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IMPACT OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF SECONDARY SCHOOL STUDENTS IN BWARI AREA COUNCIL, FCT-ABUJA

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Abstract
Due to popularity and wide acceptability of social media among students in Bwari Area Council, FCT, Abuja secondary schools and in Nigeria, most students have adopted this tools for varying reasons including academics. This study examined the impact of social media on academic performance of secondary school students in. Descriptive research design was employed using a structured questionnaire to elicit responses from the respondents. The population of the study comprises of 230 respondents by using simple random technique. The questionnaire used was titled: Impact of Social Media on Students' Academic Performance (ISMSAP). Collected data were analyzed using mean to answer the research questions while t-test was used to test the null hypothesis at 0.05 level of significance. A mean criterion of 2.50 and above was retained while a mean below 2.50 criterion was rejected. For the test of hypothesis, the null hypothesis was rejected if the calculated t-calculated value was equal to or greater than the t-tabulated value whereas the null hypothesis was retained if the t-calculated value was less than the t-tabulated value. Also, the null hypothesis was rejected if the calculated p-value was equal to or less than the set p-value whereas the null hypothesis was retained if the calculated p-value was greater than the set p-value. Significant relations were found between social media use and students' academic performance. Students that use social media have access to more current information than those that do not use. The paper recommends among others that school authority should organize workshops and seminar to educate students on the ills of social media and ways of curbing the inherent dangers in it and counselling unit of the school should educate students on how and when to used social media to control the adverse effect on students.

Keywords*:* Social Media, Academic Performance, Secondary School, Students, FCT-Abuja

Introduction

The Internet has firmly established itself in peoples' lives today. It is difficult to envision a young man who does not scan the news lines and check social media at least once a day. For example, secondary school students are gradually becoming passionate users of the internet as well. The realities of today demand that we connect and collaborate with other people both in-person and online, and remain informed of accurate, up-to-date information and fashion trends. But how does this pattern impact secondary school students' academic performance?

Our world was split into the online and offline modes when social media like Facebook, YouTube, and Twitter first surfaced. Online technological platforms called social media enable connections between people locally and globally. With their assistance, we may interact with one another even across continents, listen to music, read books, look at images, and much more. It is used to foster relationships between people. Our lives have been made simpler by social media, which has also made us more self-reliant.

Social media is a learning strategies that allows students to connect directly with their learning materials on different fora like the Google classroom, WhatsApp class group, telegram chat, and any other group chat that facilitates the learning process. It is also a means of fostering easy teaching methods that allows teachers to have access to teaching materials online and enables them to disseminate their teaching content to their learners at any point in time. Grading and teachers' feedback are also made easy and faster through the help of social media (Asur & Huberman, 2010).

With the help of the Internet, students can make various connections when looking for acquaintances, have the chance to chat with a large number of people and elite groups with a variety of identities, learn a lot of stories, have the chance to exchange rumors, and also discuss matters that are important to them. As a result, social network users are typically members of the younger generation.

At the same time, social networks, according to academics, are particularly risky for teenagers because they give them the erroneous sense that love and friendship are simple to win and simple to lose (Oberst, 2010). The truth may also seem overly dull to young people who are accustomed to the fast-paced Internet lifestyle, and they may try to restore it by engaging in reckless behavior, although this is impossible.

Some people are in favor of students using social media. They assert that the Internet facilitates students' information sharing and givesaccess to knowledge. Others believe that students use social media mostly to converse about things other than their studies and that it just serves to distract and divert them from their

studies. The use of social media by students helps them to access basic information as fast as possible.

According to Boyd (2007) cited in Andrew (2021) social network access is restricted within many institutions and schools all over the world. Proponents of these restrictions often defend their actions as assisting students in maintaining focus on their academics. However, sometimes, some restrictions tend to prevent students from accessing the wealth of information on many platforms, including YouTube's scientific films (Boyd, 2007).

In particular, the practice of social networking has gained popularity on a global scale and is now practiced almost practically everywhere. Social media usage has skyrocketed, developing into platforms where individuals can generate content and material, share it, bookmark it, and network at an astounding rate. Social media is rapidly altering societal discourse due to its acceptability, accessibility, speed, and reach as well as shaping trends and priorities in a variety of fields, including politics, technology, education, and the entertainment sector (Asur and Huberman, 2010). Thanks to the development of social media over the past ten years, young people are now able to exchange ideas, emotions, personal information, images, and videos at a truly astounding rate. As Dana Boyd observed, the increased use of social networking websites has become a social norm and way of life for people including teens from all over the world (Boyd, 2007).

Teenagers and young adults have especially embraced these sites as a way to connect with their peers around the globe, share information, reinvent their personalities and showcase their social lives (Boyd, 2007).Social networking sites have grown in popularity among students as a result of technological advancements, and there is now much worry about the impact of secondary students' usage of these sites on their academic performance.

Statement of the Problem

The widespread use of mobile phones and the development of media technologies have significantly changed how people communicate on a daily basis. The popularity of social media among young people nowadays is expanding tremendously, especially among students. Due to their frequent participation in one activity or the other on social media platforms, many students develop addictions to their use (Osharive, 2015). And as such, they tend to be lazy with their school work, such as assignments, research, seminar, and term paper.

The internet is currently the most significant information source, and it is crucial to recognize how much students are using social media. Students have

been seen to spend more time and attention on social media than they do on their academics, and if they donot learn, they will not do well on their exams (Osharive, 2015). Furthermore, the research by Maya (2015) showed that media use is linked to poorer academic achievement, low self-esteem, and a lack of interest in careers that are college-oriented. Academic achievement is significant in a person's life, whether it be in the family, at social events, at work, in an institution, or even among peers. Academic success is highly valued due to the significance it plays in an individual.

Social media has an impact on how well students use English, according to studies: They frequently write in shorthand when corresponding with friends, becoming accustomed to it and repeating the same mistakes during exams (Obi et al., 2012).

Objectives of the Study

The main aim of this study is to investigate the impact of social media on the academic performance of secondary school students in Bwari Area Council, FCT-Abuja. The specific objectives of the study include to:

1. To determine type of social media that is helpful in students' studies in Bwari Area Council, FCT-Abuja.
2. Ascertain the impact of social media usage on students' academic performance based on gender difference in Bwari Area Council, FCT-Abuja.
3. Find out the impact of the use of social media on students' academic performance based on age difference in Bwari Area Council, FCT-Abuja.
4. To determine type of social media that is helpful in students' studies in Bwari Area Council, FCT-Abuja.
5. To ascertain the barrier of social media utilization by secondary school students

Research Questions

The following research questions guide this study;

1. What is the impact of social media usage on students' academic performance in Bwari Area Council, FCT-Abuja?
2. What is the impact of the use social media on students' academic performance based on gender difference in Bwari Area Council, FCT-Abuja?
3. What is the impact of the use of social media on students' academic performance based on age difference in Bwari Area Council, FCT-Abuja?
4. What types of social media are helpful in students' studies in Bwari Area Council, FCT-Abuja?

Research Hypotheses

For the purpose of this study, the following hypotheses have been developed:

1. Social Media has no significant impact on academic performance of secondary school students in Bwari Area Council, FCT-Abuja.
2. There is no significant difference between male and female secondary school students' usage of social media in Bwari Area Council, FCT-Abuja.
3. There is no significant difference between junior and senior secondary school students' usage of social media in Bwari Area Council, FCT-Abuja.

Research Methodology

The study adopted a survey research design using the population of 230 secondary school students. The sample comprised of 200 respondents. It was selected using simple random sampling technique of balloting type. A structured instrument titled Impact of Social Media on Students' Academic Performance (ISMSAP) was used to collect data. The instrument was validated by one experts in Tests and Measurement and two from Library and Information Science. The Cronbach's Alpha values and overall co-efficient is = 0.76. The researcher established contacts with management of the secondary schools used in the study to obtain their consent for the administration of the instrument to the students. Considering the huge geographical spread of government secondary schools in the colleges, the researcher employed the services of two research assistants for the administration and collection of data. The students were guided on how to respond to the questionnaire by the research assistants who were given an orientation by the researcher. The questionnaire was administered to the respondents in their respective schools. The period used in the administration of the instrument was two weeks. The collected data were analyzed using mean to answer the research questions while t-test was used to test the null hypothesis at 0.05 level of significance. A mean criterion of 2.50 and above was retained while a mean below 2.50 criterion was rejected. For the test of hypothesis, the null hypothesis was rejected if the calculated t-calculated value was equal to or greater than the t-tabulated value whereas the null hypothesis was retained if the t-calculated value was less than the t-tabulated value. Also, the null hypothesis was rejected if the calculated p-value was equal to or less than the set p-value whereas the null hypothesis was retained if the calculated p-value was greater than the set p-value.

Data Analysis

The four research questions earlier raised in the study were answered descriptively using mean.

S/N	Item	Level of Agreement				$\bar{x}$	ST D	Decision
		SA	A	D	SD			
1	I use social media in finding more materials for my school Work	73	79	21	27	2.99	1.01	Agreed
2	I use social media to communicate with my Classmates	55	103	26	16	2.99	0.85	Agreed
3	I use social media to discuss school work with my Classmates	60	111	11	18	3.07	0.85	Agreed
4	My teachers sometimes use materials from social media to teach the class	49	99	31	21	2.88	0.90	Agreed
5	I spend too much time on social Media	38	154	7	1	3.15	0.47	Agreed
6	I spend more time on social media than on my studies each Week	6	6	48	140	1.39	0.69	Disagreed
7	Social media sometimes exposes me to content that are not appropriate for learning	89	92	13	6	3.32	0.73	Agreed
8	I feel I am addicted to social Media	61	100	22	17	3.03	0.87	Agreed
	Cluster Mean					**2.85**	**0.80**	**Agreed**

Research Question 1: What is the impact of social media usage on students' academic performance in Bwari Area Council, FCT-Abuja?

Table 1: Mean analysis showing impact of social media usage on students' academic performance in Bwari Area Council, FCT-Abuja

Scale Mean 2.50, n=200

Table 1 showed mean analysis of impact of social media usage on students' academic performance in Bwari Area Council, FCT-Abuja. From the Table above, it could be observed that the mean value of 2.99, 2.99, 3.07, 2.88, 3.15, 3.32 and 3.03 were in agreement with items 1, 2, 3, 4, 5, 7 and 8 respectively while the mean value of 1.39 was in disagreement with item 6. The sectional mean of 2.85 indicated that some of the respondents agreed that they use social media in finding more materials for their school work, use social media to communicate with their classmates, use social media to discuss school work with their classmates, their teachers sometimes use materials from social media to teach the class, they spend too much time on social media, social media sometimes exposes them to content

that are not appropriate for learning and they feel they are addicted to social media while the remaining respondents disagreed with they spend more time on social media than on their studies each week. Thus, social media had both positive and negative impacts on students' academic performance.

Research Question 2: What is the impact of the use of the social media on students' academic performance based on gender difference in Bwari Area Council, FCT-Abuja?

Table 2: Mean analysis showing impact of the use of the social media on students′ academic performance based on gender difference

S/N	Item	Level of Agreement				$\bar{x}$	STD	Decision
		SA	A	D	SD			
9	Girls like social media more than boys	78	79	17	26	3.05	1.00	Agreed
10	Girls like Facebook more than boys	67	104	22	7	3.16	0.75	Agreed
11	Girls post more pictures on Instagram more than boys	68	91	22	19	3.04	0.91	Agreed
12	Girls spent more money on mobile data than boys	92	61	29	18	3.14	0.98	Agreed
	Cluster Mean					**3.10**	**0.91**	**Agreed**

Scale Mean 2.50, n=200

Table 2 showed impact of the use of the social media on students' academic performance based on gender difference. From the Table, it could be observed that the mean values of 3.05, 3.16, 3.04 and 3.14 were in agreement with items 9, 10, 11 and 12 respectively. The sectional mean of 3.10 indicated that all the respondents agreed that girls like social media more than boys, girls like Facebook more than boys, girls post more pictures on Instagram more than boys and girls spent more money on mobile data than boys.

Research Question 3: What is the impact of the use of the social media on students' academic performance based on age difference in Bwari Area Council, FCT-Abuja?

Table 3: Mean analysis showing impact of the use of the social media on students' academic performance based on age difference

S/N	Item	Level of Agreement				$\bar{x}$	STD	Decision
		SA	A	D	SD			
13	Senior students use social media more than junior students	79	74	24	23	3.05	0.99	Agreed
14	Senior students like social media more than junior students	45	53	58	44	2.50	1.07	Agreed
15	Senior students access information with ease than junior students	67	73	34	26	2.91	1.01	Agreed
16	Junior students sometimes need help than senior students in using social media	35	50	51	64	2.48	3.08	Disagreed
	Cluster Mean					**2.74**	**1.54**	**Agreed**

Scale Mean 2.50, n=200

Table 3 showed mean analysis of impact of the use of the social media on students' academic performance based on age difference. From the Table, it could be observed that the mean value of 3.05, 2.50 and 2.91 were in agreement with items 13, 14 and 15 respectively while the mean value of 2.48 was in disagreement with item 16. The sectional mean of 2.74 indicated that some of the respondents agreed that senior students use social media more than junior students, senior students like social media more than junior students and senior students access information with ease than junior students while the remaining respondents disagreed with junior students sometimes need help than senior students in using social media.

Research Question 4: What types of social media are helpful in students' studies in Bwari Area Council, FCT-Abuja?

Table 4: Mean analysis showing types of social media that are helpful in students' studies in Bwari Area Council, FCT-Abuja

S/N	Item	Level of Agreement				$\bar{x}$	STD	Decision
		SA	A	D	SD			
17	I find WhatsApp helpful in my studies	99	61	29	11	3.24	0.90	Agreed
18	I find Facebook helpful in my Studies	76	81	23	20	3.07	0.95	Agreed
19	I find TikTok helpful in my studies	73	90	24	13	3.12	0.86	Agreed
20	I find YouTube and other video sites helpful in my studies	64	89	34	13	3.02	0.87	Agreed
21	I find Reddit helpful in my studies	40	46	64	50	2.38	1.07	Disagree
22	I find Instagram helpful in my studies	40	51	62	47	2.42	1.06	Disagree
23	I find Snapchat helpful in my studies	50	49	58	43	2.53	1.09	Agreed
24	I find Online games helpful in my studies	62	94	22	22	2.98	0.93	Agreed
	Cluster Mean					**2.85**	**0.97**	**Agreed**

Scale Mean 2.50, n=200

Table 4 showed mean analysis of types of social media that are helpful in students' studies in Bwari Area Council, FCT-Abuja. From the Table, it could be observed that the mean values of 3.24, 3.07, 3.12, 3.02, 2.53 and 2.98 were in agreement with items 17, 18, 19, 20, 23 and 24 respectively while the mean values of 1.07 and 1.06 were in disagreement with items 21 and 22. The sectional mean of 2.85 indicated that some of the respondents agreed that they find WhatsApp helpful in their studies, find Facebook helpful in their studies, find TikTok helpful in their studies, find YouTube and other video sites helpful in their studies, find Snapchat helpful in their studies and find online games helpful in their studies while the remaining respondents disagreed that they find Reddit helpful in their studies and find Instagram helpful in their studies.

Hypotheses Testing

The research hypotheses earlier formulated in the study were tested at 0.05 level of significance using t-test.

H_{01}: Social Media has no significant impact on academic performance of secondary school students in Bwari Area Council, FCT-Abuja

Table 5: t-test analysis showing impact of social media on academic performance of secondary school students in Bwari Area Council, FCT-Abuja

Variable	N	Mean	Std. deviation	Df	t_{cal}	t_{tab}	Sig (P_{cal})	Decision
Social media	200	59.65	11.136					
Students' academic performance	200	20.38	2.663	398	48.496	1.649	0.000	Reject H_{01}

Significant at df=398; P<0.05, t-calculated > t-tabulated

Table 5 showed t-test analysis of impact of social media on academic performance of secondary school students in Bwari Area Council, FCT-Abuja. The t-calculated value of 48.496 was found to be greater than the t-tabulated value of 1.649 given 398 degrees of freedom at 0.05 level of significance. The t- calculated value was significant since it was greater than t-tabulated value, the null hypothesis was rejected. Also, P-calculated was less than the P-set. It implied that social media had a significant impact on academic performance of secondary school students in Bwari Area Council, FCT-Abuja.

H_{02}: There is no significant difference between male and female secondary school students' usage of social media in Bwari Area Council, FCT-Abuja

Table 6: t-test analysis showing difference between male and female secondary school students' usage of social media in Bwari Area Council, FCT-Abuja

Group	N	Mean	Std. deviation	Df	t_{cal}	t_{tab}	Sig (P_{cal})	Decision
Male	100	9.69	6.878					
				198	2.383	1.653	0.020	Reject H_{02}
Female	100	11.44	2.575					

Significant at df=198; P<0.05, $t_{calculated} > t_{tabulated}$

Table 6 showed t-test analysis of difference between male and female secondary school students' usage of social media in Bwari Area Council, FCT-Abuja. The $t\text{-}_{calculated}$value of 2.383 was found to be greater than the $t\text{-}_{tabulated}$value of 1.653 given 198 degrees of freedom at 0.05 level of significance. The $t\text{-}_{calculated}$value was significant since it was greater than $t\text{-}_{tabulated}$value, the null hypothesis was rejected. Also, $P\text{-}_{calculated}$was less than the $P\text{-}_{set.}$ It implied that there was a significant difference between male and female secondary school students' usage of social media in Bwari Area Council, FCT-Abuja. Female students used social media more than their male counterparts.

H_{03}: There is no significant difference between junior and senior secondary school students' usage of social media in Bwari Area Council, FCT-Abuja.

Table 7: t-test analysis showing difference between junior and senior secondary school students' usage of social media in Bwari Area Council, FCT-Abuja

Group	N	Mean	Std. deviation	Df	$t\text{-}_{cal}$	$t\text{-}_{tab}$	Sig ($P\text{-}_{cal}$)	Decision
Junior	100	9.90	5.248					
				198	2.295	1.653	0.020	Reject H_{03}
Senior	100	11.53	4.783					

Significant at df=198; $P<0.05$, $t\text{-}_{calculated} > t\text{-}_{tabulated}$

Table 7 showed t-test analysis of difference between junior and senior secondary school students' usage of social media in Bwari Area Council, FCT-Abuja. The $t\text{-}_{calculated}$value of 2.295 was found to be greater than the $t\text{-}_{tabulated}$value of 1.653 given 198 degrees of freedom at 0.05 level of significance. The $t\text{-}_{calculated}$value was significant since it was greater than $t\text{-}_{tabulated}$value, the null hypothesis was rejected. Also, $P\text{-}_{calculated}$was less than the $P\text{-}_{set.}$ It implied that there was a significant difference between junior and senior secondary school students' usage of social media in Bwari Area Council, FCT-Abuja. Senior students used social media more than junior students.

Conclusion

Based on the foregoing, the study has shown that social media is widely embraced among student's despites its usage. The use of social media sites is the most common activities of today's children particularly secondary school students.

This study has demonstrated that secondary school students of Bwari Area Council, FCT, Abuja are aware of the social networking sites and have access to them. Findings indicated that they are influenced to a great extent by the social media negatively because their attention are focused on chatting and music while their academic activities are neglected and left to suffer. These challenges such as anxiety and information overload, distraction, power instability, network failures among others. Although, poor power supply and network failures are challenges peculiar to Nigerian environment and Bwari Area Council (BAC), Abuja secondary schools inclusive. Therefore, there is need for urgent attention by the government and BAC sec school management to ensure that social media platforms are optimally utilized by students.

Social Media negatively affect academic pursuits because of time spent which does not relate with their academics as well as their behavior. The study reveals that students can spend substantive numbers of hours daily on social media. This can lead to improper behavior like indecent dressing, juvenile delinquency, internet fraud. School violent, poor grammar, distraction from studies, procrastination lack of privacy and among others. For this reason, it's important that parents, school authority and government should be aware of the nature of social media sites, given that not all of them are healthy for school children. Most of the negative aspects can be overcome by reducing the amount of time spent on social media sites, provides an ample time for face-to face social interaction, like having family leisure time in which you discuss their studied in a relaxed atmosphere or go for excursion.

Recommendations

Based on the findings of this study, the following recommendations are hereby made to improve the adoption of social media platforms among students:

1. Secondary school authority in Bwari Area Council (BAC), FCT, Abuja should organize workshops and seminar to educate students on the ills of social media and ways of curbing the inherent dangers in it.
2. Developers of these technologies – smart phones should incorporate an alarm system that monitored and regulate hours of usage to help students to be more focus.
3. Counselling unit of BAC secondary school should educate students on how and when to used social media devices to control the negative effect of on students. This is to ensure a balance mental academic heal among students.
4. Credibility of social media should be encouraged because presently, most stories obtained on the web are mere gossips, which most of the time are baseless and inaccurate for academic purpose A little bit of caution should be

exhibited by those who put comments unto these social media sites. This is because some of these comments are derogatory and appalling. Relevant bodies should enact laws and regulations guiding the operations of social media.

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