

# **Influence of Social Media on Academic Performance of Senior Secondary School Students: A Case Study of Secondary Schools in Zaria Local Government Area, Kaduna State**

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## **Abstract**

Social media has been seen as one of the most commonly used medium of communication among all ages of groups. It is used mostly among the students for its easy accessibility and functions to keep in touch with the people. Since its existence the numbers of users have been increasing day by day and especially among students. It has been observed that students dedicate more attention and time to social media than they do to their studies and they cannot pass their examinations well if they do not learn. Meanwhile, the advent of social media as a result of advancement in technology and expansion in internet software has raised several eye brows among academics on its impact on studies and students' academic performance. Many researchers have argued as distressing whether social media use has or has no impact or influence on students' academic performance. Putting into consideration how social media became embedded within the young generation lifestyle as a method of communication between the schools, peers and the school administration is worrisome and threatening.

## **Introduction**

The development of technology has brought rapid changes to the world and modern technology in communication no doubt has turned the entire universe into a "Global village" as predicted by Marshall McLuhan. The world today celebrates advancement in communication technology which has broadened the scope of communication through Information and Communication Technologies (ICTs) (Imasuen, 2020).

Scholars state that in recent years, significant changes have taken place around the globe regarding the quantitative and qualitative

expansion of internet, social networks and number of people who use them (Azizi, Soroush & Khatony, 2019). Social networks here include websites and applications that allow users to share content, ideas, opinions, beliefs, feelings, and personal, social, and educational experiences which facilitates communication between a wide range of users at global and international levels (Alahmar, 2016; Blachnio, Przepiorka & Pantic, 2016).

Kaplan and Haenlein (2010) define social media as “a group of internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content.” It includes web-based and mobile based technologies that are used to turn communication into interactive dialogue among individuals, organisations, and communities. Typical examples of social media platforms include websites such as Facebook, Twitter, Flickr, YouTube, Instagram, Telegram, Skype, and WhatsApp which ranks among the commonest and popular (Azizi, Soroush & Khatony, 2019).

Boyd and Ellison (2007) submit that two-third of the world’s internet population visits social networking or blogging sites, thus serving as a communication and connection tool. These networking sites are referred to as social media. In 2018, the number of internet users in the world was about 4.021 billion and 3.196 billion people use social networks on a regular basis worldwide (We Are Social, 2018). In Nigeria, social media is among the commonest platforms for interaction and exchange of ideas among people, hence the growth of social networks have skyrocketed with over 200 active social networking sites and 33 million social media users (Data Reportal, 2021). It was recorded that a total of 154,301,195 Nigerians were active subscribers on internet in the year 2020 (National Bureau of Statistics, 2021). The social media obsession has also hit primary and secondary institutions, which cannot remain impartial to these rapidly changing technologies (Otaru & Nwankwo, 2021).

Conventionally, students’ academic performance has been linked to different factors including: parents’ education, socio-economic status, learners study habits, social incentives, teachers’ qualification, appearance and personality, teacher-students’ relationships and physical facilities among many others (Broome, 2003; Emeri, 2019). Academic performance simply refers to a participant’s examination grades at the end of a particular term or programme. It could also be seen as the level of performance in a particular field of study. Higher scores indicate better academic performance (Egbule, 2004).

Kohn (2005) sees academic performance as the outcome or result obtained by pupils or students in educational activities. Academic performance of a student can be regarded as the observable and measurable behaviour of a student in a particular situation (Platz & Koplex, 2013). However, Bande (2002) describes academic performance as the scholastic standing of a student at a given moment. Academic performance, which is measured by the examination results, is one of the major goals of a school consequently, Hoyle (1986) argues that 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 (Osharive, 2015).

The emergence of social media in the global educational landscape in the onset of 21st century has changed the students’ entire lives’ course, especially their preferred pattern of learning which is key in students’ academic performance. Learning itself is a complex process by means of which knowledge, skills, habits, facts, ideas and principles are acquired retained and utilized. A students’ academic performance is a measure of how much of these have been achieved in the learner, learning enables a student to adapt to his/her environment and also to transform and

modify existing behaviours when necessary. Activities that would promote or inhibit learning would undoubtedly affect students' educational outcomes; therefore, maximizing the learning potentials of the child through providing a conducive learning environment is a way of supporting him/her to better performance (Emeri, 2019). This performance according to Simkins (2001), is a measure of output and the main outputs in education are expressed in terms of learning, that is, changes in knowledge, skills, and attitudes of individuals as a result of their experiences within the school system. Meanwhile, Simpson and Weiner (2009) opine that performance is a measurable behaviour.

### **STATEMENT OF THE PROBLEM AND JUSTIFICATION**

Social media has been seen as one of the most commonly used medium of communication among all ages of groups. It is used mostly among the students for its easy accessibility and functions to keep in touch with the people. Since its existence the numbers of users have been increasing day by day and especially among students. For several years, scholars such as Emeasoba and Ugwuoke (2019) over those social media platforms have facilitated teaching and learning and have also increased the level of students' enthusiasm in learning activities. It has been observed that students dedicate more attention and time to social media than they do to their studies and they cannot pass their examinations well if they do not learn (Osharive, 2015).

### **OBJECTIVES AND RESEARCH STATEMENT**

The objective of this study is to find out the impacts of social media usage by senior secondary school students on their academic performance. This research is however broken down into specific objectives, which are:

1. To identify the social media platforms used by senior secondary school students.
2. To ascertain the uses of these social media platforms.
3. To find out the extent social media platforms positively influences academic performance of students.
4. To explore the extent social media platforms negatively influences students' academic performance.

From the objectives, the following research questions will guide the study:

1. What are the social media platforms used by senior secondary school students?
2. How do these students utilize social media platforms?
3. To what extent do these social media platforms positively influence academic performance of students?
4. To what degree do these social media platforms negatively influence academic performance of students?

### **LITERATURE REVIEW**

#### **SOCIAL MEDIA**

Social media represents an evolution of the internet from top down information provider model, to one which is very much in the hands of the individual end user and communities of end users. It is a key element of web 2.0, allowing users to be the main figures in generating and shaping contents (Watson, 2008).

Similarly, Safranck, 2012 notes that these social media break the traditional socio-economic barrier “you don’t have to be somebody to be somebody” when using social media. Sweetser and Lariscy (2008) see social media as a “read-write Web, where the online audience moves beyond passive viewing of Web content to actually contributing to the content”. Social media is attributed to user-generated participation giving the opportunity to enjoy user-to-user interaction. This distinguishes social media from the traditional media which is characterized by top-down news dissemination arrangement (Clark & Aufderheide, 2009).

Historically, social media began in the late 1990s with the first recognized social media network called “Six Degrees” in 1997 and the technology enabled people to upload a profile and make friends. From 1997 to 2001 a number of community tools; Asian Avenue, blackplanet and MiGente began supporting various combination of profile and publicly articulated friends (Kolan & Dzandza, 2018).

. A study by Ifeanyi, Christian and Benedict, (2015) reveal the major social media used by Nigerian Youths are Facebook, Google+, 2go, Skype and Twitter. Similarly, Mngusuul (2015) reported that Facebook, Twitter, Nairaland, YouTube, WhatsApp, 2Go and LIB are the types of social media commonly used by Youths in Nigeria. Also, Asogwa and Ojih (2013), found that major social networking sites used by Nigerian students were Facebook, Twitter and 2go.

Social media technologies take on different forms including magazines, internet forums, weblogs, social blogs, podcasts, pictures, and video. Considering that social media come in diverse forms, Kaplan and Haenlein (2010) tried to classify social media into six distinct categories:

1. Collaborative projects (Wikipedia)
2. Blogs and micro blogs (such as Twitter that make it possible to publish, instantaneously, short messages to which other users can subscribe. Personal, publicly available journals that also allow anyone to report or comment on news and events)
3. Content communities (e.g. YouTube, Flickr that let users publish material they have produced)
4. Social networking sites (SNS) such as Facebook and the professional network LinkedIn, which allow users to create an online profile and to link to – and communicate with friends, colleagues and organisation)
5. Virtual game worlds (e.g. World of War craft)
6. Virtual social worlds (e.g. Second Life).

## **SOCIAL MEDIA AND ITS INTERPLAY ON EDUCATION**

Livingstone and Brake (2010) aver that social media tools represent a progressive target for researchers and policy makers. It has driven great enthusiasm among educators because of the roles it plays in the learning objective (Shaib, Jimoh & Ramon, 2020). This assertion is in line with Wheeler, Yeomans and Wheeler, (2008); Rifkin, Longneck, Leach, Davis and Ortia, (2009) elucidate the benefits of social media platforms uses in the education system which includes: enhancing relationship, improving learning motivation, offering personalized learning materials and also developing collaborative abilities which show that social media tools activities have the possibility of enhancing student’s contact and can also be used to improve their participation in the class, particularly where introverted students are involved. Owing to the increase in the usage of social media tools like instant messaging applications which

includes: Facebook and WhatsApp, a research was carried out in 2019 and it was reveal that over 7 Billion people in the world use either of these applications to connect people (source; <https://www.wordometers.info>).

Meanwhile, Shaib, Jimoh and Ramon (2020) conclude that the instant messaging applications has boosted communication away from the school environment through creating group chats and access to online links which makes it easier for students to function in online group learning, with less or no anxiety of the need to raise questions before peers at school. This shows that the advent of social media platforms has improved the students to technological innovations which may have impacted their learning proficiency.

However, social media tools are not limited to the students alone as it has also benefited researchers in various professions to have quick access to information and materials to enhance their skills and keep up to date in their professional career. Shaib, Jimoh and Ramon (2020) highlight that some of the gains of social media tools in some standard schools is the sending of results by the school management to the parent or guardian of the student to know the academic achievement of their ward which is done weekly, monthly, term or on a sectional basis.

### **STUDENTS' ACADEMIC PERFORMANCE**

Ballotepedia (2020) explains that 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. Specifically, performance is the observable or measurable conduction a specific circumstance usually experimental situation (Simpson & Weiner, 1989). Ejikeme and Ebubechukwu (2018) note that performance measures the aspect of behavior that can be observed at a specific period and to determine performance, a performance test is conducted.

Academic performance of students comprises of scores gotten from a teacher-made test, first term examination, mid-semester test, and so on (Yusuf, 2015). Several studies have been carried out on the factors that affect students' academic performance or achievement in schools, colleges and universities. Some of the factors identified and reported to have affected the academic performance of students in these different settings include but not restricted to: student's effort, previous or prior educational performance, self-motivation, the social-economic status of the students' parents, the students' age, number of hours of study per day, admission points, different entry qualifications, tuition trends and the students' area of residence (rural or urban) (Farooq, Chaudry, Shafiq & Berhanu, 2011; Ali, Haider, Munir, Khan & Ahmed, 2013).

Conversely, poor academic performance is a performance that is below an expected standard (Aremu & Soka, 2003). Adesemowo (2005) state that poor academic performance is more prevalent in school subjects like mathematics and English language among secondary school students. While, academic failure is not only frustrating to students and parents, its effects are evident in the society regarding poor and under-skilled manpower in various parts of the society (Ejikeme & Ebubechukwu, 2018).

However, there have been many social, financial and ecological factors that have contributed to the low academic performance of students but recent data show that students in Nigeria are under increased pressure due to higher academic standards in other countries, and it has

become more important than ever for educators to encourage graduation and further education (Bowen, 2008). However, with more and more students being preoccupied with social media and technological this is said to be a contributory factor in either enhancing academic performance or having an adverse effect on students' performance (Ebubechukwu & Ejikeme, 2018).

According to Ellison (2007), social media engages students and institutions, enabling students to have the capacity to communicate with their peers, share information and exhibit their social lives. Khans (2009) therefore observe that social media users frequently experience poor academic performance. Similarly, Englander, Terregrossa and Wang (2010) conclude that social media is negatively connected with student academic performance and its weaknesses outweigh the benefits. Addicted social media users (students) use the internet to carry out their personal and professional responsibilities which prompts poor academic performance.

### **POSITIVE AND NEGATIVE INFLUENCE OF SOCIAL MEDIA ON STUDENTS' ACADEMIC PERFORMANCE**

Social media usage presents both advantages as well as challenges, mostly its benefits are seen in terms of accessing course contents, video clips, and transfer of the instructional notes and so on, and this is largely due to its cost effectiveness, accessibility and convenience (Ansari & Khan, 2020). Studies in western countries have confronted that online social media use for collaborative learning has a significant contribution to students' academic performance and satisfaction (Zhu, 2012). Junco (2011) asserts that social media tools form a fundamental part of students' education. Social media impacts students' physically and mentally which boost their academic life to make it effective and efficient in their cause of learning; buttressing this assertion, Jain; Verma; Verma and Tiwari (2012), reveal that some students benefit from chit-chatting with other students, instructors and social relations as a means of connecting with others. Broadly, social media sites permit students to interact, share the contents with colleagues, also assisting in building connections with others (Cain, 2008). In the present era, the majority of the college-going students are seen to be frequent users of social media tools to keep them informed and updated about the external affair (Ansari & Khan, 2020).

Raja (2018) opines that social media is a good platform for the education sector; concluding that, social media is an effective tool for students, teachers and researchers as it enables them to share and communicate information without limits. Also, Devi, Gouthami and Lakshmi (2019) explain that social media assist students to easily contact with each other with regard to their projects and assignments. According to the scholars, students can work on group assignments from their respective homes. When social media is used in pedagogy students who have difficulty in expressing their thoughts in the classroom can get involved in the learning process, it helps to build their confidence level as well. Social media has unquestionably created innovative prospects to engage students in secondary education as they are remarkably effective at connecting people thereby expediting the exchange of information (Selwyn, 2007; Arquero & Esteban, 2013). Also, a study by Arquero and Esteban, (2013) and Selwyn, (2007) whose inferences were that social media certainly produce new opportunities to engage students in higher education as they are remarkably effective at connecting people and facilitating the exchange of information. Summarily, it cannot be over emphasized that social media usage in the educational sector has since its inception been beneficial to students and schools.



Meanwhile, Eke, Omekwu and Odoh (2014) observe the positive influence of social media platforms on students' performance to include the following:

- Internet engagement: in a world where online engagement is important for businesses, students are becoming experts at developing a sense of internet presence. Not only do they know how to interact with others on the internet, they know how to use basic and even complex functions in order to do so. Thus, students use social networking sites to interact with their peers and even teachers about class-related subjects.
- Informal knowledge and skill: social media facilitate learning and skill development outside formal learning environments by supporting peer to peer learning, skills collaboration and diverse cultural expression. The knowledge and skill young people are learning via social media platforms are directly relevant to the participatory web in which user generated content is now integral in the rapid development of online business model.
- Education: social media platforms aid schools and universities programmes. Such social networking sites for example, blogs help to leverage or complement formal educational activities and enhancing outcomes. Social media are also used to extend opportunities for formal learning across geographical contexts. Thus, social media can enhance the interactions of marginalised young people with their teacher and increase their confidence in educational activities.
- Individual identity and self-expression: social media are essentially flexible and designed to promote individual customisation, they are used to experiment as well as find legitimacy for users' political, cultural or sexual identity. Social networking sites can provide users with a space to work out identity and status, make sense of cultural cues, negotiate public life and increase user's sense of personal belonging. This sense of personal belonging and identity has been positively correlated with academic performance.
- Strengthening interpersonal relationships: generally, studies have found that having positive interpersonal relationships is an important predictor of wellbeing. Social media by and large, has been found to strengthen individual interpersonal relationships. Email, Face book, Twitter, WhatsApp, instant messaging and social networking can address new barriers people may face to forming and maintaining public places together, limited transport to get there, and time free of structured activities such as school and sports. Social media offer users opportunities to meet lost long friends, make new ones, meet family members who might be in different locations and generally stay connected. Hence social bonds and relationship are maintained and enhanced. With the social media, people communicate and keep in touch, through sharing experiences, pictures, audios, videos and all manner of information, without having to see each face to face. (Nnamonu 2013).

On the contrary, Davies and Cranston (2008); Okeeffe and Clake-Pearson (2011), state some of the threats related with social media usage on students' academic performance which include: immoral activities such as: identity theft and fake contacts, online sexual harassment, inappropriate advertising, cyber bullying, sexing, privacy concerns, social media online addiction, loneliness and depression. Meanwhile, according to these scholars, these immoral

activities make students lose the factual aspect of the natural human communication skills as they spend more time on frivolities which will thus affect them negatively.

Collaborating this assertion, Kuppusswamy and Shankar (2010), opine in their study that social media tools divert the attention and awareness of the students toward learning whereby, most of the students spend most of their precious time online with unnecessary chatting. Meanwhile, some of the adverse impacts of social media have seen various cases in highly sensitive places such as schools, religious houses, and so on whereby students spend too much of their time chit-chatting, watching pornography, addiction to social media platforms which could lead to late night and unhealthy or poor sleep, increased rate of anxiety and depression among youths (Shaib, Jimoh & Ramon, 2020).

In 2003, scholars like Gonzalez (2003) report that using online communication can negatively affect the students' use of language, grammar and spelling. Gonzalez (2003) further suggests that online communication often leads to the use of short phrases and incomplete sentences, and that it often becomes informal conversation that may negatively impact academic writing. Because writing on social network is different from writing in a classroom, students might not see the connection between the two forms of writing (academic writing and informal writing). They consider writing on social media as a type of informal writing for communication, not for academic purposes. Social media have been noted to have some negative effects on students' academics, they include but not limited to the following:

- Displacement Effect on Academic Activities: majority of students use social media platforms for socialising purposes, they therefore tend to spend more time for socialising rather than learning. Thus, excessive use of social media reduces students' academic performance since time meant for studies is used on non-academic issues like chatting and making friends (Salvation & Adzharuddin, 2014). For instance, the Karpinski research shows that students who used Facebook had a significantly lower grade point average than those who did not use the site. The majority of the students who use Facebook every day are under achieving by an entire grade compared with those who avoid the site. Researchers have also discovered how students who spend their time amassing friends, gossiping and poking others on the site may devote as little as one hour a week to their academic work.
- Psychological Disorders and Health Problems: anxiety, depression, poor eating habits, lack of physical exercise; progressively short attention spans and subverted higher order reasoning skills such as concentration, persistence, and analytical reasoning are among the common disorders seen in the frequent users of social media and this manifest itself more these days because people are closer to those far away from them but far away to those very close to them. It has also been added that a tendency to overestimate one's ability to multi-task and manage projects; and technology being seen as a substitute for the analytical reasoning process are tendencies evidenced amongst frequent users of the social media.
- Collectively, these play roles in a student's educational process to various degrees and at various times (Mozee, nd). However, amidst all sociological benefits, social media platforms contribute to moral degeneration and decadence among youths in several countries, including Nigeria. This, no doubt, stems from the gross obsession with and abuse of these social networking sites.



Yunus and Salehi (2012) argue that students learn and improve on their vocabulary, reading and writing skills and correction of their spelling errors through social media usage. In addition, it deepens learning process by creating a wider range of options to explore by both the students and instructors or teachers which is done at their own convenience, and on whatever methodology deem suitable. Among the options includes: online teaching- learning which is becoming more popular and accessible anywhere in the world through internet connection.

Ikezam and Eremie (2021) conclude that the adverse effects of these social media networking sites offset the positive ones. Consequently, these sites have instigated potential harm to society. Students become victims of social networks more often than anyone else. This may be because social media is an attractive way for students to avoid boredom while they are studying or searching their course materials online, diverting their attention from their work (Bozoglan, 2017).

## METHODOLOGY

### Research Method

Research design is a plan of study which involves the collecting and analyzing of data. Also, Ali (2009) defines research design as the conceptual blueprint within research is conducted. In the same vein, Frey (1991) states that research design uses measurement techniques to gather information about the attitudes and behaviours of a defined population on the basis of answers to questions posed for samples, drawn from the population. Thus, survey research design will be adopted for this study.

### Population

The population of this study will consist of all SS<sub>1</sub>, SS<sub>2</sub>, and SS<sub>3</sub> student of some selected secondary school in Zaria local government. The total population of the senior secondary school students selected are 150 students.

S/N	Classes selected	Number of students
1.	SS <sub>1</sub> Art	25
2.	SS <sub>1</sub> Science	25
3.	SS <sub>2</sub> Art	14
4.	SS <sub>2</sub> Science	41
5.	SS <sub>3</sub> Art	20
6.	SS <sub>3</sub> Science	25
7.	Total	150

Selected secondary schools population, 2024

### Sampling Technique

For this study, Census Survey, a method of quantitative research type shall be implored to explore effect of social media on student academic performance in Senior Secondary School Students in Zaria local government. Census survey entails collecting data from all units in the population. The census survey was chosen because the population size is not large and sample survey will not be feasible for the study.

### Instrumentation

The instrument for data collection in this research work will be a structured questionnaire, considering the nature of the respondents.

### Validity of the Instrument

Hardy and Bryman (2004) state that validity is concerned with the issue of whether a variable really measures what it is supposed to measure. Items in the questionnaire will be rigorously checked to ensure that they are related to the study.

### Reliability

The reliability test is used to determine the consistency of the instrument, and its suitability for the study. The study will conduct a pre-test. The best way to discover whether a research instrument is adequately designed and to detect any error in the approach is to pre-test (Wimmer and Dominick, 2014). 10% of the population under study will be used for pre-test.

### Procedure for Data Collection

The researcher will use an introductory letter which will serve as an official document to be presented to the school under study. The researcher will seek the assistance of the class teacher (SS 1, 2 and 3) and these class teachers will be fully involved during the administration and collection of the questionnaire.

### Procedure for Data Analysis

The research questions will be analysed using the descriptive statistics. The data that will be obtained from the research shall be presented in an orderly and self-explanatory manner using frequency tables, simple percentages to ensure clarity of the presentation and easy interpretation of findings.

## PRESENTATION OF DATA, RESULT AND DISCUSSION

This chapter presents the Results of Data Analysis based on the formulated Research Questions.

### Demographic Characteristics of Respondents

S/N	Class	Number of students
1.	SS1 Art	25
2.	SS1 Science	25
3.	SS2 Art	14
4.	SS2 Science	41
5.	SS3 Art	20
6.	SS3 Science	25
7.	Total	150

### Data Presentation and Analysis

Gender of the Respondents

GENDER	FREQUENCY	PERCENTAGE
MALE	85	56.67%
FEMALE	65	43.33%
TOTAL	150	100%

Source: Field Survey, 2024

The above table shows that the respondents 85 are male representing 56.67% while 65 respondents representing 43.53% are female.

Age of the respondents

AGE OF RESPONDENTS	FREQUENCY	PERCENTAGE
9 – 13 YRS	45	30.00
14 – 18YRS	50	33.33
19 – 23YRS	55	36.67
TOTAL	150	100%

Source: Field Survey, 2024

The above table shows that 45 respondents representing 30% are of age 9 – 13yrs; 50 respondents representing 33.33% are of age 14 – 18yrs while 55 respondent representing 36.67% are of age 19 – 23yrs, so majority of the respondents are of age 19 – 23yrs.

Class of the respondents

CLASS OF RESPONDENT	FREQUENCY	PERCENTAGE
SS I	35	23.14
SS II	65	43.53
SS III	50	33.33
TOTAL	150	100%

Source: Field Survey, 2024

Table above shows that 35 respondents representing 23.14% are of Class SSI; 65 respondents representing 43.53% are of Class SS II while 50 respondents representing 33.33% are of Class SS III. Therefore, the majority of the respondents are of Class SSII.

## SECTION B

What is you most preferred social media?

TYPE OF SOCIAL MEDIA	FREQUENCY	PERCENTAGE
FACEBOOK	60	40.00
WHATSAPP	50	33.33
YOUTUBE	40	26.67
TOTAL	150	100%

Source: Field Survey, 2024

The table above shows that 60 respondents representing 40% preferred Facebook; 50 respondents representing 33.33% preferred whatsapp while 40 respondents representing 26.67% preferred You-tube as the social media.

How many hours do you spend on social media per day?

PERIOD SPEND PER DAY	FREQUENCY	PERCENTAGE
1 – 3 hours	50	33.33
3 – 5 hours	45	30.00
7 and above	55	36.67

<b>TOTAL</b>	<b>150</b>	<b>100%</b>
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Source: Field Survey, 2024

The table above shows that 50 respondents representing 33.33% are spending 1-3hours on the social media per day; 45 respondents representing 30% are spending 3-5hours, while 55 respondents representing 36.67% are spending 7 and above hours on social media.

How do you access social media?

ACCESS SOCIAL MEDIA	FREQUENCY	PERCENTAGE
Through personal smartphone	55	36.67
Through parents' phones	35	23.33
Through friends' phones	60	40.00
Total	150	100%

Source: Field Survey, 2024

Above table shows that 55 respondents representing 36.67% access social media through personal Smartphone, 35 respondents representing 23.33% through parents' phones while 60 respondents representing 40% through friends' phones.

What purpose do you use your social media for?

PURPOSE OF USING SOCIAL MEDIA	FREQUENCY	PERCENTAGE
Learning	55	36.67
Sourcing for academic materials online	60	40.00
Chatting with friends	25	16.67
Viewing celebrities posts	5	3.33
All of the above	5	3.33
Others (purchases, advertising etc.)	-	-
TOTAL	150	100%

Source: Field Survey, 2024

The table above shows that 55 respondents representing 36.67% use social media for learning; 60 respondents representing 40% for sourcing of academic materials online; 25 respondents representing 16.67% for chatting with friends while 5 respondents representing 3.33% each use for viewing celebrities and all of the above.

## SECTION C

My use of social media for research has helped improve my grades

FOUR POINTS SCALE	FREQUENCY	PERCENTAGE
STRONGLY AGREE	55	36.67
AGREE	45	30.00
DISAGREE	30	20.00
STRONGLY DISAGREE	20	13.33
TOTAL	150	100%

Source: Field Survey, 2024

The above table shows that 55 respondents representing 36.67% strongly agree; 45 respondents representing 30% agree; 30 respondents representing 20% disagree while 20 respondents representing 13.33% strongly disagree with the statement.

I use materials gotten from social media to complement what I have been taught in class

FOUR POINTS SCALE	FREQUENCY	PERCENTAGE
STRONGLY AGREE	55	36.66
AGREE	40	26.66
DISAGREE	35	23.32
STRONGLY DISAGREE	25	16.66
TOTAL	150	100%

Source: Field Survey, 2024

The table above shows that 55 respondents representing 36.66% strongly agree; 40 respondents representing 26.66% agree; 35 respondents representing 23.32% disagree while 25 respondents representing 16.66% are strongly disagree with the statement.

I connect with friends online and I learn new skills from them

FOUR POINTS SCALE	FREQUENCY	PERCENTAGE
STRONGLY AGREE	50	33.33
AGREE	45	30.00
DISAGREE	40	26.67
STRONGLY DISAGREE	15	10.00
TOTAL	150	100%

Source: Field Survey, 2024

The table above shows that 50 respondents representing 33.33% strongly agree; 45 respondents representing 30% agree; 40 respondents representing 26.67% disagree while 15 respondents representing 10% were strongly disagree with the statement.

I use social media to interact with my peers and teachers about class-related subjects.

FOUR POINTS SCALE	FREQUENCY	PERCENTAGE
STRONGLY AGREE	45	30.00
AGREE	50	33.33
DISAGREE	35	23.34
STRONGLY DISAGREE	20	13.33
TOTAL	150	100%

Source: Field Survey, 2024

Above table shows that 45 respondents representing 30% strongly agree; 50 respondents representing 33.33% agree; 35 respondents representing 23.34% disagree while 20 respondents representing 13.33% strongly disagree with the statement.

Social media affects my academic life through hours of chatting with friends

FOUR POINTS SCALE	FREQUENCY	PERCENTAGE
STRONGLY AGREE	40	26.67
AGREE	35	23.33
DISAGREE	45	30.00
STRONGLY DISAGREE	30	20.00
TOTAL	150	100%

Source: Field Survey, 2024

The table above shows that 40 respondents representing 26.67% strongly agree; 35 respondents representing 23.33% agree; 45 respondents representing 30% disagree while 30 respondents representing 20% strongly disagree with the statement.

Social media distracts me from my studies

FOUR POINTS SCALE	FREQUENCY	PERCENTAGE
STRONGLY AGREE	55	36.67
AGREE	40	26.67
DISAGREE	35	23.33
STRONGLY DISAGREE	20	13.33
TOTAL	150	100%

Source: Field Survey, 2024

Table above shows that 55 respondents representing 36.67% strongly agree; 40 respondents representing 26.67% agree; 35 respondents representing 23.33% disagree while 20 respondents representing 13.33% strongly disagree with the statement.

Hours I spent online cannot be compared to the number of hours I spend reading my books

FOUR POINTS SCALE	FREQUENCY	PERCENTAGE
STRONGLY AGREE	60	40.00
AGREE	45	30.00
DISAGREE	35	23.33
STRONGLY DISAGREE	10	6.67
TOTAL	150	100%

Source: Field Survey, 2024

The above table shows that 60 respondents representing 40% strongly agree; 45 respondents representing 30% agree; 35 respondents representing 23.33% disagree while 10 respondents representing 6.67% strongly disagree with the statement.

There is no improvement in my grades since I become engaged on social media.

FOUR POINTS SCALE	FREQUENCY	PERCENTAGE
STRONGLY AGREE	40	26.67
AGREE	35	23.33
DISAGREE	45	30.00
STRONGLY DISAGREE	30	20.00
TOTAL	150	100%

Source: Field Survey, 2024



The above table shows that 40 respondents representing 26.67% strongly agree; 35 respondents representing 23.33% agree; 45 respondents representing 30% disagree while 30 respondents representing strongly disagree as per the statement.

I neglect my assignments to spend more time on social media

FOUR POINTS SCALE	FREQUENCY	PERCENTAGE
<b>STRONGLY AGREE</b>	30	20.00
<b>AGREE</b>	25	16.66
<b>DISAGREE</b>	55	36.67
<b>STRONGLY DISAGREE</b>	40	26.67
<b>TOTAL</b>	<b>150</b>	<b>100%</b>

Source: Field Survey, 2024

The table above indicates that 30 respondents representing 20% strongly agree; 25 respondents representing 16.66% agree; 55 respondents representing 36.67% disagree while 40 respondents representing 26.67% strongly disagree that more time on social media than doing assignments.

### Discussion of Findings

Based on the analysis carried out on the study, it was revealed that majority of the respondents strongly agree or agreed with high percentage that social media assist them in improving their academic performance. Also few agree that social media consumed their time than paying more attention on their studies which makes their grade low.

The findings also show that the students used social media for their academic work than the chatting with friends or viewing other activities like celebrities etc. So parents and teachers should encourage their students to put more attention on academic issues while using social media than just chatting with friends and other peers that not related to their studies.

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

This work was centered on Influence of social media on academic performance of senior secondary school students: A Study of some selected secondary school in zaria local government, Kaduna State. It was discovered that with the influence of social media it help students to improve their educational performance. There are still areas where the social media encourage student in their academic by reducing more time on chatting unnecessary with friends and peers. One of these encouragements is their concentration on finding more materials for assignments and projects. Parent in some society feel happy with social media as regard to their children educational performance as it help them to improve in their studies than before as not all of them visit library for updating educational studies.

#### Conclusion

This study which was aimed at ascertaining the influence of social media on academic performance of senior secondary school students and evaluating its contribution of the study areas towards students' performance. Identifying and discussing the challenge areas where it has negative result in related to academic performance. Data was generated through the use of questionnaire and was analyzed using descriptive simple random percentage. It was found that there are more to be benefit from use of social media than discouraging its use as other found it negatively in the society. This research work was supported by Tertiary Education Trust Fund (TETFUND) Federal Republic of Nigeria. It was financially supported by IBR TETFund Research Project (Batch – 10 2024)

## Recommendations

- i. There is a need for government and other relevant stakeholders to organized more campaigns and awareness on the importance of using social media in their education and also emphasize the negative outcome of not using it on education purpose. Programs that promote use of social media on education should be promoted in all our communities. Each educated individual should spread the message of use of social media for education and raise awareness on the issue, the people must be sensitized to the community and social benefit of educating people. This will help to disabuse the minds of parents, girls and the society on non-chalet attitude they have towards education programs.
- ii. Government and other stakeholders should strike to create conducive enabling social, political and economic condition which will discourage societal preference the traditional belief, culture and early marriage.
- iii. The social media needs to provide with a safe and supportive educational environment and more emphasis on important of using it for education.
- iv. The government and the stakeholders to provide more funds to support students education programs with the use of social media than discouraging them.

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