic secondary schools in Otukpo Diocese, Benue State, Nigeria. Four research questions were raised and four hypotheses were formulated and tested at  $P > 0.05$  level of significance. Descriptive survey design was used. The sample comprised 270 senior secondary school students drawn randomly from six secondary schools in the diocese out of the 22 Catholic secondary schools. Simple random sampling technique was used for selecting the schools. Students' Social Media Usage Questionnaire (SSMUQ) was used for data collection. The data collected were analysed using mean and standard deviation to answer the research questions while chi-square was used to test the hypotheses at 0.05 level of significance. The findings revealed that access to social media, addictiveness, time spent and number of online friends affected academic performance of students. The findings therefore showed that the listed variables have significant impact on academic performance. It was recommended that students' participation on social media be moderated and their online activities be guided so that they may be prevented from spending unnecessary time on non-academic issues in social media. It was recommended that social media network providers should control the number of friends students can keep on their platforms.*

**Keywords:** Impact, social media, academic performance

## **Introduction**

There has been an irresistible quest for students to excel in their academic pursuit over the years by all concerned with education, especially from teachers and parents. So many programmes have been developed in the curriculum of studies for the Nigerian students at the different levels of education. The teachers who are at the helm of curriculum implementation have imbibed the prime goal of facilitation of the teaching/learning process that would result in meaningful learning and eventual excellent performance by the learners. Within the sphere of technology, a lot have happened over time that should elicit better academic performance from students.

The student, who is at the heart of the teaching and learning circle and is expected to develop in his cognitive, affective and psychomotor abilities, is a human person. The human person is a social creature and depends so much on interactions with other human beings. The emergence of social media as a result of advancement in technology, giving birth to the internet and cyberspace applications and software has in recent times made human interactions easier in recent times. Socializing via the internet and cyber technology has become an increasingly important part of young adult life (Ogundijo, 2014). Relative to the general human population, adolescents and young adults are the heaviest users of the internet. Tezer, Taspolat, Kaya and Spanca (2017) are of the view that advancements and popularization of computers and mobile phones have led society to spend more time on the internet and social media.

Kalejaiye, Banjoko and Oludipe (2018) define social media as a social structure made up of individuals or organizations called "nodes", which are connected by one or more specific types of interdependency such as friendship, kinship, common interest, financial exchange, dislike, sexual relationships, and relationships of beliefs, knowledge or prestige. Ehibudu and Sira (2017) listed social media networking sites to include: Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), WhatsApp Messenger, 2go Messenger, Instagram, We-chat, Skype, Google talk, Google Messenger, etc.

Al-rahmi, Othman and Musa (2014) opine that social media is generally used on a regular basis by millions of people across the globe for different reasons. The first official social networking site is Classmates.com. It was created with sole aim of providing students a platform that will serve as means of connecting them together during their degree programme or after the completion of their degree programme (Ekechukwu, 2017). Today, social networking sites are making great impact in all areas of human activities. It has become a tool for distance learning and communication. As a web-based application, users of social media sites are able to create personal profiles and share information with friends within the platform.

According to Boyd and Ellison (2008), social networking sites are the latest online communication tool that allows users to create a public or private profile to interact with people in their network. Abdulkadir (2016) note that the use of social media has increased especially among students in secondary schools and that most schools try to ban the use of social media in schools and even the use or carrying of mobile phones by students during school. The reason for some schools trying to ban the use of social media could be understood from the view of Kabre and Brown (2011) who observed that the usage of facebook can become a habit that may affect the academic performance of students as well as their quality of life, since its usage has raised the level of anxiety among students such that they are apprehensive about being without their cell phones for a few hours.

Deng and Tavares (2013) note that social networking has become an integral part of our students' social life; it is now seen as a learning platform that could be employed to increase students' performance and engagement, since most social networking sites have great positive implication for education in general. Their view agrees with Blankenship (2010) who indicated that the usage of social networking in education results in many benefits such as greater student interest, greater student engagement, more responsibility for their education and students take more control of their education. University professors

are embracing the social media for effective discussions and dealing with their students in matters relating to academics and improving learning benefits through better communication within and outside the classroom settings (Al-rahmi, Othman and Musa, 2014).

Camila, Ibrahim and Dalhatu (2013) found that social media has become one of the most influential tools which could be effectively used in the teaching process. On a similar note, Unachuckwu and Emenike (2016) observe that teachers and students could effectively discuss and exchange their course related ideas via social media. In addition, the multi-functionality of social media encourages students to actively engage with group works, discuss and share more easily among themselves about what they have learnt and communicate via multiple chat rooms (Tezer, Taspolat, Kaya & Spanca, 2017).

What makes social media sites more veritable is the fact that it is widespread. Even in most remote villages in Africa where other social amenities are in short supply and technological innovations are elusive, social media have gained widespread usage with the help of mobile phones. However, as social media use continues its constant growth, its application among students is inevitable. Its impact on academic performance turns out to be an ever more important question to think about (Boahene, Fang & Sampong, 2019). This is because senior secondary school students fall within the bracket of the majority of social media users. As Kalra and Manani (2013) opined, although social media is used by people of all age groups, the predominant social networking sites users are adolescents and young adults: three quarters of internet users under 25 have a profile on these sites.

Gupta and Bashir (2018) observe that the advantages of using social media for educational purposes are far ranging. For as a study showed, the use of social networking tools improved students learning opportunities, allowed for real-time communication outside the classroom, fostered collaborative opportunities, and enhanced creativity. Learners can watch educationally relevant videos or exchange information about what they have watched and learned and then join online groups to further discuss with teachers. Even the teachers can learn from students during social media interactions (George & Dellasega, 2011). In a similar vein, Abdulahi, Samadi and Gharlegghi (2014) note that social networking and media tools offer students the opportunity to communicate, access information, get in touch, chat and research. Flad (2010) asserted that social media, when used as a tool, it has many advantages in sharing and cognitive innovation among teachers and students. Bateman, Bonn, Curtis, Shaw and Simon in Agwi and Ogwueleka (2018) reported four of those advantages of internet based social media usage by students to include enhancing relationships, motivating learning, availability of personalized course materials and development of collaborative skills.

It could be said then that social media have positively impacted in so many ways in human life thereby connecting millions of people from all over the globe; also the use of these sites has another impact as an interactive world full of ideas, insight and opinions. It acts as a relief for students' school work, in that they have a wide range of knowledge, experience and information which they can learn and on which they can report (Umar & Idris, 2018).

The prevalence and excessive use of social media sites among senior secondary school students is on the high rise and calls for concern by many because of its implications and effects. In spite of all the advantages social media has on education of students, it has also been observed that extreme usage of these networking sites tends to have negative consequences on the academic life of students. According to Kirschner and Karpinski (2010),

recent reviews show that over-participation or addiction of students to social media may have a negative impact on their academic performance. Asemah, Okpanachi and Edegoh (2013) observe that the emergence of social media has raised eyebrows among academics on its impact on studies. They thought that the raising of eyebrows is because students at all levels of learning now have divided attention to studies as a result of available opportunities to be harnessed from social media. Unachukwu and Emenike (2016) also note that social media usage among students can lead to multiplicity of negative consequences like reduction in academic performance, decrease in offline community engagement and relationship problems. The Registrar of West Africa Examinations Council (WAEC) as reported in Punch newspaper of 25<sup>th</sup> August, 2015, linked poor performance of students in senior secondary school certificate examination to distraction caused by social media.

There seems to be a significant relationship between the time spent by students on social media and their level of academic performance. Marsh (2012) emphasized that social networking is the motive behind frequent usage of terrible language mostly among students. Umar and Idris (2018) note that nowadays many secondary school students spend much time on social media chatting with friends while less time is spent on studying; this according to them leads to distraction and lower performance in terms of academic activities. They further observe that many parents are worried over their children's habits on Facebook, WhatsApp, 2go and all other social media sites because they are of the opinion that their children now hardly have time to read.

Students' exposure and access to social media have really not help their academic progress as it should. With so many social networking sites displayed on the internet, students are tempted to abandon their homework and reading times in preference for online chats with friends. Many students are now swept by the online wave of the moment, with facebook, twitter, Whatsapp, instagram, We-chat and Yahoo messages. (Ehibudu & Sira, 2017). The manufacturing and distribution of sophisticated mobile phones has complicated the situation, as youth no longer need to visit a cyber café before they send and receive messages. Invisible friends have replaced visible friendship, while the more important ventures like study and writing are affected in the process. The phenomena have become a source of worry to many who believe in knowledge and skill acquisition (Asemah, Okpanachi & Edegoh, 2013).

Another aspect of social media usage that could impact on students' academic performance is the issue of social media addiction. Asemah, Okpanachi and Edegoh (2013) observed that it is a common sight to see a youth chatting in sensitive and highly organized places like church, mosque and classrooms. Some are so carried away that even as they are walking along the highway, they keep chatting. Hou, Xiong, Jiang, Song and Wang (2019) view social media addiction as one form of internet addiction, where individuals exhibit a compulsion to use social media to excess. Individuals addicted to social media are often overly concerned about social media and are driven by an uncontrollable urge to log on to and use social media (Andreasson & Pallesen, 2014).

With the multiplication of social media networks, it became necessary for scholars to assess their usage rates and impacts. Social media has become one of the main channels through which people quickly and regularly interact with others who are physically far away (Miah, Omar, & Allison-Golding, 2012). It enhances communication skills, social participation and commitment, improve peer support, and ensure realization of education based on collaborative strategies (Gülbahar, Kalelioğlu & Madran, 2010). Arguably, social media have

become a global phenomenon enabling organisations, businesses, groups and individuals to easily and quickly connect with their clients, partners, relatives and friends.

Social media networking sites like WhatsApp, Facebook and YouTube are more and commonly in use by students across Nigeria. Asdaque, Khan and Rizvi (2010) carried out a study using 100 undergraduate students of two federal universities in Pakistan. The study focused on internet usage and its outcomes on academic performance, which revealed a negative relationship between the two, even though the research was conducted within the same environment and setting. The social media networking websites been used were not specified nor highlight at what time of the day is it mostly used which resulted in poor performance among college students. A number of researches that investigated the impact of social media usage has revealed that it add significant value through the availability of materials online (Aligwe, Ugochukwu & Nwafor, 2017; Apuke, 2016; Fasae & Adegbilero-Iwari, 2016).

Academic performance is not a new concept within the social sciences. Many social scientists and researchers have defined it in various ways. Oyetunde (2017) put it that academic performance is the apparent demonstration of understanding concepts, ideas and knowledge of a person; grades clearly depict the performance of a student. According to Tuckman's model, reviewed by Ehibudu and Sira (2017), academic performance is the illustration of our knowledge, understanding and skills. The authors describe grade point average (GPA) as a clear indicator of students' performance. Kalejaiye, Banjoko and Oludipe (2018) observed that academic success is a paramount to any student with the pressure to belong to social networks. A student is generally judged on examination performance, which is the application of a learning product that at the end of the process provides mastery. Put in another way, it is the acquisition of particular grades on examinations that indicates candidates' ability, mastery of the content, skills in applying learned knowledge to practical situations.

The number of social media sites coupled with the number of friends a social media user keeps online affects to a large extent the time such a user spends on social media engaging on non-academic related matters. This in turns affects his performance in academics. Ndaku (2013) stated that students spend a lot of time on social networking sites than in their academic activities and this affects their academic performance. The use of social media like Facebook, Youtube, Twitter and WhatsApp by secondary school students today is resulting to mass failure of students in academic achievement. This is because students these days spend more time chatting with friends than they do engaging in research or reading their school books (Ogundijo, 2014).

As a result of the importance attached to students' academic performance, it must be managed efficiently, keeping in mind all the factors that can positively or negatively affect their educational performance. Hence the present study investigated the impact of social media on academic performance among senior secondary II students in Catholic schools in the Diocese of Otukpo, Benue State. The dependent variables considered include: students' access to social media, addictiveness to social media, time spent on social media and number of online friends kept by students.

The study adopted Uses and Gratification theory. Uses and Gratification theory was advocated by Blumler and Katz (1974). It claims that responsibility of selecting specific media lies on an individual to encounter their needs, although media compete with other sources of information for the user's gratification. In this study, the overall academic

performance of a student is as a result competition between access of social media and academic work. Hence, UGT is an approach which would assist the study to establish other reasons why students use social media networking sites.

### **Statement of the Problem**

Since the advent of the social media, Nigerian youth have become addicted to their usage that they no longer have time for reading and preparing for their examinations. In addition, the use of the social media short messaging system or texting language and emojis which permit all kinds of acronyms or abbreviated words has corrupted many that they sometimes assume that it is normal to use such forms of expression in real situations like examination.

There is deviation, distraction and divided attention between social networking activities and students' academic work. It has been observed that students give more attention to social media than they do to their studies. Instead of reading their books, students spend their time making new friends and chatting via the social media and this might have great impact on their academic performance.

Most secondary school students in Nigeria actively engage in social media sites. The number keeps increasing on daily basis and it is especially true among students at the senior secondary level in schools in the Catholic Diocese of Otukpo. This involvement of students with social networking activities could be advantageous to their studies because many of their problems related to studies have been solved by social networking sites. The question, however, that still needs to be asked is whether students are truly using social media for the purpose of improving their academic performance.

Whether at home or at school or on the street corners and highways, the modern day student is surrounded by digital media such as computers and the internet, video games, mobile phones and other handheld devices. Secondary school students spend much of their hours hanging out with friends on different social networking sites they spend less time studying their school and academic related materials. This addiction to social media by students could have negative impact on their academic performance. There is need therefore to research into the impact of social media usage on academic performance of senior secondary students in Catholic Diocese of Otukpo, taking into consideration students' attitude to social media usage and how it impacts on their academics.

While there may be many factors responsible for the below performance among secondary school students today, many believe that social media usage is a major factor responsible for their academic performance. An understanding of the place of social media usage in the academic life of present day secondary school students will be a major step in the right direction in achieving better performance in their academics.

As a result of the growing trend in the use of social media and the fall in the academic performance among secondary school students in Nigeria, this study investigated the impact of social media usage on the academic performance of senior secondary II students in Catholic secondary schools in the diocese of Otukpo, Benue State.

### **Purpose of the Study**

The purpose of this study was to investigate how social media usage impacts on academic performance of secondary school students. To achieve this, the following objectives were pursued:

1. To find out the impact of students' access to social media sites on their academic performance.
2. To determine the impact of students' addictiveness to social media on their academic performance.
3. To find out the impact of time spent by students on social media activities on their academic performance.
4. To determine the impact of number of friends students keep on social media on their academic performance.

### **Research Questions**

In order to achieve the objectives set above, the following research questions guided the study.

1. What is the impact of students' access to social media network on their academic performance?
2. What is the impact of students' addictiveness to social media on their academic performance?
3. How does the time spent on social media usage impact on the academic performance of students?
4. What is the impact of the number of student's social media friends on academic performance?

### **Hypotheses**

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

- Ho1:** Student's access to social media has no significant impact on their academic performance.
- Ho2:** Student's addictiveness to social media has no significant impact on their academic performance.
- Ho3:** Time spent by students on social media usage has no significant impact on their academic performance.
- Ho4:** Student's number of social media friends has no significant impact on their academic performance.

### **Research Method**

Descriptive survey design was adopted for this study. The Descriptive survey design was used because it is a method of research which concerns itself with the present phenomena in terms of conditions, practices, belief processes, relationships or trends. According to Salaria (2012), descriptive research design is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation.

The population of the study was 1, 102 Senior Secondary II students from all Catholic Secondary Schools in the Diocese of Otukpo, Benue State of Nigeria which covers the whole

of Zone C of Benue State. According to documents from the Catholic Education Services of the Diocese, there were 679 male and 423 female students in senior secondary II classes across the 24 secondary schools of the Catholic Diocese of Otukpo, comprising the 9 Local Government Areas that make up zone C of Benue State. A sample of 270 senior secondary II students made up of 146 males and 124 females was drawn randomly from six Catholic Secondary Schools in the Diocese of Otukpo. Simple random sampling technique was used to select the six secondary schools out the 24 schools. The names of each of the 24 schools was written on a separate piece of paper and then squeezed into a bowl from which the researcher randomly drew out a school after another until the six schools were complete. With the list of the senior secondary II students from all the Catholic secondary schools in the area of study already made available to the researcher, 45 senior secondary II students were randomly drawn from each of the six selected secondary schools using same technique to get the sample of 270 students.

The instrument for data collection was the Students Social Media Usage Questionnaire (SSMUQ) designed by the researcher. The questionnaire was divided into two sections "A" and "B". Section 'A' covered personal information about the respondents such as, name of school, age, sex and area of study. While section 'B' had 24 items having a scale of Likert format with responses ranging from Strongly Agree (5), Agree (4), Undecided (3), Disagree (2) and Strongly Disagree (1) to which the respondents ticked appropriately. The instrument (SSMUQ) was validated by three experts from Curriculum and Teaching Department, Benue State University, Makurdi. The reliability of the instrument using Cronbach's alpha is at 0.90 which is within the range that is appropriate for this study (Emaikwu, 2011). The administration of questionnaire was conducted by the researcher, assisted by research assistants who were carefully selected and given orientation for the study. The research assistants assisted in the distribution and retrieval of the questionnaire. The researcher decided to use research assistants to reduce cases of misuse of the questionnaire by the respondents and to avoid been biased. The data collected were analysed using mean and standard deviation to answer the research questions. Chi square was used to test the hypotheses at 0.05 level of significance.

The six hypotheses formulated for this study were tested using chi square at 0.05 level of significance. The decision rule in all cases is that the null hypothesis were rejected if  $\chi^2_{cal.} > \chi^2_{crit.}$  and it is not rejected if otherwise.

## Results

**Research Question 1:** What is the impact of students' access to social media network on their academic performance?

**Table 1: Mean rating and standard deviation of respondents on how students' access to social media impacts on their academic performance.**

S/N.	Items	Description	N	$\bar{X}$	S	D	Response
1	.	Most senior secondary school students now have access to social media.	268	4.69	.462		S A
2	.	My unlimited access to social media through cell phone has affected my academic work negatively	268	4.66	.474		S A
3	.	I use social media for making new friends and socializing more than I use it for academic purposes	268	4.71	.455		S A
4	.	Using only information from social media to do assignments affects my scores negatively.	268	4.70	.460		S A
5	.	Access to social media has not improved my academic performance	268	4.67	.472		S A
6	.	My exposure to social media has been the major source of distraction to my studies	268	4.66	.518		S A



Table 1 reveals that all the respondents strongly agreed on items 1, 2, 3, 4, 5 and 6, that students' access to social media has impact on their academic performance. The overall mean on students' access to social media and academic performance which is 4.66 points to the fact that the respondents strongly agreed that students' access to social media has significant impact on academic performance.

**Research Question Two:** What is the impact of students' addictiveness to social media on their academic performance?

**Table 2: Mean rating and standard deviation of respondents on the impact of students' addictiveness to social media on their academic performance**

S/N.	I t e m s	D e s c r i p t i o n	N	$\bar{X}$	S D	Response	
7	.	It is hard for me to focus on my studies when I can keep myself busy on social media	268	4.58	.6328	S	A
8	.	Engaging in academic forums on social media confuses me	268	4.66	.528	S	A
9	.	There is no improvement in my academic scores since I became engaged with social media	268	4.69	.471	S	A
10	.	I often neglect my school work because of my social media involvement	268	4.69	.462	S	A
11	.	Once I interrupt my study time with social media, I lose concentration	268	4.50	.876	S	A
12	.	Addiction to social media has serious negative impact on my academic performance	268	4.53	.823	S	A
<b>C r i t e r i o n M e a n</b>			<b>268</b>	<b>4.64</b>	<b>.546</b>		

Table 2 reveals that all the respondents strongly agreed that students' addictiveness to social media has a significant impact on their academic performance. It also shows that engaging in social media often makes students to neglect their academic work. The table further shows that students' poor performance in their academic work could be traceable to addictiveness to social media usage. The cluster mean of 4.64 indicates that the respondents strongly agreed with students' addictiveness to social media and academic performance. Therefore, research question 2 could be answered that students' addictiveness to social media has significant impact on their academic performance.

**Research Question Three:** How does the time spent on social media usage impact on the academic performance of students?

**Table 3: Mean rating and standard deviation of respondents on how time spent on usage of social media by students affects academic performance**

S/N	I t e m	D e s c r i p t i o n	N	$\bar{X}$	S D	Response	
13	.	The time I spend on social media takes away from my time of study	268	4.55	.720	S	A
14	.	The time I spend on social media is only for nonacademic purposes	268	4.69	.463	S	A
15	.	The hours I spend online on social media are more than the hours I spend reading	268	4.62	.565	S	A
16	.	The time I spend on social media does not affect my academic work	268	2.95	1.615	U	
17	.	Social media involvement often makes me to procrastinate on my academic work	268	4.70	.458	S	A
18	.	The time I spend online on social media affects my academic performance negatively	268	4.51	.876	S	A
<b>C r i t e r i o n M e a n</b>			<b>268</b>	<b>4.46</b>	<b>.462</b>		

Table 3 reveals that the mean ratings of respondents on items 13, 14, 15, 17 and 18 are strongly agreed, while item 16 is undecided. The overall mean on time spent on social media and academic performance is 4.46, indicating that the respondents strongly agreed that time spent using social media has significant impact on their academic performance of students.

**Research Question 4:** What is the impact of the number student's social media friends on their academic performance?

**Table 4: Mean rating and standard deviation of respondents on how student's number of online social media impacts on academic performance**

S/N.	Items Description	N	$\bar{X}$	S D	Response
19	I keep different friends on social media for different reasons	268	4.65	.500	S A
20	I use social media more for social connections than for academic purpose	268	4.64	.518	S A
21	My number of friends online helps me to concentrate more on my studies	268	1.80	.597	D
22	The more I increase my number friends the more time I spend on social media	268	4.68	.522	S A
23	Most of my online friends are not at the same educational class with me.	268	4.59	.644	S A
24	I respond more to social posts from friends than to academic related posts.	268	4.57	.611	S A
<b>Criterion Mean</b>		<b>268</b>	<b>4.16</b>	<b>1.198</b>	

Table 4 reveals that the mean ratings of respondents on items 19, 20, 22, 23 and 24 are strongly agreed, while item 21 is disagreed. The overall sectional mean on number of friends on social media and academic performance is 4.16. It indicates that the respondents agreed that the number of friends a student keeps online has significant impact on their academic performance. Therefore, student's number of friends on social media impact on their academic performance.

**Hypotheses**

**H<sub>01</sub>:** Student's access to social media has no significant impact on academic performance.

**Table 5: Chi-Square ( $\chi^2$ ) statistics on students' access to social media and academic performance.**

S/N	Item	SA	A	U	D	SD	Df	$\chi^2_{cal}$	$\chi^2_{crit}$	Decision
1	Students now have access to social media.	186	82							
2	Unlimited access to social media through cell phone	190	78				20	181.821	31.410	Reject H <sub>0</sub>
3	Social media for making new friends and socializing	190	78							
4	Using only social media to do assignments.	187	81							
5	Academic performance not improved	187	81							
6	Social media as major distraction to studies	172	84							

Table 5 shows that chi-square value 181.821 is greater than the chi-square critical value of 31.410 at 20 degree of freedom and at 0.05 level of significance. This means that students' access to social media has significant impact on academic performance. Thus, the null hypothesis which states that students' access to social media has no significant impact on academic performance is not retained.

performance.

**Table 6: Chi-Square ( $\chi^2$ ) statistics on students' addictiveness to social media and academic performance.**

S/N	I	t	e	m	SA	A	U	D	SD	Df	$\chi^2_{cal}$	$\chi^2_{crit}$	Decision
1	.	Difficult to focus on studies			176	72	20						
2	.	Academic forums on social media confuses me			183	78	7						
3	.	My academic scores has not improved with social media			186	81	1			20	453.530	31.410	Reject H0
4	.	Neglect of school work			186	82							
5	.	Loss of concentration			173	79		9	7				
6	.	Addiction has neg. impact			174	80	3	4	7				

Table 6 shows that chi-square value of 453.530 is greater than the chi-square critical value of 31.410 at 20 degree of freedom. The hypothesis that Students' addictiveness to social media has no significant impact on academic performance is not retained.

**Ho3:** Time spent by students on social media usage has no significant impact on academic performance.

**Table 7: Chi-Square ( $\chi^2$ ) statistics on students' time spent on social media usage and academic performance.**

S/N	I	t	e	m	SA	A	U	D	SD	Df	$\chi^2_{cal}$	$\chi^2_{crit}$	Decision	
1	.	S	t	u	d	y	t	i	m	e	172	84	12	
2	.	Nonacademic purposes			185	83								
3	.	Hours for reading			177	80	11			20	433.493	31.410	Reject H0	
4	.	Time for academic work			151	67	7	21	22					
5	.	Procrastinating acad. Work			188	80								
6	.	Poor performance			175	77		9	7					

Table 7 shows that chi-square value 433.493 is greater than the chi-square critical value of 31.410 at 20 degree of freedom. Thus the hypothesis that time spent by students on social media usage has no significant impact on academic performance is not retained.

**Ho4:** Student's number of social media friends has no significant impact on academic performance.

**Table 8: Chi-Square ( $\chi^2$ ) statistics on student' number of online friends and academic performance.**

S/N	I	t	e	m	SA	A	U	D	SD	Df	$\chi^2_{cal}$	$\chi^2_{crit}$	Decision
1	.	Different reasons			178	87	3						
2	.	Social connections			177	86	5						
3	.	Concentration on studies			26	162	80			20	247.970	9.49	Reject H0
4	.	Increased number of friends			185	81	1		1				
5	.	Educational class			175	82	8	1	2				
6	.	Social posts by friends			166	90	11		1				

Table 8 showed that chi-square value of 247.970 is greater than the chi-square critical value of 31.410 at 20 degree of freedom and at 0.05 level of significance. The hypothesis that

the number of student's friends on social media has no significant impact on their academic performance is not retained.

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This study investigated the impact of social media usage on academic performance of senior secondary II students in Catholic Diocese of Otukpo, Benue State. The result has shown that students' exposure or access to social media networking sites affects their academic performance in Catholic secondary schools in Otukpo Diocese of Education Zone C of Benue State. This is confirmed by the unanimous agreement by the respondents that unlimited access to social media through cell phones has negatively affected academic work. The unanimous agreement of the respondents that using only information from social media do assignments affects academic scores is another affirmation of the impact of students' access to social media on academic performance. In addition the strong agreement of respondents that exposure to social media has been a major source of distraction to studies is a further verification of the impact of students' access to social media on academic performance. The result was further confirmed by hypothesis testing which indicates that students' access to social media has significant impact on academic performance. These findings disagree with what Oyetunde (2017) earlier found, that social media sites like facebook did not significantly influence the academic performance of student and that its use can be harnessed for augmenting students' academic performance and for advancing education in general. The findings of this study however agrees with those of Ali and Aliyu (2015) who found that many secondary school students have access to social media and use social networking in high magnitude. It also corroborates the finding of Umar and Idris (2018) that access to and use of social media has negative influence on psychological behaviour and academic performance of students. Senior secondary school students must therefore exercise caution in their use of social media so as to tap from the abundant academic opportunities it can offer.

Another major finding of this study is that students' addictiveness to social media has significant negative impact on their academic performance. The result of the study showed that it is hard for most students to focus on studies when they get busy on social media. Students often neglect their school work because social media involvement. Even when they try to study, they lose concentration once they interrupt their study time with social media. It was also found that engaging on academic forums on social media often leave many students confused. This is because, according to the finding of this study, addiction to social media has serious negative impact on students' academic performance. The study, therefore, showed that poor academic performance among senior secondary students is traceable to addictiveness to social media. These findings agree with Olubiyi (2012), who found that students these days are so engrossed in social media that they are almost 24 hours online. Hence most students' academics suffer setback as a result of distraction from the social media. The finding also agrees with Almu and Buhari (2014) whose study showed that social media usage typically affects the academic performance of students who are addicted to it, especially those that cannot spend a day without visiting the sites. This makes them to neglect most of their school activities. This result affirms that students' addictive use of social media has significant impact on academic performance.

A further finding of this study showed that the amount of time spent by students on social media has significant impact on academic performance. The study revealed that the

time students spend on social media takes away from their time for study. It revealed, therefore, that the hours students spend online on social media are more than they spend reading. This is because most often the time they spend on social media are for activities not related to their academic work. In addition, the study discovered that social media makes students to procrastinate on their academic work. It can be deduced that the majority of senior secondary students spend considerable amount of time on social media on daily basis, involving in matters that are not related to their academic works. This comes with implications as it was earlier revealed by the study conducted by Kirschner and Karpinski (2010), that over-involvement or obsession with social media by students can have negative impacts on their academic performance. This finding is also in agreement with Hasnain, Nasreen and Ijaz (2015) who found that the more time a student spends on social media, the more his performance average is affected; and with Apuke (2016) who found that students who spend more time on social media are likely to perform poorly in their academic activities than those who do not. This finding negates the hypothesis that time spent by students on social media has no significant impact on academic performance. On the contrary, the result confirms that time spent by students on social media affects academic performance negatively.

The finding of this current study further revealed that students keep many friends on social media for different reasons. The result also showed that the number of student's social media friends has significant impact on academic performance as shown in Table 8. This is shown by the fact that the majority of the student respondents strongly agreed that their use social media is more for social connections than for academic purpose. It was also discovered that the number of friends online does not help the concentration level of students' respondents to their studies. This is seen in the response to item number 21 to which students disagreed, as represented by the mean of 1.80. In addition, it was revealed that the more students increase their number online friends the more time they spend on social media. This is because more online friends mean more chats to respond to and more posts to view or more comments to read on post made by the user. Furthermore, the result showed that students respond more to social posts from friends than to academic related posts. This finding contradicted Ogundijo (2014) who found that number of friends that students have on social media have a positive, significant influence on the time spent on social media and does not significantly influence academic performance of who use social media. It also contradicted Ekechukwu (2017) whose study revealed that the number online friend students keep on social media positively impacts their academic performance especially in terms of discussion with classmates and others who may have idea of their subject area, communication with teachers and sharing for sharing assignments. The finding, however, corroborated Kalejaiye, Banjoko and Oludipe (2018) who found that there is a strong negative relationship between number of friends on social media and students' academic performance. The current study, therefore, affirmed that number of students' friends on social media has significant impact on academic performance.

## **Conclusion**

Facts from this study have shown that there is an obvious link between students' participation on social media and academic performance among senior secondary II students in Catholic Secondary Schools in Otukpo Diocese, Education zone C of Benue State. Students' access or exposure to social media, addictiveness, time spent on social networking sites and

number of friends students keep on social media, were all found to be strong determinants of students' academic performance. It was discovered that when students are uncontrollably exposed to social media, get addicted to its usage, they are bound to spend more time on it. The amount of time they spend on it takes away from their study time. They are also more likely to give attention to non-academic matters that will distract them and leave their attention divided between social networking and academic work. In addition, the more number of friends students keep on social media sites, the more the likelihood of their deviation from academic work, as they may be faced with the challenge of reading more posts, replying to comments of their own posts and to chats from friends. With the high level of distraction, deviation and divided attention comes lack of focus, which in turn impacts negatively on the students' academic performance. On the evidence of the findings of this current study, then, social media usage has significant negative impact on academic performance among students.

### Recommendations

The researchers made following recommendations based on the findings of the study:

1. Parents and teachers should monitor and supervise the activities of their children most especially in the areas of time spent on social media. Doing so may help checkmate the undeserved time students spend on social media sites. This may help students to pay minimal attention to social media and to focus more on their academic activities.
2. Counsellors and school administrators should moderate students' participation on the social media platform so as to use it positively and harness its gains extensively. This may help to forestall students' addictiveness to social media which could lead to poor academic performance.
3. Policy makers should develop programmes of learning to be used in schools to teach students to realize all the potential harm from excessive use of social media networks, and responsibly approach the learning process and academic results.
4. Finally, social media network providers should develop programmes that can limit the number of friends secondary school students can keep on their platforms so as to obviate them from keeping too many friends that could lead to excessive time usage on the platform. By so doing, they may have more time for their studies which may in turn improve their academic performance.

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