INFLUENCE OF SOCIAL NETWORKING ON STUDENTS ACADEMIC PERFORMANCE IN SECONDARY SCHOOLS IN ILORIN SOUTH LGA KWARA STATE

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Abstract

This research work examined the influence of social networking on student's academic performance in secondary schools in Ilorin South LGA, Kwara State. Five Research questions were used as a guide for the study. Descriptive survey research design was adopted, while simple random sampling technique was used to select a sample of 200 students. A four point Likert Rating Scale Questionnaire was used to collect data from the participants. Descriptive statistics of frequency counts and percentage were used to analyze the bio data of the respondents, while inferential statistics of Chi-square(X^2) was used in analyzing the information gathered based on the research questions. The findings showed that a great number of students in Secondary Schools are used to social media. It was revealed from the findings that usage of social media has significant influence on the academic performance of the students. Also, there is a significant influence on student's usages of social media network by age. Based on the findings it was recommended that; social media should be used for educational purposes as well; Social Networking Sites should be expanded and new pages should be created to enhance academic activities and avoid setbacks in the students' academic performance; and Students should be monitored by teachers and parents on how they use these sites. This is to create a balance between social media and academic activities of students, and to avoid setbacks in the academic performance of the students.

Keywords: Social networking, Academic performance, School

Introduction

The rise of the internet and social media platforms such as Facebook, Twitter, and WhatApp has transformed communication globally.

Many students are now addicted to the online rave of the moment, with Facebook, Twitter and Instagram etc.

Today most 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, if they have not heard of the
Facebook frenzy (Oche & Aminu, 2016).

Hence most students' academics suffer setback as a result of distraction from the social

media. While social media offers academic benefits, its excessive use poses challenges to students' academic performance. This study explores the relationship between social networking and students' academic performance.

Statement of the Problem

Social media's prevalence among students has raised concerns about its impact on academic performance. Students often spend excessive time on social platforms, potentially neglecting their studies. This study investigates how social networking influences students' academic outcomes.

Purpose of the Study

The study aims to:

1. Assess students' addiction to social media.
2. Identify commonly used platforms.
3. Examine the influence of social media on academic performance.
4. Investigate gender and age difference in social media.

Research Hypotheses

1. Students' addictiveness to social network has no significant influence on their academic performance.
2. Student's exposure to social media network has no significant influence on students' academic performance. Use of social media has no significant influence on the academic performance of the students
3. There is no significant influence between male and female student usage of social media
4. Age does not have significant influence on the use of social media

Methodology

A descriptive survey research design was adopted. The population included secondary school students in Ilorin South LGA. A sample of 200 students was selected using simple random sampling. Data were collected using a four-point Likert scale questionnaire, the analysis was done using SPSS version 21 with Chi-square tests at a 0.05 significant level

Results and Discussion

The descriptive statistics was used to analyses the demographics distribution of respondents based on gender and age.

Table 1: Distribution of Respondents according sex

Sex	Frequency	Percentage (%)
Male	98	58%
Female	72	42%
Total	170	100%

Table 2: Distribution of Respondents according age

Age	Frequency	Percentage (%)
16-20 Years	32	19%
21-25 Years	96	56%
26 Years and above	42	25%
Total	170	100%

As shown in table 1, Majority of the respondents were male (58%), showing a slight gender imbalance. Both genders were well-represented, making the findings applicable across genders. This indicates a balanced perspective on social media usage. Table 2 shows that most of the respondents (56%) were between 21-25 years, indicating that young adults are the primary users of social media. Younger students are more active, aligning with the global trend of youth digital engagement.

Research Question 1: To what extent do students in Secondary Schools addicted to social network

Table 3: Students Addictiveness to Social Network and Academic Performance.

S/N	Statement	SA	A	D	SD	Total
1	Addiction to online social networks is a problematic issue that affects my academic life	86 (51%)	43 (25%)	27 (16%)	14 (8%)	170 (100%)
2	Online social networks distract me from my studies.	95 (56%)	41 (24%)	34 (20%)	- (-)	170 (100%)
3	Hours spent online can never be compared to the number of hours I spend reading.	98 (58%)	38 (22%)	22 (13%)	12 (7%)	170 (100%)
4	There is no improvement in my grades since I became engaged into these social networking sites.	29 (17%)	16 (9%)	85 (50%)	40 (24%)	170 (100%)
	Total	**308**	**138**	**168**	**66**	**680**
	Percentage %	**(45 %)**	**(25%)**	**(20%)**	**(10%)**	**(100%)**

Table 3 shows that a large proportion (48%) of students admitted that social media addiction negatively affects their academic performance. This suggests that excessive use of social media is a distraction

Table 4: Chi-square Analysis for the influence of students' addictiveness to social network on academic performance of student.

Variables	**N**	**Df**	**Ls**	**Crit X^2 value**	**Calc X^2 value**	**Decision**
Students Addictiveness Social Network and Academic Performance.	170	3	0.05	7.81	154. 52	Rejected

Table 4 above shows a chi-square result of 154.52, which indicate a significant relationship between social media addiction and academic performance. The findings confirm that social media addiction reduces students' academic achievement.

Research Question 2: What social media networks are commonly used by students in Secondary Schools

Table 5: Exposure of Students to Social Media Network and Their Academic Performance.

S/N	Statement	SA	A	D	SD	Total
1	I usually have unlimited access to Facebook and this has affected my academic performance	55 (45%)	77 (9%)	15 (14%)	23 (32%)	170 (100%)
2	I engage in academic discussions on twitter and this has improved my academic performance.	78 (46%)	40 (24%)	29 (17%)	23 (32%)	170

						(100%)
3	I make use of WhatsApp to disseminate knowledge to my class mate.	51 (30%)	87 (51%)	27 (16%)	5 (3%)	170
4	I solely rely on information gotten from Wikipedia to do my assignments without consulting other sources.	97 (57%)	46 (27%)	14 (8%)	13 (8%)	(100%)
	Total	**281**	**250**	**85**	**64**	**680**
	Percentage %	**(41%)**	**(37%)**	**(13%)**	**(9%)**	**(100%)**

Table 5 shows that Facebook and WhatsApp were the most commonly used platforms, with 41% agreeing that exposure to social media impacts their academics. Excessive reliance on social media may hinder comprehensive learning.

Table 6: Chi-square Analysis for the influence of Student's exposure to social media network on students' academic performance

Variables	**N**	**Df**	**Ls**	**Crit value**	**X^2**	**Calc value**	**X^2**	**Decision**
Student's exposure to social media Network and Their Academic Performance.	170	3	0.05	7.81		12.068		Rejected

Table 6 above shows a chi-square result of 12.068, confirming that social media exposure significantly affects academic performance. This implies that students' use of social media can both positively and negatively influence their studies.

Research Question 3: How has the use of social media influence the academic performance of the students in Secondary Schools in Ilorin South LGA?

Table 7: Use of Social Media and Students' Academic Performance

S/N	Statement	SA	A	D	SD	Total
1	The usage of Wikipedia for research has helped improve my grades.	58(34%)	69(41%)	29 (17%)	14 (8%)	170 (100%)
2	Engaging in academic forums on yahoo reduces my rate of understanding.	21(12%)	13(8%)	101 (59%)	35 (21%)	170 (100%)
3	I use materials gotten from blogging sites to complement what I have been Taught in class.	69(41%)	34(20%)	27 (16%)	40 (23%)	170 (100%)
4	I use social media for assignment purposes	23(14%)	23(14%)	80 (46%)	44 (26%)	170 (100%)
	Total	**171**	**139**	**237**	**133**	**680**
	Percentage %	**(25%)**	**(20%)**	**(35%)**	**(20%)**	**(100%**

Table 7 shows that 41% of respondents claimed social media helps academic performance, 59% disagreed that forums improve understanding. This shows that social media benefits depend on the platform and how it's used.

Table 8: Chi-square Analysis for influence of the use of social media on the academic performance of the students in Secondary Schools.

Variables	**N**	**Df**	**Ls**	**Crit value X^2**	**Calc value X^2**	**Decision**
Use of social media And Students Performance.	170	3	0.05	7.81	12.068	Rejected

On Table 8, Chi square result of 141.9 indicates a significant influence of social media on academic performance. The outcome highlights that social media usage should be regulated to promote academic benefits.

Research Question 4: Is there gender difference in the student's usage of social media network?

Table 9: Gender Usage of Social Media.

S/N	Statement	SA	A	D	SD	Total
1	Male and female students use social media networks differently	41(24%)	86(51%)	14(8%)	29(17%)	170 (100%)
2	Female students use social networking sites more to explicitly foster social connections.	101 (59%)	47(28%)	-(-)	22(13%)	170 (100%)
3	Gender determines the level of social media network usage.	31(18%)	91(54%)	19(11%)	29(17%)	170 (100%)
4	Males are more effective at using social networking sites for nonacademic purposes.	97(57%)	38(22%)	20(12%)	15(9%)	170 (100%)
	Total	**270**	**262**	**53**	**95**	**680**
	Percentage %	**(40%)**	**(38%)**	**(8%)**	**(14%)**	**(100%)**

Table 9 shows that male students primarily use social media for non-academic purposes, while females use it for social connections. Gender differences play a key role in how social media is utilized.

Table 10: Chi-square Analysis for male and female student usage of social media Network

Variables	**N**	**Df**	**Ls**	**Crit value**	**X^2**	**Calc value**	**X^2**	**Decision**

Male and femaleof social media network.	170	3	0.05	7.81	13.33	Rejected

Table 10 above shows the chi-square result of 13.33, revealing a significant gender influence on social media usage. This suggests that academic interventions should consider gender-specific social media habits. **Research Question 5:** In what way do younger and older students influence the use of social media?

Table 11: Age Usage of Social Media.

S/N	Statement	SA	A	D	SD	Total
1	Age has impact on the use of social media.	71(42%)	55(32%)	12(7%)	32(19%)	170 (100%)
2	Social media become boring has I grow older.	18(10%)	116(68%)	23(14%)	13(8%)	170 (100%)
3	Social media is not relevant to people of older generation.	32(19%)	30(18%)	46(27%)	62(36%)	170 (100%)
4	The younger generation are the most active users of social media.	74(44%)	65(38%)	31(18%)	-(-)	170 (100%)
	Total	**195**	**266**	**112**	**107**	**680**
	Percentage %	**(29%)**	**(39%)**	**(16%)**	**(16%)**	**(100%)**

Table 11 shows that younger students (44%) are more active on socal media compared to older-students. Social media usage tends to decrease with age, affecting how students engage with digital platforms.

Table 12: Chi-square Analysis for age influence on use of social media.

Variables	N	Df	Ls	Crit value X^2	Calc value X^2	Decision
Age and Social MediaUsage.	170	3	0.05	7.81	95.844	Rejected

Table 12 above showed the chi-square result of 95.844, confirming that age significantly influences social media usage. Younger students' frequent social media use may require guidance to prevent academic distraction.

Summary of major findings

The results obtained showed that:

1. Social media addiction significantly affects academic performance.
2. Facebook and WhatsApp are the most commonly used platforms.
3. Male use social media more for non-academic purposes.
4. Younger students are more active on social media..

Conclusion

Social media significantly influences students' academic performance, both positively and negatively. While social media can enhance learning, excessive use poses a risk to academic achievements.

Recommendations

1. Students should use social media primarily for academic purposes.
2. Schools should integrate social media into the learning process.
3. Parents and teachers should monitor students' online activities.
4. Time management training should be encouraged.

Funding

(TETFund/DESS/COE/ILORIN/ARJ/) "TETFund Projects 2024"

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