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Influence of social media on the academic achievement of public secondary school students in Orumba north L.G.A. Anambra state

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KEYWORDS

Social media, Media,
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ABSTRACT

The study investigated on the influence of social media on the academic achievement of secondary school students in Orumba North L.G.A. of Anambra State. Four research questions were formulated to guide the study. Structured questionnaires were developed and validated to elicit information from respondents. The study adopted a survey research design. The area of study was Orumba North Local Government Area. The population consists of SS II students in the 14 public secondary schools in Orumba North Local Government Area, Anambra State. This summed up to four hundred and eighty nine (489) students. Simple random sampling technique by balloting without replacement to select eight (8) public secondary schools in Orumba North Local Government Area. This gave a sample size of two hundred and thirty-four (234) students. The data collected were analyzed using mean. The findings of the study revealed that students are aware of facebook, e-mail, twitter, instagram, youtube, snapchat, whatsapp and Google+ social media. The findings also shows that secondary school students in Orumba North frequently use social media as they were found to be using social media on daily basis, spending 2 hours and above on social media daily and most often, students give attention to social media even when lesson is going on in the class. Based on the findings of the study, the researcher recommends among others that; government should integrate digital literacy and responsible social media use into the curriculum in schools.

1. Introduction

The advent of modern technology, particularly the computer and mobile phone necessitated the computer mediated communication between two or more individuals who interact and influence each other via separate computer through the internet or a network connection. The expansion in technology has affected internet software, thus, leading to chatting sites known as “Social Network” (Asamah, Okpanachu and Edegoh, 2013).

According to Kietzmann (2012), social media is that which employs mobile and web-based technology to create highly interactive platform via which individuals and communities shares, co-create, discuss and modifies user generated content. Modern Technology in communication no doubt has turned the entire world into a “Global Village” (Kietzmann, 2012). But as it is, technology like two sides of a coin, bring with it both negative and positive sides. It helps people to be better informed, enlightened, and keeping abreast with world developments. Technology exposed mankind to better way of doing things. Social networking sites include: twitter, Yahoo Messenger, Facebook Messenger, 2go Messenger, Skype, Google talk, Google Messenger, I phone and Androids. The most popular among them being Facebook and whatsapp are the focus in this study. According to Taufic and Mohammed (2024), social media have negative impacts on students’ academic achievements. They averred that the more students use facebook, the more it affects their academic achievement (Taufic and Mohammed, 2024).

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Students' academic achievements refer to the extent to which a student has achieved their educational goals. Academic achievement plays an important role in an individual's placement, be it in the academic institutions or job placement. Due to this, many people are concerned with the way they can enhance their academic achievement. The emphasis on academic excellence which is also prevalent worldwide has encouraged many studies' about the condition promoting it. The importance of social media usage to the students cannot be over-emphasized. Jayshree and Neelam (2017) also said that on the other hand, the positive aspects of online communities is that student can utilize them for academic assistance and that it can yield many benefits for the students including providing a vital space for them to explore their interest or problems with similar individuals, academic support. Students who may be reluctant to speak in class are participating in book discussion and this enhances learning.

Despite the importance of social media usage, they are however, not without disadvantages. With so many social media sites displayed on the internet, students are tempted to abandon their homework and reading times in preference for chatting online with friends. Many students are now addicted to the online rave of the moment, with facebook, Twitter, etc. Today youths and students possess facebook accounts. The reason most of them perform badly in school might not be far-fetched. While many minds might be quick to blame the poor quality of teachers, they might have to think even harder, students are so engrossed in the social media that they are almost 24 hours online. Even in classrooms and lecture theaters, it has been observed that some students are always busy ping, 2going or Facebooking, while lectures are on. Times that ought to be channeled towards learning, academic research and innovating, have been crushed by the passion for meeting new friends online, and most times busy discussing trivial issues. According to Ameyaw and Afua (2022), social network websites grab attention of the students and then diverts it towards non-educational and inappropriate actions including useless chatting.

However, on the other hand, Boateng and Amankwa (2016) stated that the students are socially connected with each other for sharing their daily learning experiences and do conversation on several topics.

Social media is dependent on gender and the issue of gender and social media usage remain a subject for debate. The amount of teenage girls and boys who are on communication on these social networks are equally divided. Though girls and boys are both likely to have a social media account, the reasons for the accounts may vary based on gender. For girls, social networking sites are primarily places to reinforce preexisting friendship; for boys, the networks also provide opportunities for flirting and making new friends. According to Bonds–Raackel & Raackel (2010), girls are also more likely than boys to post sexually explicit pictures of themselves, and to talk about sexual activity in public forums. However, boys are more likely to create an account simply because they are trying to meet a significant others or because they are already in a relationship with someone who has requested them to join. Adolescent girls are also more likely than boys to share personal information about their daily lives. The influence of social media usage on the academic achievement of secondary school students remains a thorny issue.

Statement of the Problem

The world today is a global market in which the internet appears the most important source of information. Since the advent of social media sites in the 1990s, it is assumed in some quarters that the academic achievement of students is facing a lot of neglect and challenges. The educational system in Nigeria is faced with so many challenges which have certainly brought about a decline in the quantity of education. There is a deviation, distraction and divided attention between social media activities and their academic work. It is observed that many students devote more attention to social media than they do to their studies and instead of them reading their books, they spend their time chatting and making friends via the social

media and this might have great influence on their academic achievement negatively, because when one does not read, there is no way the person can perform well academically.

In recent time, social media have a major stay in the minds of students and the world at large thereby causing a lot of drastic measure by students, teachers and even educational administrators at large. It is therefore of great importance to explore some of the trending issues facing students' academic achievement as a result of social media. Thus, the problem this study was to investigate the influence which social media usage exerts on secondary school students' academic achievements.

Purpose of the Study

1. Determine the extent to which the secondary school students in Orumba North are aware of social media.
2. Find out how frequent secondary school students in Orumba North use social media.
3. Ascertain the influence of social media on students' academic achievement.
4. Find out the strategies for ameliorating the negative impacts of social media on students' academic achievement.

Research Questions

1. To what extent are secondary school students in Orumba North aware of social media?
2. How frequent do secondary school students in Orumba North L.G.A. uses social media?
3. What is the influence of social media on students' academic achievement?
4. What are the strategies for ameliorating the negative influence of social media on students' academic achievement?

Methodology

Descriptive survey design was employed. Survey is one in which a group of items or people are studied by collecting and analyzing data from only a few people or items considered to be representative of the entire group. Orumba North Local Government Area of Anambra State is the study area. Orumba North has its headquarters at Ajalli Orumba North is among the OAU (Aguata-Orumba) block in Anambra South Senatorial District, Anambra State with a Population of about 430,783.(Internet Source, 2025). The 16 towns that make up the local government are Awgbu, Omogho, Ndiokpalaeze, Ndiokolo, Amaetiti, Ndiokpalaeke, Okoh, Nanka, Ndiukwuenu, Awa, Ndikelionwu, Ajalli, Ufuma, Amaokpala, Ndiowu, and Okpeze. The headquarter of the Local Government is located at Ajalli town. Orumba North has a land mass of about 115 square kilometers. The population consists of SS II students in the 14 public secondary schools in Orumba North Local Government Area, Anambra State. This summed up to four hundred and eighty nine (489) students. Simple random sampling technique by balloting without replacement was adopted to select eight (8) public secondary schools in Orumba North Local Government Area. This gave a sample size of two hundred and thirty-four (234) students. The instrument is structured questionnaire. The questionnaire was titled "Influence of Social Media on the academic achievement of secondary School Students Questionnaire (ISMAASSSQ). The responses to the questionnaire was based on four-points rating scale as shown below. Strongly Agree - SA - 4points , Agree- A - 3 points , Disagree - D -2points, Strongly Disagree - SD - 1point And Very High Extent - VHE - 4points,High Extent - HE - 3points, Low Extent - LE - 2points, Very Low Extent -VLE - 1point. The face and content validity of the instrument was ascertained as the researcher gave the questionnaire to three experts from School of Education in Federal College of Education (Technical) Umunze, two from Educational Management and Policy Department and one from Measurement and Evaluation department. The reliability of the instrument was tested using Cronbach alpha method. This was done by administering the questionnaire to a similar group of 20 students in Orumba South L.G.A which is outside the study area. The internal consistency of the items in the clusters were determined using cronbach statistics. A reliability index of 0.8 was observed.

Data for the study was collected by the researcher and three research assistants. The researcher made use of the direct delivery approach in which the copies of the questionnaire was administered and collected on the spot. In this way, all the copies of the questionnaire were recovered as it ensure efficient recovery of copies of questionnaire that was administered. Decision rule: Mean ≥ 2.50 = accepted (high level/agreement); < 2.50 = rejected (low level/disagreement).

Results

Research Question One:

To what extent are secondary school students in Orumba North aware of social media?

Table 1: Mean Responses of the Respondents on the Extent Secondary School Students in Orumba North are Aware of Social Media

S/N	ITEMS	VHE	HE	LE	VLE	N	X	REMARK
1.	Facebook	100	90	28	16	234	3.17	High Extent
2.	Email	98	120	13	3	234	3.34	High Extent
3.	Twitter	130	60	29	15	234	3.30	High Extent
4.	Instagram	70	119	18	27	234	2.99	High Extent
5.	Youtube	99	87	29	19	234	3.14	High Extent
6.	Snapchat	69	144	10	11	234	3.16	High Extent
7.	Linkedlin	26	8	150	50	234	2.04	Low Extent
8.	Myspace	20	14	130	70	234	1.93	Low Extent
9.	Whatsapp	132	60	12	30	234	3.26	High Extent
10.	Google+	74	129	9	22	234	3.09	High Extent
Grand Mean							2.94	High Extent

Table 1 shows that items 1, 2, 3, 4, 5, 6, 9 and 10 with the mean scores of 3.17, 3.34, 3.30, 2.99, 3.14, 3.16, 3.26 and 3.09 respectively were to a high extent accepted by the respondents as the awareness extent of secondary school students in Orumba North towards social media. This was because their mean response scores were all above the cut-off point of 2.50 except items 7 and 8 which has a mean score rating of 2.04 and 1.93. They were to a low extent indicated as their mean response scores were below cut-off point. This shows that students are not aware of Linkedlin and Myspace. A grand mean score of 2.94 was to a high extent indicated also in the table.

Research Question Two

How frequent do secondary school students in Orumba North uses social media?

Table 2: Mean Responses of the Respondents on How Frequent Secondary School Students in Orumba North Uses Social Media

S/N	ITEMS	SA	A	D	SD	N	X	REMARK
11	Social media sites are used on daily basis by secondary school students	131	80	14	9	234	3.42	Accepted
12.	Most often time, students give attention to social media even when lesson is going on in the class.	70	129	10	25	234	3.04	Accepted
13.	Students constant use of social media sites makes them learn better at school.	12	7	141	74	234	1.82	Rejected
14.	Chatting takes more of students' time than for academics.	144	60	20	10	234	3.44	Accepted
15.	Students often spend 2 hours and above on social media daily	50	149	8	27	234	2.95	Accepted
16.	Commitment to different social media listed makes students reluctant to attend classes.	12	8	154	60	234	1.88	Rejected
Grand Mean							2.76	Accepted

In Table 2 above, items 11, 12, 14 and 15 with the mean scores of 3.42, 3.04, 3.44 and 2.95 respectively were accepted by the respondents as the frequency of secondary school students use of social media. The reason is because their mean scores were above the cut-off point of 2.50. Meanwhile, items 13 and 16 were rejected as their mean scores shows 1.82 and 1.88. They were rejected because their mean scores were below the cut-off point of 2.50. A grand mean score of 2.76 was shown and accepted in the table.

Research Question Three

What is the influence of social media on students' academic achievement?

Table 3: Mean Responses of the Respondents on the Influence of Social Media on Students' Academic Achievement

S/N	ITEMS	SA	A	D	SD	N	X	REMARK
17	Social media increases the quality of collaboration among students.	160	40	23	11	234	3.49	Accepted
18.	It facilitates uploading and downloading information relevant to students' fields of studies.	62	140	13	19	234	3.05	Accepted
19.	Social media makes students very lazy.	11	7	80	136	234	1.54	Rejected
20.	It discourages active participation of students in class activities.	150	50	24	10	234	3.45	Accepted
21.	It discourages students from learning.	29	19	99	87	234	1.96	Rejected
22.	Pop-up notifications from social media distracts students private studies.	56	136	17	25	234	2.95	Accepted
23.	Social media has severally made students attend class activities late.	156	42	21	15	234	3.45	Accepted
24.	Students are addicted to social media in the sense that they respond to every class chats even during lesson.	50	144	13	27	234	2.93	Accepted
25.	Students hardly have physical good communication with their colleagues in class unless online.	120	90	19	5	234	3.39	Accepted
Grand Mean							2.91	Accepted

Table 3 above shows that items 17, 18, 20, 22, 23, 24 and 25 with the mean scores of 3.49, 3.05, 3.45, 2.95, 3.45, 2.93 and 3.39 respectively were accepted by the respondents as the influence of social media on students academic achievement. The reason is because their mean scores were above the cut-off point of 2.50. Meanwhile, items 19 and 21 were rejected because their mean scores of 1.54 and 1.96 were below the cut-off point of 2.50. A grand mean score of 2.91 was shown and accepted also in the table.

Research Question Four

What are the strategies for ameliorating the negative impacts of social media on students' academic achievement?

Table 4: Mean Responses of the Respondents on the Strategies for Ameliorating the Negative Impacts of Social Media on Students' Academic Achievement

S/N	ITEMS	SA	A	D	SD	N	X	REMARK
26	Setting time limits and designating specific study times can help students stay focused on their academic goals.	54	148	22	10	234	3.05	Accepted
27.	Allocation of specific times for social media use will enable students to avoid distractions and prioritize their tasks.	138	59	20	17	234	3.36	Accepted
28.	Developing critical thinking skills and promoting digital citizenship can also help students navigate the online world effectively.	56	135	18	25	234	2.95	Accepted
29.	Students can stay on top of their assignments and reward themselves with social media time after completing tasks.	150	60	6	18	234	3.46	Accepted
30.	Open communication between students, parents, and educators can foster a supportive environment that promotes responsible social media use.	170	36	19	9	234	3.57	Accepted
Grand Mean							3.28	Accepted

In table 4 above, items 26 – 30 with the mean scores of 3.05, 3.36, 2.95, 3.46 and 3.57 respectively were all accepted by the respondents as the strategies for ameliorating the negative impacts of social media on students' academic achievement. This was because their mean response scores were all above the cut-off point of 2.50. A grand mean score of 3.28 was revealed and accepted equally in the table.

Discussion of Findings

This study was designed towards finding the influence of social media on the academic achievement of secondary school students in Orumba North Local Government Area of Anambra State. The finding of the research study can be summarized thus,

In research Question One, the study sought to find out the extent secondary school students in Orumba North are aware of social media. The findings of the study revealed that students are aware of facebook, e-mail, twitter, instagram, youtube, snapchat, whatsapp and Google+ social media. This findings are related to the findings of Kietzmann, (2012) who revealed that the commonly known social networking sites students are aware of are: twitter, Yahoo Messenger, Facebook Messenger, 2go Messenger, Skype, Google talk, Google Messenger, I phone and Androids. The most popular among them being Facebook and whatsapp.

In Research Question Two, the study sought to ascertain how frequent secondary school students in Orumba North uses social media. Findings of the study revealed that social media sites are used on daily basis by secondary school students, most often time, students give attention to social media even when lesson is going on in the class, chatting takes more of students' time than for academics and students often spend 2 hours and above on social media daily. This findings corroborates with the findings of Taufic and Mohammed (2024) who opined that social media have negative impacts on students' academic achievements. They averred that the more students use facebook, the more it affects their academic achievement.

Analysis of findings in Research Question Three on the impacts of social media on students' academic achievement revealed that social media increases the quality of collaboration among students, it facilitates uploading and downloading information relevant to students' fields of studies, it discourages active participation of students in class activities, social media makes students very lazy, it discourages students from learning, pop-up notifications from social media distracts students private studies, social media has severally made students attend class activities late, students are addicted to social media in the sense that they respond to every class chats even during lesson, students hardly have physical good communication with their

colleagues in class unless online. This findings are related to the findings of Valjataga and Fiedler (2009) who opined that students believed that it would be fun for their lectures to use social media. Also, their grades would be better if they could contact lecturers through social media and lecturers should hold lecture hours on social media. Students gain more vocabulary and improved their writing skills as a result of their participation on social networks such as Facebook and Twitter.

In Research Question Two, the findings revealed that the strategies for ameliorating the negative impacts of social media on students' academic achievement are; setting time limits and designating specific study times can help students stay focused on their academic goals, allocation of specific times for social media use will enable students to avoid distractions and prioritize their tasks, developing critical thinking skills and promoting digital citizenship can also help students navigate the online world effectively, students can stay on top of their assignments and reward themselves with social media time after completing tasks, open communication between students, parents, and educators can foster a supportive environment that promotes responsible social media use. This findings corroborates with the findings of Owusu-Acheaw (2015) who recommends among others that, students with mobile phones having internet facility should be encouraged to use it to supplement their research in the library rather than the usual chatting with friends all time. Students should be encouraged to limit the time they spend on their social media sites per day and advise them to rather substitute those hours to read novels to improve their knowledge.

Conclusion

This study focused on the Influence of Social Media on the Academic Achievement of Secondary School Students in Orumba North L.G.A., Anambra State. Based on the data collected and analyzed, the findings of the study revealed that students are aware of facebook, e-mail, twitter, instagram, youtube, snapchat, whatsapp and Google+ social media. Morealso, secondary school students in Orumba North frequently use social media as they were found to be using social media on daily basis, spending 2 hours and above on social media daily and most often, students give attention to social media even when lesson is going on in the class. The findings equally revealed that social media has a positive impacts on students academic achievement as social media increases the quality of collaboration among students, it also facilitates uploading and downloading information relevant to students' fields of studies. However, it has negative impacts as it discourages students from learning and makes them very lazy. Finally, the findings revealed that the strategies for ameliorating the negative impacts of social media on students academic achievement is through setting time limits and designating specific study times to help students stay focus on their academic goals.

Recommendations

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

1. Government should integrate digital literacy and responsible social media use into the curriculum in schools.
2. Government should train and encourage teachers to use social media as a teaching aid.
3. School administrators and education authorities should establish policies that regulate social media usage within the school environment.
4. Parents should be actively involved in guiding their children's social media habits at home.
5. Counseling services should be strengthened in schools to support students who may be struggling with issues related to social media, such as poor academic performance, addiction, or emotional distress.
6. Government and educational authorities should fund and support digital literacy initiatives, provide access to educational technology, and promote awareness campaigns about the responsible use of social media among youths.

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