The Nigerian Educational Psychologists Vol. 22 No. 1, August, 2025. pp. 11-23

SOCIAL MEDIA USAGE AND ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOLS STUDENTS IN DALA LOCAL GOVERNMENT AREA OF KANO STATE, NIGERIA

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Abstract

This study determined the influence of social media usage on the senior secondary schools student's academic performance in Dala Local Government area of Kano State, Nigeria. The design of the study was correlational, given a population of 14,235 senior secondary schools students from 29 secondary schools in Dala Local Government Area, Kano State; the sample of 378 students (males = 55.02%, females = 44.98%, SS1, = 30%, SSII = 37% and SS III 33%) were drawn from the 7 selected schools using systematic and stratified random sampling techniques. The researchers' made questionnaire titled: Students Social Media Usage and Educational Impact Scale (SSMUEIS), which has 0.82 reliability co-efficient with the aid of the split halve technique, used to examine the social media usage among the students. And the students second term examination results (2018/2019 session) in English language was used to ascertained the academic performance of the students. The research question intends to determine the social media application students are more frequently exposed to. The first hypothesis determined the influence of social media usage on the academic performance of the students; whereas the second one tested the gender difference of the influence of the social media usage on the academic performance of the students. The research question was answered using descriptive statistics (using frequency counts and percentages), while the first hypothesis was tested using Pearson Product Moment Correlation (PPMC) and t-test and Chi-square technique for the last hypothesis, all at 0.05 level of significance. The findings of the study reveals that the students use facebook more frequently (53.17%) than other social media applications, male students use social media more frequently (73.55%) than their female counterpart; there was

significant gender difference in academic performance of the students exposed to social media (P= .001) as males performs better than females; and that social media usage influences the student's academic performance negatively (P= .010). Hence it is concluded that the excessive use of social media is negatively influencing the student's academic performance, and therefore recommended (among others) that the students should developed the cognitive and intuitive ability to analyze how much time they should be spending with social media, in order to strike a balance between their academic activities and chatting. And that they should devote more time on research, e-learning and academic activities more than chatting while using social media.

Key words: Social media, Academic performance and Senior Secondary School Students.

Introduction

With the influx of social media applications, for the last two decades, it has been becoming an efficient machine use to search for all kind of information and communicating to the varieties of fellowships of people globally. In this modern materialist world social media plays a vital role in shaping the social life of societies. It turned the world into a smaller place popularly known as global village. Social media is a repercussion of the Information and Communication Technology (ICT). According to the World Bank (2002, as cited in Bichene, Eno and Okpa, 2018) information and Communication Technology (ICT) is defined as any device that will store, retrieve, manipulate, transmit or receive information electronically in digital form. It consists of hardware, software networks and media for collection, storage, processing, transmission and presentation of information (voice, data, texts and images). ICT comprise of internet, social media, satellite, cable data transmission and computer assisted equipment (Rogo, 2015).

Being a segment of ICT social media has revolutionized and facilitated teaching, learning and general activities of education industry; although in some rare cases they are associated with negative impacts on education. Networks formed through social media change the way groups of people interact and communicate. They introduce substantial and pervasive changes to communications between organizations, communities and individuals. These changes are the focus of the emerging fields of techno-self studies. They differ from paper-based media in many ways, including quality, reach, frequency, interactivity, suitability, immediacy, and performance. Social media outlets operate in a dialogic transmission system (many sources to many receivers) (Wikipedia, 2019) - all of which helps in boosting peoples level of teaching and learning.

In relation to defining the concept of social media, according to Wikipedia (2019), the variety of stand-alone and built-in social media services currently available, introduces challenges of definition, although they are interactive. Computer – mediated technologies that facilitate the creation and sharing of information, ideas, career interests and other forms of expressions via virtual communities and networks. However, there are some common features: social media are interactive web 2.0 internet-based applications; user-generated content, such as text posts or comments, digital photos or videos, and data generated through all online interactions, is the life-blood of social media; users created service-specific profiles for the website or applications that are designed and maintained by social media organization; and that social media facilitate the development of online social networks by connecting a user's profile with those of other individuals or groups. In another view social medial are group of internet based application that allows the creation and exchange of users of generated content. It creates an avenue of interactions among adolescents in which they create, share and/or exchange information and ideas (Hammond, 2000 cited in Rogo, 2015). Some of the most popular social media websites, with over 100 million registered users include Facebook (and its associated Facebook Messenger), you tube, Wechat, Instagram, QQ, Weibo, QZone, Twitter, Tumbler, Telegram, Reddit, BaiduTieba, Linkedln, LINE, Snapchat, Pinterest, Viber, and V K (Wikipedia, 2019). Other social media include EyahooMessenger, Blackberry Messenger (BBM), Google talk, Google + Messenger, Iphone, Androids, WhatsApp, 2go and Badoo (Asemah&Edego, 2012 cited in Rogo, 2015); as well as Google plus and Flickr (Boateng&Amankwa, 2016).

Theoretically, Bandura (1969) in his Social Learning Theory, theorized that human learning occurs as a result of observation, imitation and modeling other people's behaviours. Meaning that majority of human leaning is not shaped by its consequences but is more efficiently learned directly from a model. A learner learns an object, idea or information mostly through watching, reading and listening to others. Therefore watching, listening and reading movies, films, messages, passages, through our mobile phones, Ipads, and computers; together with responding and communicating to them (and other ways we use social media) are regarded as observational learning vicarious conditioning or modeling. Uzoka (2018) is of the view that we become more aggressive after watching an aggressive model on movies, and that many other research works have proved that. Bichene, Eno and Okpa (2018) noted that Social Learning Theory assumes that individuals learn both accepted and deviant social and cultural behaviour by observing how others behave. Hence, it explains the learning behaviours from media, and that the major mechanism of the influence of media on social behaviour is "imitation" behaviour. The model could be real life or symbolic model (as in social media).

The influence of social media is radically changing the way education has been traditionally delivered. Professors, teachers and other educators use social media to communicate directly and instantly with the students and compare notes on education techniques, curriculum and teaching methods; as well as using blogs to deliver lectures assignments and other academic activities and so on. Over the years the secondary schools students has been exposed to the twenty four hours use of social media in both their academic activities and social welfare. Hence they explore the exciting opportunities of using such applications.

Nigerian adolescents (most of who are senior secondary school students) use social media in not only chatting but also in learning. The advent of social media has impacted significantly on the way students learn and the way teachers teach. Thus, social media can strengthen class material and positively influence discussions collaborative work and authoring. Educators and researchers are constantly experimenting with the social media technologies hoping to stimulate critical thinking skills, collaboration and knowledge construction. With the explosive growth in the number and use of social media in everyday communication method for individuals and organizations, there has been a corresponding increase of its incorporation in teaching and learning in higher institutions (Boateng & Amankwaa, 2016).

Academic performance is considered as multifaceted construct that comprises different domains of learning. Hence, its concept depends on the indicators used to measure it. Among the many criteria that indicate academic performance, there are very general indicators such as procedural and declarative knowledge acquired in an educational system; more curricular based criteria such as grades or performance on an educational achievement test and the cumulative indicators such as educational degree and certificates (Kwankwaso & Abubakar, 2018). Hence, academic achievement may be seen as the skills, knowledge and the total productivity or otherwise of students in relation to the academic expectations of their schools, universities and other institutions of learning, which are usually determined by the means of the scores or marks awarded to students by their teachers, as a by-product of their performances in a test, debate, quiz, an assignment, psychomotor performance, examination and so on. In the context of this study academic performance refers to the cumulative grade point average (CGPA) of the students under investigation.

Observers and empirical findings have pointed a range of positive and negative impacts of social media. Mensah and Nizam (2016) concluded that it is expedient that universities and colleges in Malaysia educate their students to positively use

social media platform for educational purposes, which will eventually result in a positive impact on their academic performance. Similarly Boateng and Amankwaa (2016) revealed that social media contribute a significant quota to the development of the students' academic lives.

Deviating from this view, Mushtaq and Beareghda (2018) disclosed that the positive impact of social media among the undergraduate students appeared to be higher as compared to negative impacts. However, results showed that there are no statistically significant differences between positive and negative impacts of social media on students' academic achievements. Also Asemah, Okpanachi & Edogoh (2013) concludes that the exposure to social media by undergraduate students of Kogi State University has negative effect on their academic performance.

In view of this, the current study aimed at examining and assessing the influence of social media on the academic performance of senior secondary schools students of Dala Local Government Area, Kano State. Based on this the prediction is that social medial would positively impacted the academic performance of the students.

Purposes of the study

The study was purported to:-

1. Determine the social media application that the students are more exposed to.
2. Ascertain the influence of social media on the academic performance of the students.
3. Determine the gender difference of exposure to social media and its influence on academic performance, among the students.

Research Question

Which are the social media applications students are more frequently exposed to?

Research Hypotheses

Ho1. Social media usages do not significantly influence the academic Performance of Dala Local Government Area Senior Secondary Schools students.

Ho2. There is no significant gender difference on the influence of social media on academic performance of senior secondary schools students of Dala Local Government Area, Kano state.

Method

Design

Due to the fact that the independent variable under investigation (social media), ethically cannot be manipulated, correlational research design has been used to

investigate this study. Social media was not manipulated because their manifestations have already occurred prior the research. The area of the study was DalaLocal Government Area of Kano State, Nigeria.

Participants

The population for the study comprises all senior secondary schools students in the twenty nine (29) public secondary schools in Dala Local Government Area with a total enrolment of fourteen thousand two hundred and thirty five (14,235) students (Kano State Secondary Schools Management Board: DalaZone; 2019). Using a systematic random sampling (with interval of five), seven (7) schools were sampled out of the list of the 29 schools that make up of the population. However, using a stratified random sampling technique, a sample size of 378 students were drawn from the seven (7)senior secondary schools in-line with the Research Advisor (2006) provisions. The sample made up of: 55.02% males and 44.98% females, in a strata of SS1 = 30%, SS II=37% and SSIII=33%.

Instrument

The instrument used for the study was a researcher's made 'Students Social Media Usage and Educational Impact Scale (SSMUEIS), it has 12 items which are responded using a 5-point Likert Scales. Through face, content and construct validities by 6 experts (2 each) in educational psychology (from Federal College of Education, Kano), Test and Measurement (from Bayero University, Kano) and English language (from Sa'adatu Rimi College of Education)" the SSMUEIS was validated. The experts' suggestions were used to modify the instrument. The instrument was pilot tested on twenty SS II students from one school in the study area which was not part of the sampled schools. Split half technique was used to determine the reliability of the instrument which yielded 0.82 co-efficient. Hence, the instrument was found worthy to examine the current study.

Procedure

The researchers employed seven teachers from the seven secondary schools sampled, who serve as the research assistants who administered the instruments to the participants. The questionnaires were filled and submitted on the spot. To determine the student's academic performance the researchers collected the students second term examination results in English language from the examination officers of the selected schools; which are standardized using t-scores and z-scores served as the academic performance of the students. The research question was analyzed using descriptive statistics of frequency counts and percentages. While the second hypothesis was tested using t-test for independent sample and Chi-square (x^2),

together with Pearson Product Moment Correlation (PPMC) for the first hypothesis. The hypotheses were tested at 0.05 level of significance.

Results

Table 1: Descriptive statistics of the social media the students use more frequently.

Social Media	Frequency	X	SD	Percentage
Yahoo	15	2.15	1.47	3.97
Face Book	201	28.72	14.18	53.17
Instagram	32	4.58	2.14	8.46
Whatsapp	62	8.86	2.98	16.40
2go	11	1.58	1.26	2.92
Google	36	5.15	2.27	9.52
Twitter	21	3	1.74	5.56

Table 1 above revealed that the Senior Secondary Schools Students of Dala Local Government Area use Face Book more frequently (F=201, 53.17%) than other social media applications. And the least used social media among them is 2go (F=11, 2.92%). Hence the students are more exposed to Facebook compared to other social media applications.

Table 2: Correlation between Social Media and Academic Performance of the Senior Secondary School Students of Dala Local Government Area, Kano State.

Variables	**X**	**SD**	**N**	**r-cal**	**P-value**
Social media	58.64	5.40	378	0.67**	.010
Academic achievement	18.49	3.43			

Significant at 0.05 level of significance

From table 2, the P-value of .010 is lower than the 0.05 level of significance. This led to the rejection of the null hypothesis and the acceptance of the alternative hypothesis, which states that there is a significant relationship between social media and academic performance of the students, and that, social media usage may significantly influence the academic performance of Dala Local Government Area Senior Secondary Schools Students negatively. Thus, given the standard deviations and means of the social media (58.64 and 5.40) and academic performance (18.49 and 3.43), indicates that social media usage influences negatively the academic performance of the senior secondary schools students of Dala Local Government

Area of Kano State. As their use of social media (X=58.64) is higher than their academic performance (X=18.49)

Table 3: Gender difference on Academic Performance of Senior Secondary Schools Students in Dala Local Government Area who are exposed to Social Medias

Variables	N	Mean	SD	Mean Diff	Df	t	P-value
Male	208	37.78	12.82	5.32	376	-3.587	.001
Female	170	32.46	10.64				

The above table indicates that P-value = .001 is less than the 0.05 level of significance. Hence, the hypothesis is therefore rejected which means that there is significant gender difference in academic performance of the students who are exposed to social media in Dala LGA. The difference was in favour of male students who are found to perform better than their female counterparts.

Table 4: Gender difference of using social media among the students Senior Secondary Schools of Dala Local Government Area, Kano state.

	Variables							
	Male			Female			X^2-Cal	P
Frequency of usage	Expected frequency	Observed frequency	Percentage	Expected frequency	Observed frequency	Percentage		
13-24hours	41.6	105	50.48%	34	21	12.36%	18.52	.020
10-12hours	41.6	48	23.07%	34	18	10.59%		
5-9hours	41.6	26	12.50%	34	25	14.70%		
1-4hours	41.6	18	8.65%	34	72	42.35%		
0hour/Not at all	41.6	11	5.30%	34	34	20%		
Total	208	208	100%	170	170	100%		

Df =4, P=.020 < 0.05 level of significance Decision: Rejected

The result presented on table four above, disclosed that with the calculated X^2 value (18.52), the p-value of .020 is less than the 0.05 levels of significance. Hence, the null hypothesis was therefore rejected, while the alternate hypothesis is retained, implying that there is a significant gender difference in the use of social media among senior secondary school students of Dala Local government area of Kano state. Male students (with more frequent N=153 which is 73.55%) are found to be

using social media more frequently than their female counterparts who has more frequent social media usage of N=39 which is equivalent to 22.95%.

Discussions

The current study aimed at examining the influence of social media usage on Senior Secondary Schools students' academic performance in Dala Local Government Area of Kano state. The first result of the findings indicated that the students in the study area use face book more frequently than other social media applications. And this finding was in accord with that of Abu-Shanab& Al-Tarawneh (2015) who reported that students spent high time on Facebook. It is also in agreement with the finding of Boateng & Amankwaa (2016) who disclosed that the students admitted that they are conversant with social media, but they use Facebook and WhatsApp more frequently. It is also in consonance with the finding of Asemoh, Okpanachi & Edogoh (2013) who noted that Facebook is the most used social media network among the undergraduate students of Kogi State University. But, the current findings contradicts that of Kaitibi, Nyelenkeh, Taylor, Yokie & Jalloh (2019) who affirms that the use of WhatsApp messenger amongst students is more habitual than other messengers.

The Second segment of the findings of the current research confirmed a significant relationship between social media and academic performance of the students, and that, the usage of social media influences negatively the academic performance of the senior secondary schools students of Dala Local Government area of Kano state. This replicates the revelations of Waqas, Afzal, Zaman & Sabir (2016), that the academic performance of the senior secondary schools students University students of Lahore, Pakistan are using different social networking sites which has negative effect on their academic performance and habits. It also has the supports from the findings of Ebele & Oghenetega (2014) who discovered that social media is one of the fastest ways which information can be sent and received timely but it has caused some negative impact to their studies and academic performance to those addicted to it. Nevertheless, the current finding is similar to that of Asemah, Okpanachi & Edogoh (2013) who explored that the exposure to social media by undergraduate students of Kogi state university has negative effect on their academic performance. Contrastingly, other findings, are not in consonance with the current submission. For instance Osharive (2015) released that the student's addictiveness to social network has a significant influence on their academic performance and functioning. Furthermore, Mensah & Nizam (2016) noted that it is expedient that universities and colleges in Malaysia educate their students to positively use the social media platforms for educational purposes which will eventually result in a positive impact on their academic performances. Likewise, the results of Boateng and Amankwaa

(2016) findings, established that social media contribute a significant quota to the development of the student's academic life.

The third finding of the study revealed that there is a significant gender difference in academic performance of the students, although they are exposed to social media and that, male students perform better than their female counterparts. And this aligned the report of Alnjadat, Hmaidi, Samha, Kilani and Hasswan (2019) who found that access to social media had a greater impact on academic performance of females in comparison to that of males. However, for the majority of male's social media did not affect their performance as opposed to females. But, the current finding is not in agreement with the findings of Afolabi and Uwaezuoke (2018) who revealed that the students mostly use social media for their academic works, and that there was no significant difference on computer science achievement of male and female students who uses social media.

It's also found that, the male Senior Secondary Schools Students of Dala Local Government Area, use social media more frequently than their female counterparts; which negates the finding of Rogo (2015), who reported that female students are found to be using social media more frequently than the male students. And that of Flad (2010) who exposed that 66% of females reported to visiting social media more than five times per day compared to 33% of males, hence, female students visit social media more frequently than male. Similarly, the current finding disagrees the finding of Kietzmannn (2012, as cited in Rogo, 2015), who concludes that female adolescents nowadays spend less time talking to family members, experience more loneliness and depression as such they became more addicted to social media than their male counterparts. It also violates the finding of Asemah & Edegoh (2012, as cited in Rogo, 2015), who reveals that female students patronize social media more than their male counterparts because of the ample time they have at home, as such, they tend to engage themselves into socialization through social media.

Conclusions

Among the by-products of ICT is a social media application, which is the fastest growing web applications that gained popularity among not only the Senior Secondary Schools Students, but to the whole adolescents. The amount of time the students spend on social media in daily bases, thereby neglecting their studies and academic activities, admitted the lower academic performance among them. Henceforth, the impact of social media is radically changing the level of the academic performance of students, from higher to lower level. It is based on this, this study focused on the influence of social media on the student's academic performance, and after analyzing the obtained data, it is concluded that the excessive

use of social media is negatively influencing the academic performance of students. And that the higher time one spends on social media the lower his/her academic performance. Hence, from the psychological outlook social media is like a double-edged sword that can either increase or decrease students' academic performance, depending on how it is used.

Recommendations

Based on the findings and conclusion of this study the following recommendations are hereby proffered:-

Since this study is limited to a single (although the most populous local government area in Nigeria) local government area in Kano State, more researches should be undertaken to explore the impact of social media usage on the academic performance of other varieties (Universities, Colleges, Polytechnics and Primaries) of students/pupils from other parts of Nigeria.

Students should devote more time in research, academic activities and e-learning more than only chatting, while using social media.

Students should develop the cognitive and intuitive ability to analyze how much time they should be spending with social media, in order to strike a balance between their academic activities and chatting.

Massive and vigorous campaigns and orientations should be launched by teachers, parents, school counselors and other education stakeholders in secondary schools about eradicating the negative use of social media among the students.

Parents, guardians, care-givers and school counsellors should monitor and discourage the secondary school students from using the exorbitant and sophisticated handsets and other ICT gadgets that has internet connectivity or else all day/all night browsing/chatting prior to their graduation from secondary schools.

Government and law makers should enact a rule/law that will regulate the age level that a student may reach prior to becoming eligible to social media and internet usage in Nigeria.

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