

**SOCIAL MEDIA SITES AS CORRELATES OF ACADEMIC
ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN
NSUKKA EDUCATION ZONE OF ENUGU STATE**

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Abstract

The study investigated social media site as correlates of academic achievement among secondary school students in Nsukka Education Zone of Enugu State. Two research questions were posed and two null hypotheses formulated guided the study. The research design used for the study was correlation survey. The subjects for the study comprised the entire 486 secondary school students identify from cumulative record folder of students who have performed poorly in English language and Mathematics in the study area. The instrument for data collection were two sets of questionnaire titled: Social Media Questionnaire (SMQ) and Students' Academic Achievement Proforma (SAAP). The questionnaire was developed by the researchers and validated by three experts in Faculty of Education, University of Nigeria, Nsukka. The internal consistency reliability coefficient of SMQ was determined using Cronbach Alpha statistic and reliability estimate value of 0.83 was obtained for SMQ. The data collected were analyzed using coefficient of determination (R^2) for research questions while linear regression was used in testing the hypotheses at $\rho < 0.05$ level of significance. The result of the study indicates that Facebook relates positively with academic achievement of secondary school students so also is WhatsApp. The result also revealed that there is a significant relationship between Facebook

as well as WhatsApp with academic achievement of secondary school students in Nsukka Education Zone of Enugu State. Based on the findings, it was recommended among others, that secondary school guidance counsellors should guide and inform secondary school students not to engage in social media sites like Facebook and WhatsApp to enable them achieve well in their academics.

Introduction

The poor or rather low academic achievement of secondary school students in Nigeria generally has been a subject of discussion to parents, educators, government among others. Government and parents are in total support that their huge investment in education is not yielding the desired dividend. Adeule (2016) supported the above assertion that there is a poor academic achievement by secondary school students in Nigeria. This has led to public outcries over the persistently poor achievement of secondary school students in public examination.

However, students are highly responsible for their academic success or failure. It has been noted that in most secondary schools in Nigeria, majority of students have negative and poor attitude to learning and poor study habits (Agbo, 2018). Instead of developing positive attitude to studies and working hard to obtain good academic results, they look for wrong easy ways out to achieving good results (Amadi, 2014), in Enugu State, specifically Nsukka education zone, the area of this study. The researchers have observed during undergraduate students' practicum supervision in some secondary schools that there is falling standard in academic achievement of secondary school students in the education zone. For instance, a large number of candidates year after year re-sit for Senior Secondary School Certificate Examination (SSSCE) because they did not credit English language and Mathematics. There have been instances of students sitting for this examination up to five times without getting the required five credits to gain admission into institutions of higher learning. For example, West African Examination Council Examination Report for years 2016, 2017 and 2018 revealed that the percentage of failure in English language in these past years surpass that of the percentage of credit level, while in Mathematics, a high failure percentage was recorded by the candidate in the study area (Agbo, 2018).

The 2017 May/June West African Senior School Certificate Examination (WASSCE) recorded a mass failure as only 492,906 candidates representing 31 percent of 1,542,250 that wrote the examination nationwide passed. The May/June 2019 West African Examination Senior School Certificate Examination (WASSCE) result released by the examination body

out of the 1,672,224 candidates that sat for the examination 649,156 representing 38.81 percent obtained credits in five subjects and above including English language and Mathematics, which is an increase of about 8 percent to 30.91 percent recorded in 2017 (Agbo, 2018).

This is a clear indication that academic achievement of secondary school students in the Education Zone is poor. Could this poor academic achievement of secondary school students have arisen because of students' frequent use of social media site? This is the question this study has addressed. Academic achievement has to do with performing of students in school. Achievement can be attained in different ramifications of life such as politics, business, sport among others. According to Bronssard (2014), academic achievement has to do with the overall academic performance of a student in the school. It is the outcome of education and the extent to which a student, teacher or institution has achieved their educational goals which is commonly measured by examination or continuous assessment. It is also the extent to which a learner profited from instruction in a given area of learning (Durando, 2011). Academic achievement is the overall academic performance of students in the school which is assessed by the use of teacher's rating a test and examination (Bronssard, 2014). In the context of this study, academic achievement is the overall academic performance of secondary school student which is assessed by the use of teacher's rating a test and examination.

There are many factors that affect the academic achievement of students. Top most on the list is the digital technology. Technology has become part and parcel of our daily lives. Digital technology in communication no doubt has turned the entire world into a global village. For instance, the advent of internet has taken almost all spheres of social, personal and professional human life. Ezekiel (2016) noted that the advent of internet has made it possible for people to stay connected together using the web provision called social media site. Harri (2008) defined social media site as a group of internet based application built on the ideological and technological foundations of web 2.0 that allows the creating and exchange of user-generated content. It is a website that does not just give information but allows interaction in the process of given and receiving information (Harri, 2008). The author also noted that social media depends on mobile and web-based technologies to create highly interactive sites through which individuals and communities share, discuss and modify user-generated content. In this study, social media site is interactive web-links that give students in secondary school an opportunity to create, share and publish information around the world. According to Ajah (2006), social media site include Facebook, Twitter, WhatsApp, YouTube, 2go, LinkedIn, Skype, among others.

However, the thrust of this study is on Facebook and WhatsApp. The choice of these social media sites was informed by the fact that they are commonly used by secondary school students. Facebook is social media site that allows users to create their profiles, upload pictures, videos and music, chat with other users online, post their ideas and view on different issues, read news and comment on other people's posts (Ajah, 2005). Facebook is one of the social media sites that is used to connect friends both new and old from different spheres of life (Patrick, 2017). Facebook is one of the active social media sites that bring people closer than ever (Ajah, 2015). It has its pros and cons but most importantly, the position aspect should be use to advance the educational capacity in the society rather than ordinary socialization. This could be reason why Ajah (2015) noted that Facebook is a threat to serious academic pursuit in Nigeria. the author went further to note that students no longer pay serious attention to their books but rather prefer to face-book. In the other hand, Uada (2015) found out that Facebook site relates negatively on academic performance of students. In the same vein, Mejo (2016) noted that Facebook site influences negatively a great extent the academic performance of secondary school students.

However, WhatsApp is another social media site that enables users to upload pressures, videos and also chat online with other users (Alexa, 2011). WhatsApp is commonly used by students, because of its costless nature and students subscribe to it to pass both academic and social information across to each other. According to Patrick (2017), WhatsApp site influence to a great extent negatively academic achievement of secondary school students. Also, Ezekiel (2016) noted that WhatsApp site relates negatively to academic performance of students. Considering the amount of time students spend on WhatsApp, one wonders if students still have time for their academic work.

Clearly, Facebook and WhatsApp sites offers many potential benefits to students, allowing them to connect with peers, access educational resources or entertainment. Although adults also use Facebook and WhatsApp sites to a great extent, concerns tend to centre on students' use because of the many social, biological, cognitive and psychological changes that characterize the growth and development of students. It is on this ground that the researchers sought to investigate the present study.

This study aimed at investigating social media sites as correlates of academic achievement of secondary school students. Specifically, the study sought to:

- (1) determine the relationship between Facebook site and academic achievement of students.

- (2) determine the relationship between WhatsApp site and academic achievement of students.

Research Questions

The following research questions posed guided the study.

- (1) What is the relationship between Facebook site and academic achievement of students?
- (2) What is the relationship between WhatsApp site and academic achievement of students?

Hypotheses

Ho₁: There is no significant relationship between Facebook site and academic achievement of students

Ho₁: There is no significant relationship between WhatsApp site and academic achievement of students.

Method

The research design used for the study was a correlation survey design. The population for the study was all the 29,432 SS II students in Nsukka Education Zone of Enugu State. The sample size was 486 SS II students randomly sampled from 9 out of 60 public secondary schools in Nsukka Education Zone of Enugu State. Simple random sampling technique was used to draw 3 schools from each of the 3 local governments in the education zone giving a total of 9 schools. To ensure equal representation of students of the 9 sampled schools, 54 students were drawn from each of the 9 sampled schools using simple random sampling technique giving a total sample of four hundred and eighty six (486) SS II students. instrument used for data collection was a questionnaire titled: Social Media Site Questionnaire (SMSQ) and Students Academic Proforma (SAP). The questionnaire was developed by the researchers and validated by three experts in Faculty of Education, University of Nigeria, Nsukka. The internal consistency reliability coefficient of SMSQ was determined using Cronbach Alpha statistic and reliability estimate value of 0.92 was obtained for SMSQ. The data collected were analyzed using coefficient of determination (R^2) for research questions while linear regression was used in testing the hypotheses at $\rho < 0.05$ level of significance.

Results

Research Question One

What is the relationship between Facebook site and academic achievement of students?

Table 1: Regression analysis on the relationship between Facebook site and academic achievement of students

Variables	r	R²
Facebook site and academic achievement of students	0.32	0.63

(R²) = Coefficient of Determination

The result on Table 1 shows that the coefficient between Facebook site and academic achievement of students was 0.32. This implies that there exist a low relationship between Facebook site and academic achievement of students. Table 1 also revealed that the coefficient of determination (R²) associated with the correlation coefficient of 0.32 was 0.63. This coefficient of determination (R²) indicates that 32% of variation in academic achievement of students is attributed to Facebook site. Thus, Facebook site leads to students' academic achievement negatively.

Research Question Two

What is the relationship between WhatsApp site and academic achievement of students?

Table 2: Regression analysis on the relationship between WhatsApp site and academic achievement of students

Variables	r	R²
WhatsApp site and academic achievement of students	0.29	0.48

(R²) = Coefficient of Determination

The result on Table 2 shows that the coefficient between WhatsApp site and academic achievement of students was 0.29. This means that there exist a low relationship between WhatsApp site and academic achievement of students. Table 2 revealed that the coefficient of determination (R²) associated with the correlation coefficient of 0.29 was 0.48. This coefficient of determination (R²) indicates that 48% of variation in academic achievement of students is attributed to WhatsApp site. Thus, WhatsApp site leads to academic achievement of students negatively.

Hypothesis One

There is no significant relationship between Facebook site and academic achievement of students.

Table 3: Regression analysis on the significant relationship between Facebook site and academic achievement of students

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.212	1	.213	1.000	.002 ^a
Residual	62.716	484	.133		
Total	62.516	485			

The result on Table 3 shows that an F-ratio of 1.000 with associated exact probability value of 0.002 which is less than 0.05. Thus, the null hypothesis was rejected. The researchers therefore concluded that there is a significant relationship between Facebook site and academic achievement of students.

Hypothesis Two

There is no significant relationship between WhatsApp site and academic achievement of students.

Table 4: Regression analysis on the significant relationship between WhatsApp site and academic achievement of students

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.312	1	.210	2.000	.001 ^a
Residual	52.421	484	.141		
Total	52.491	485			

The result on Table 4 shows that an F-ratio of 2.000 with associated exact probability value of 0.001 which is less than 0.05. Thus, the null hypothesis was rejected. The researchers therefore concluded that there is a significant relationship between WhatsApp site and academic achievement of students.

Discussion of Findings

The result in Table 1 shows that the correlation coefficient of students was low. This means that there exist a low relationship between Facebook site and academic achievement of students. By implications, it means that the coefficient of determination with a low percentage variation in the academic achievement of students can be attributed to Facebook site. It also showed that increase in Facebook site leads to low academic achievement of students.

Further analysis of the relationship between Facebook site and academic achievement of students in Table 2 revealed that at the associated probability for the calculated value of F is less than the level of significance,

the null hypothesis was rejected. This implies that there is a significant relationship between Facebook site and academic achievement of students.

The findings of the study is in support of the study of Uada (2015), who carried out study on Facebook site and academic performance of students and found out that facebook site and academic performance of students was low. In the same vein, Mejo (2010) noted that Facebook site influences to a great extent negatively the academic performance of secondary school students. The findings of this study showed that secondary school students who make use of Facebook site would perform poorly academically. The finding suggests that secondary school students should avoid the use of Facebook site to perform well in their academics.

The findings in Table 3 also show that correlation coefficient between WhatsApp site and academic achievement of students was low. This means that there exist a low negative relationship between WhatsApp site and academic achievement of students. By implication, it means that the coefficient of determination with a low percentage variation in academic achievement can be attributed to WhatsApp site. It also showed that increase in WhatsApp site leads to low academic achievement of students.

Further analysis on the relationship between WhatsApp site and academic achievement of students in Table 4 revealed that at associated probability for the calculated value of F is less than the level of significance, the null hypothesis was rejected. This implies that there is a significant relationship between WhatsApp site and academic achievement of students. The finding of this study is in agreement with the study of Patrick (2017), who noted that WhatsApp site influence to a great extent negatively academic achievement of secondary school students. In the other hand, Ezekiel (2016) noted that WhatsApp site relates negatively to academic performance of students. The findings of this study showed that secondary school students should avoid WhatsApp site to enable them perform well academically. This finding suggests that secondary school students should not engage in WhatsApp site, since it leads to their poor achievement in academics.

Conclusion

The research emanated from the need to seek solution to better academic achievement of students. To this effect, the study investigated social media site as correlates of academic achievement of secondary school students. The study revealed among others that low relationship exists between Facebook site and academic achievement of students. Therefore, engagement in social media sites by secondary school students should be discouraged to enable them achieve well in their academics.

Implications of the Findings

The result of the study revealed among others that Facebook site and academic achievement of secondary school students is low. By implication, secondary school students should be careful in Facebook site to avoid low academic achievement.

Recommendations

- (1) School guidance counsellors should guide and inform secondary school students not to engage in social media sites to enable them achieve well in their academics.
- (2) School guidance counsellors should organize workshops and seminars on social media sites and students' academic achievement at a regular interval to discourage students from engaging in social media site since it leads to low academic achievement.

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