



Influence of social media on academic performance of secondary schools students in port harcourt metropolis

Hillary Wordu, Young-Arney Clara Onengiye-Ofori, Ogbonnaya Eberечи

Faculty of Education, Rivers State University, Port Harcourt, Nigeria

Abstract

This study examined influence of social media on academic performance of secondary school's students in Port Harcourt metropolis. Three objectives, three research questions and three hypotheses were raised to guide the study. Descriptive survey research design was used for the study. Population of the study consisted of 8,367 students. The sample of the study comprised 837 students (583 females and 254 males) representing 10 percent of the total population of the study. Instrument for data collection was a structured questionnaire constructed by the researchers. The instrument was validated by two experts in computer science and educational measurement and evaluation departments in Rivers State University. Split half method was used to establish the reliability coefficient of 0.84. To administer the questionnaire, 837 copies were distributed, and 805 were retrieved for analysis. Mean and standard deviation were used to answer the research questions while z-test was used to test the hypotheses at 0.05 level of significance. The analysis revealed that linked-in helps students in their studies as knowledge was being disseminated between among course mates. Linked-in as social media helped secondary school students to get immediate feedback from their lecturers. Based on the findings, it was recommended that Linked-in was a great tied to get students connected with people that can help them find information. Also, Facebook which seems to be the most popular social networks should be integrated into educational and pedagogical practices to promote learning.

Keywords: social-media, linkedin, blog, facebook and students academic performance

Introduction

Education is a way of making people fit to live and fit to live with; it is a desirable change in human behaviour as well as a process that change the learner (Oduma, 2012). Education is an instrument for national development and social change (FRN, 2014). Ikemba (2016) viewed secondary school education as education for career development which aims at providing trained manpower in the applied science, technology and commerce at the sub-professional grades. The secondary school education also aims at providing entrepreneurial, technical and vocational job specific skills for self-reliance, agricultural, industrial, commercial and economic development. Secondary school education is proposed in the National Policy on Education to make its graduate self-reliant but today the reverse seems to be the case. Fabunmi (2005) defined Secondary school education as the form of education, which children receive after primary education and before the tertiary level. It is the second level of education in Nigeria headed by a school administrator called principal.

In today's world where technology is increasingly invading all economic sectors inclusive of education, students are seen exposed to smart phones and computers. They spend time on the internet making use of social media applications accompanying these smart phones and computers. Thus, there might be an influence between the use of social media and academic performance, bearing in mind that social media bridges the wall of distance between two or more persons. Social media may include social networking sites such as Facebook; photo/video sharing sites like Pinterest, myspace, Instagram and YouTube; blogging sites including Tumblr; interactive video gaming sites such as World of Warcraft or Teen Second Life; instant messaging; chat

rooms; bulletin boards; discussion forums; and email. (Subrahmanyam & Greenfield, 2015).

Social media are a collection of internet websites, services, and practices that support collaboration, community building, participation, and sharing, these technologies have attracted the interest of higher education faculty members looking for ways to engage and motivate their students to be more active learners (Hughes, 2019). Social media has a positive influence on education, helping students improve their academic performance. From helping students complete their assignments, get to grips with intricate educational concepts, prepare for quizzes and exams, to improving their practical skills and finding the right career opportunities, social media is playing a vital role in helping students stay on top of their studies. O'Keefe and Clark-Pearson in Wordu, Dan-Jumbo and Mina (2021) [26] added that social media refer to any website that allows for social interaction and exchange of ideas. The use of social media channels like Facebook, Twitter, Instagram, YouTube is highly beneficial for students as these channels allow them to stay up-to-date with the latest happening in their fields and, unearth cutting-edge researches (www.windsor.edu; Yunlok, 2014).

Social media has emerged to be one of the most vital communication means. It exist so as to ease communication among people regardless of the expanse, making it open to people to easily share information, files and pictures and videos, create blogs and send messages, and conduct real-time conversations. These systems are referred to as social, simply because they allow communication with friends, course mates, teachers, project supervisors, lecturers etc so easily and effectively. Social Media has become a platform that everybody, organizations and institutions cannot do

without, Harvard Business Review Analytics Services (2010) and Bullas (2012). The emergence of various platforms has affected virtually every sphere of human endeavour as it revolutionized information communication. Social media is that means that employs mobile and web based technology to create highly interactive platforms through which individuals and community share, co-create, discuss and modify users generated content (Kietzmann, 2012). Andreas and Michael (2010) ^[1] are of the opinion that social media is a group of internet-based application that builds on the ideological foundation and allows the creation and exchange of users – generated content. Social media has become one of the major channel of chatting through platforms such as 2go, BB chat, blogger and wiki. There has been an increase in the mobile social media which has created new opportunity for browsing. The term Social media is defined as the application that allows users to converse and interact with each other; to create, edit and share new forms of textual, visual and audio content, and to categorize, label and recommend existing forms of content (Selwyn 2012). Social media can also be defined as forms of electronic communication through which users interact among people in which they create, freely share, exchange and discuss information, ideas, personal messages, and other content about each other and their lives using a multimedia mix of personal words, pictures, videos and audio, utilizing online platforms while they are connected to the internet (Mingle & Adams, 2015).

Academic performance plays an important role in the life of a student as it determines his or her placement in the academic institutions or job. Due to this, many parents, teachers, guardians, students and well wishers are concerned with the ways their students can enhance their academic performance. The emphasis on academic performance which is also prevalent worldwide has encouraged many studies about the conditions promoting it. The role of academic performance as one of the predictors of students' success and also in the aspect of academic placement in schools to higher institutions as well as the level of employability in individual's career is inevitable (Osharive, 2015). Academic performance, which is measured by the examination results, is one of the major goals of a school. Schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance. Academic performance or achievement is the outcome of education, the extent to which a student, teacher or institution has achieved their educational goals. Academic performance is the measurement of student achievement across various academic subjects. Teachers and education officials typically measure achievement using classroom performance, graduation rates and results from standardized tests (Ballotpedia, 2020). According to Wikipedia (2013), academic performance is the outcome of education; it is the extent to which a student, teacher or institution has achieved their educational goals. Academic performance also means the knowledge and skills that students have mastered in a subject or a course. It's basically a measure of how well students have performed in the various assessment items set for them based on some educational criteria determined by professional educators (Yunlok, 2014). Thus performance is characterized by performance on tests associated with coursework and the performance of students on other types of examinations

(Amasuomo, 2014). Social media is a communication forum that allows users to electronically share information and knowledge with each other. According to Australian Electoral Commission (2011) social media is defined as "online tools and Web sites that facilitate many-to-many communications between users. It was on this background that the study seeks to examine the Influence of Social-Media on academic Performance of Secondary Schools Students in Port Harcourt Metropolis.

Statement of the problem

Social media are interactive computer technologies that facilitate the creation and sharing of information, ideas, careers interest and other forms of expression via virtual communities. Students' academic performance has experience some drastic shrinkage, as a result of poor classroom participation, low grades in internal and external examinations. It appears students are addicted to social media platforms such as Facebook, Twitter, Whatsapp, Instagram, Tiktok, MySpace, LinkedIn, Mebo, Email, Youtube, Zoom, Blogs, etc and this becomes a problem that has resulted to their poor performance. Many students use most of their time in chatting on issues unrelated to their studies. Students seemingly don't pay attention to the lecturers during lecturing hours, as they chat and observe other social media activities. Students also don't concentrate to their lectures during teaching-learning hours. Some phones of students who are caught chatting or using social media during lecturing are being fined or ceased temporary or permanently by their lecturer. Students spend more time chatting online at the expense of their classes and academic assignments. Students are being less interested in their academic obligations.

Secondary schools are faced with problem on how to keep up-to-date with the increasing academic demands of users thereby requiring alternate channels or increasing the number of sources of information and information providers such as the internet, World Wide Web(www) and yahoo. Therefore, it was to abridge this gap that this study intends to investigate the Influence of Social-Media on academic Performance of Secondary Schools Students in Port Harcourt Metropolis.

Purpose of the study

The main purpose of this study was to ascertain the Influence of Social-Media on academic Performance of Secondary Schools Students in Port Harcourt Metropolis. Specifically, the study sought to:

1. Ascertain the extent to which use of Blog influence academic performance of secondary school students in Port Harcourt Metropolis.
2. Determine the extent to which use of Linked-in influence academic performance of secondary school students in Port Harcourt Metropolis.
3. Examine the extent to which use use of Facebook influence academic performance of secondary school students in Port Harcourt Metropolis

Research questions

The following research questions were posed to guide the study.

1. To what extent does the use of Blog Influence academic performance of secondary school students in Port Harcourt Metropolis?

- To what extent does the use of Linked-in Influence academic performance of secondary school students in Port Harcourt Metropolis?
- To what extent does the use of Facebook Influence Academic Performance of Secondary Schools Students in Port Harcourt Metropolis?

Hypotheses

The following hypotheses were formulated and tested at 0.05 level of significance to guide the study:

- There is no significant difference in female and male responses on the extent to which use of Blog influenced academic performance of secondary school students in Port Harcourt Metropolis.
- There is no significant difference in the female and male responses on the extent to which use of LinkedIn influenced academic performance of secondary school students in Port Harcourt Metropolis
- There is no significant difference in the female and male students responses on the extent to which use of Facebook Influence academic performance of secondary schools students in Port Harcourt Metropolis.

Methodology

The research design used for the study was descriptive survey method. The area covered by this study is Port Harcourt Metropolis, the capital of Rivers State, Nigeria. Population for the study was 8,367 senior science students in 15 public secondary schools of 2021/2022 session in Port Harcourt Metropolis. Sample for the study comprised 837

students (583 females and 254 males) representing 10 percent of the population for the study. Stratified simple random sampling technique was adopted for the study. Instrument used for the data collection was questionnaire constructed by the researchers. The questionnaire format adopted is a four point Likert rating scale distributed from the highest value of Strongly Agree (4 points) to the least value of Strongly Disagree (1 points). The questionnaire was both face and content validated by experts in the Departments of Computer Science and Educational Measurement and Evaluation in the Rivers State University. Test-retest method was used to establish the reliability of the instrument whereby it was administered to another group of students in another Local Government Area in Rivers State. Pearson product moment correlation coefficient was used to correlate the two results and a reliability co-efficient of 0.85 was obtained. Eight hundred and thirty-seven copies of the questionnaire were administered to the participants by the researchers and 805 copies were retrieved from the respondents, one week after the administration. Mean and standard deviation were used for the analysis while Z-test statistics was used to test the hypotheses at 0.05 level of significance.

Results

Research Question 1

To what extent does the use of Blog influence academic performance of secondary school students in Port Harcourt Metropolis?

Table 1: Mean and Standard Deviation of the influence of use of Blog on academic performance of secondary school students in Port Harcourt Metropolis (N = 805)

S/N	Item Statements	Female = 564		Remarks	Male = 241		Remarks
		X ₁	SD ₁		X ₂	SD ₂	
1	Chatting with friends to share ideas, information and opinions have improved the students' ability in the class.	3.36	0.92	High extent	3.40	0.70	High extent
2	Blog helps me in my studies as knowledge is being disseminated between me and my course mates.	3.13	1.06	High Extent	3.10	0.96	High Extent
3	Blog allows students to comment instantly and add their contribution and opinions about issues of general interest	2.35	0.99	Low Extent	3.20	0.83	High Extent
4	Learning with other students through the use of Blogs has helped to improve the students' academic ability.	3.02	0.93	High Extent	2.56	0.98	High Extent
5	Use of Blogs has helped me in sharing information, ideas and opinion with my friends.	3.53	0.78	High Extent	3.23	1.00	High Extent
		15.39	4.68		15.49	4.47	
	Grand Mean & SD =	3.07	0.93		3.09	0.89	

Source: Field Survey, (2022)

Table 1 shows the influence of use of Blog on academic performance of students school students in Port Harcourt Metropolis. With the grand means of 3.07 for female participants and 3.09 for Male participants, it is agreed that use of Blog influenced, to a grrreat extent academic performance. The result also found that use of Blog for

learning influenced to high extent both females and males' academic performance.

Research Question 2

To what extent does the use of Linked-in Influence academic performance of secondary school students in Port Harcourt Metropolis?

Table 2: Mean and Standard Deviation of the use of Linked-in Influence academic performance of secondary school students in Port Harcourt Metropolis

S/N	Item Statements	Female = 564		Remarks	Male = 241		Remarks
		X ₁	SD ₁		X ₂	SD ₂	
6	students can use linked-In to create professional connection	2.18	0.98	High extent	3.04	1.03	High extent
7	Teachers can share their ideas with students and professional experience using linked-In	3.31	1.01	High Extent	3.13	1.02	High Extent
8	Linked-In is a great way to get students connected with people that can help them find information	3.12	1.10	High Extent	3.70	0.74	High Extent

9	Linked-In is a great tool for students	3.05	1.12	High Extent	2.94	1.08	High Extent
10	Through Linked-in students can receive instant notifications, and they can share with their fellow students	2.98	1.13	High Extent	3.13	0.78	High Extent
	Total	14.64	5.34		15.94	4.65	
	Grand Mean & SD =	2.92	1.06		3.18	0.93	

Source: Field Survey, (2022)

Table 2 shows the influence of use of LinkedIn on academic performance of secondary school students in Port Harcourt Metropolis. With the grand means of 2.92 for females and 3.18 for males, the respondents agreed that to a high extent use of Linked-In influenced academic performance of secondary school students in Port Harcourt Metropolis. Referring to group by group influence, the result showed

that the use of LinkedIn influenced academic performance of Male respondents than their female counterparts,

Research Question 3

To what extent does the use of Facebook Influence academic performance of secondary school students in Port Harcourt Metropolis?

Table 3: Mean and Standard Deviation on the use of Facebook Influence Academic Performance of Secondary school students in Port Harcourt Metropolis.

S/N	Item Statements	Female = 564		Remarks	Male = 241		Remarks
		X ₁	SD ₁		X ₂	SD ₂	
11	Facebook is very helpful to students and enhance their performance	3.41	0.93	High extent	3.03	1.05	High extent
12	Secondary schools spend more time on Facebook than reading their books	3.80	0.62	High extent	3.51	0.72	High extent
13	Students' exposure to Facebook have effect on their academic performance	2.90	1.14	High extent	3.15	0.92	High extent
14	Students who spend more time on Facebook are likely to perform poorly in their academic activities than those who do not.	2.37	1.02	low extent	3.03	0.81	High extent
15	The library can use Facebook to post pictures of information resources	3.44	0.74	High extent	2.70	0.96	High extent
	Total	15.92	4.45		15.42	4.46	
	Grand Mean & SD =	3.18	0.89		3.08	0.89	

Source: Field Survey, (2022)

Table 3 shows the influence of use of Facebook on the academic performance of Secondary school students in Port Harcourt Metropolis. With the grand means of 3.18 for females and 3.08 for males the respondents agreed that to a high extent the use of Facebook influenced the academic performance of secondary schools students in Port Harcourt Metropolis. The high extent in academic performance was found among the female and male participants.

Testing of Hypotheses

Hypothesis 1

There is no significant difference in the responses of male and female students on the extent to which the use of Blog influenced academic performance of secondary school students in Port Harcourt Metropolis. University.

Table 4: Z-test Analysis of mean ratings of female and male-students responses on the extent to which use of Blog Influenced academic performance of secondary school students in Port Harcourt Metropolis.

Respondents	N	X ₁	SD	Std Error	D f	α	t-cal	t-crit	Decision
Female	564	3.07	0.93						
				0.003	803	0.05	0.4	1.96	Accepted
Male	241	3.09	0.89						

Source: Field Survey, 2023

Table 4, the t-calculated value of 0.4 is less than t-critical value of 1.96 at 0.05 level of significance and 803 degree of freedom. The null hypothesis is accepted.

Hypothesis 2

There is no significant difference in the female and male students' responses on the extent to which use of LinkedIn influenced academic performance of secondary school students in Port-Harcourt Metropolis.

Table 5: Z-test Analysis of mean ratings of female and male students on the extent to which use of Linked-in Influence academic performance of secondary school students in Port Harcourt Metropolis.

Respondents	N	X	SD	Std Error	DF	α	t-cal	t-crit	Decision
Female	564	2.92	1.06						
				0.005	803	0.05	3.71	1.96	Rejected
Male	241	3.18	0.93						

Source: Field Survey, 2023

Table 5, the t-calculated value of 1.19 is greater than t-critical value of 1.96 at 0.05 levels of significance and 803 degree of freedom. The null hypothesis is therefore Rejected. There is a significant difference in the mean ratings of female and male students on the extent to which use of LinkedIn influenced academic performance of secondary school students in Port Harcourt Metropolis.

Hypothesis 1

There is no significant difference in the mean responses of male and female students on the extent to which use of Facebook Influenced academic performance of secondary school students in Port Harcourt Metropolis.

Table 6: z-test Analysis of mean ratings of female and male students responses on the extent to which use of Facebook Influenced academic performance of secondary school students in Port Harcourt Metropolis.

Respondents	N	X	SD	Std. Error	DF	α	t-calc	t-crit	Decision
Female	564	3.18	0.89						
				0.004	803	0.05	1.66	1.96	Accepted
Male	241	3.08	0.89						

Source: Field Survey, 2023

Table 9, the t-calculated value of 1.66 is less than t-critical value of 1.96 at 0.05 level of significance and 803 degrees of freedom. The null hypothesis is accepted. There is no significant difference in the mean responses of male and female students on the extent to which Facebook influenced academic performance of Secondary school students in Port Harcourt Metropolis. on the effects of social media on students academic performance

Discussion of findings

The findings revealed that Blog helps me in my studies as knowledge is being disseminated between me and my course mates. Learning with other students through the use of Blogs has helped to improve the Students' academic ability. This finding is in agreement with the view of Ekoja, (2011) who opined blog as the social media-equivalent of personal Web Pages and can come in a multitude of different variations from personal diaries describing the author's life to summaries of all relevant information in one specific content area. A blog can be used for promoting library and information resources and services. It can be used in a library for outreach, dissemination of information, building library image, internal and external communication, highlight new and valuable recently added materials and most importantly for promoting. In view of this, Hsu, Liu and Lee (2010: 293) state that "blog marketing is about not only becoming confidants of internet users, but also the need of good words from a "trusted" online spokesman.

Findings revealed that Linked-In is a great way to get students connected with people that can help them find information. Through Linked-in Secondary schools can receive instant notifications, and they can share with their fellow students. This finding is in agreement with the view of McArdle, (2013) who opined that LinkedIn has quickly become one of the most important tools for modern professionals. This business-centered social media network is designed primarily for career networking, allowing users

to create profiles to post their skills, job experience, education, and professional interests. LinkedIn can be a great tool for libraries to present a cohesive professional image online, and to share job listings and event updates with patrons. In line with the view of McHugh, (2011) Opined that Teachers, as well, can use LinkedIn to advance their own professional careers by collaborating with other teachers around the world, sharing best practices, and keeping up to date with library news, McHugh. In agreement with the view of Agbo & Anozie (2017) depicts that LinkedIn is a powerful career-building and net-working tool, yet many students who are seeking internships or full-time job opportunities do not use it properly or at all. The site reports that over 40 million students and recent college graduates use the networking platform, and they are LinkedIn's fastest-growing demographic

Conclusion

Based on the findings of the study, the researchers conclude that students who spent more time on social media do poorly in academic performance than those who do not. Secondary schools spend more time on social media platforms than reading their books. Facebook, WhatsApp, Blog, Linkin and Instagram are the most popular social media platform.

Recommendations

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

1. Facebook which seems to be the most popular social networks should be more integrated into students learning to improve academic performance.
2. Students should collaborate in using these social networks as a platform for knowledge sharing.
3. Students should set their priority right by taking advantage of social media more for learning, online discussion, seeking academic help from academic faculty, downloading materials for reading and research purpose, and for solving academic related problems.

References

1. Andreas KM, Micheal H. Users of the world, unite! The challenges and opportunities of social media. *Business Horizons*,2010:53(1):6-61.
2. Ansari MS, Tripathi A. Use of whatsapp for effective delivery of Library and Information Services. *DESIDOC. Journal of Library & Information Technology*,2017:37(5):360.
3. Bansal T, Joshi D. A study of the experiences of WhatsApp mobile learning, 2016. Available at <http://wtp.com>.
4. Barner K. The library is a growing organism: Ranganathan's fifth law of library science and the academic library in the digital era. *Library Philosophy and Practice (e-journal)*, 2011, 548.
5. Dokhani, Firoozeh. "The use of Library 2.0 and Mobile Messaging Applications: (Case Study: Central Library of Islamic Azad University, Science and Research Branch of Tehran)". *Library Philosophy and Practice (e-journal)*, 2017, 1612.
6. Draper L, Turnage M. Blogmania: Blog use in academic libraries. *Internet Reference Services Quarterly*,2008:13(1):15-55.

7. Draper L, Turnage M. Blogmania: Blog use in academic libraries. *Internet Reference Services Quarterly*,2018;13(1):15-55.
8. Duck F. "Is Generation Y Addicted to Social Media?" *The Elon Journal of Undergraduate Research in Communications*,2011;2(1):5-14
9. E-electioneering. Use of social media in the 2010 Australian federal election—also reported in *media international Australia and communication, politics, culture* (Macnamara 2011a, 2011b), 2010.
10. Efe RT. Teachers' awareness and use of online social media by teachers in Everything, Portfolio, New York, 2014.
11. Ekoja II. Modern ICT tools: Online electronic resources sharing using web 2.0 and its implications for library and information practice in Nigeria. *Samaru Journal of Information Studies*,2011;11(1-2):53-58.
12. Evans L. *Social Media Marketing: Strategies for Engaging in Facebook, Twitter & Other Social-Media*. Que, 2010.
13. Ezeani CN. Network literacy skills of academic teachers for effective services delivery: The case of University of Nigeria Library System. *Library Philosophy and Practice*, 2011. Retrieved 25th May 2014 from <http://uidaho.edu/~mbolin/ezeani.htm>.
14. Golden M. *Social Media Strategies for Professionals and Their Firms: The Guide to Establishing Credibility and Accelerating Relationships*. New Jersey: John Wiley and Sons, 2011.
15. Iwhiwhu BE, Ruteyan JO, Eghwubare A. Mobile phones for library services: prospects for Delta state university library, Abraka. *Library Philosophy and practice*, 2010.
16. Jharotia I, Anil Kumar O. Mobile Applications and Technologies for Libraries: an Overview Conference proceeding of the International Conference on Knowledge Organization in Academic Libraries held at Manipal University Jaipur on 2-3, 2015, 155-170.
17. Kaplan AM, Haenlein M. Users of the world, unite! The challenges and opportunities of Social-Media. *Business Horizon*,2010;(53):59-68.
18. Kietzmann H. "Social-Media" Get serious. Understanding the functional building blocks of social media. *Business Horizons*,2012;54:241-251.
19. Kwanya T, Stilwell C, Underwood PG. The application of Web 2.0 tools by libraries in Kenya: a reality check, 2012.
20. Mayfield TD. What is social media? [e-book] I Crossing, 2018. Available through: website www.icrossing.co.uk/.../What_is_Social_Media_iCrossing_ebook.pdf.
21. Nielsen D. State of the media: The social media report 2012". *Featured Insights, Global, Media + Entertainment*. Retrieved, 2012.
22. Okoro N, Nwafor KA. Social media and political participation in Nigeria during the 2011 General Elections: The hapses and the lesson. *Global journal of Arts, Humanities and social sciences*,2013;1(3):2946.
23. Statista. Number of monthly active WhatsApp users worldwide from April 2013 to April 2014, 2015.
24. Wasike J. Social-media ethical issues: role of a librarian. *Library Hi Tech News*,2013;30(1):8-16.
25. Welch L. *The other 51 weeks: a marketing handbook for teachers*. Wagga Wagga, NSW, Australia: Centre for Information Studies, Charles Sturt University, 2006.
26. Wordu H, Dan-Jumbo I, Mina AD. Effects of social media addiction on academic performance of students in secondary schools in Rivers State, Nigeria. *International Journal of Advanced Education and Research*,2021;6(6):1-7
27. Xiaofen J, Yiling Z. The Impacts of Online Word-of-mouth on Consumer's Buying Intention on Apparel: An Empirical Study. *International Symposium on Web Information Systems and Applications*. China 22-24 May, 2009.