



# **Influence Of Social Media On Academic Performance Of Senior Secondary School Students In Rivers State: Implications For Counseling**

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## **ABSTRACT**

The study examined influence of social media on academic performance of students and its implication for counseling in Rivers State. To achieve the purpose of the study, the researcher developed three (3) research questions and three hypotheses to guide the conduct of the study. The study adopted the descriptive survey design. The population of this study was 4500 students from 8 public senior secondary schools out of the 14 in Port Harcourt Local Government Area of Rivers State. The sample size of this study was 357 students from the population using Taro Yamene formula. After determining the sample size of this study, simple random sampling technique was adopted for the study to select 170 males and 187 female students. The instrument used for the study was questionnaire titled “Influence of Social Media on Academic Performance of Senior Secondary School Students in Rivers State (ISMAPSSSR)”. The instrument was designed using structured items that were based on a four point likert scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) rated 4-1 points. The instrument was validated by the researcher's supervisor and two other experts in Educational foundation and Measurement and Evaluation departments from Rivers State University. The reliability of an instrument was determined using test-retest method to ensure that the instrument was reliable. The two results were correlated using Pearson Product Moment Correlation to ascertain the co-efficient at 0.80. Out of 357 questionnaires administered, only 350 were returned and used for the study, which represent 93% of the questionnaire. The data collected were analyzed using mean ( $\bar{X}$ ) and standard deviation (SD) to answer the research questions. The null hypotheses formulated were tested using z-test statistics at 0.05 level of significance, which is a test of difference of mean. The findings revealed that, the use of Facebook, Whatsapp and Youtube can influence academic performance of students in Rivers State. It is on this backdrop that the researcher recommended that; social media should be used for promoting educational purposes or goals, social networking sites should be broadened and new pages created to enhance academic activities and avoid poor performance in students' academics. This would help to create a balance between social media and academic activities of students.

**Keywords:** Social, Media, Academic, Performance, Facebook, Whatsapp, Youtube, Students, Counseling

## **INTRODUCTION**

Social media according to Andreas Kaplan refers to the means of interactions among people in which they create, share and/or exchange information and ideas in virtual communities and network. It creates the opportunity to network with other members who share similar or common interest, dreams and goals. With WhatsApp messenger, communication through mobile phones has become easier, faster and

cheaper. It is less expensive as compared to the normal phone messaging. An individual can chat with friends and family overseas through WhatsApp without having to incur global SMS charges.

According to Asemah & Edegoh (2012), these sites are used by most people to interact with old and new friends, physical or internet friends. The world has been changed rapidly by the evolution of internet technology; this has resulted into the use of technology as the best medium to explore the wide area of knowledge. The evolution of internet technology has led to its use as the best medium for communication. Whereby, two-third of the world's internet population visits social networking or blogging sites, thus serving as a communication and connection tool. The advancement in technology and communication leads to a considerable improvement in social networking such as Facebook used to keep in touch or share information with other individuals. According to Zuckerberg, by giving people the control over whole site, we're making the world more transparent. Making the world get connected is the ultimate goal behind Facebook. Facebook is an online directory that connects people through social networks in secondary schools and universities.

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 commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important, procedural knowledge such as skills or declarative knowledge such as facts (Raymond & Afua, 2016; Santoveña-Casal, 2019; Stacy, 2018; Tarek & Yasmin, 2015). 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. Online social networking sites focus on building and reflecting social associations among people who share interests and or activities. With so many social networking sites displayed on the internet, students do chat online with friends, families, teachers, etc to keep social interaction going.

Mayfield in Joseph (2017) pointed out that one can best understand social media as a group of new online media which enables wider participation (contributing information or content and giving feedback), openness (almost no barrier accessing and making use of information), conversational (two-way communication), community (bonding and sharing of common interests), and connectedness (linking other online tools or services/resources). In Publication No. 2010-03- E of the Library of Parliament, Canada, social media as a term was referred to as the wide-range of online and mobile services that allows users to be involved in online information exchanges and contributions of user-generated content within the scope of community-based interests. The above source asserted that social media include blogs, wikis, social bookmarking websites, media sharing websites and, particularly, social networking websites. Interaction and sharing of contents using a social media is been facilitated by the internet. Social media are usually on a large scale membership and comprise of the social interactions (students' social pages) taking place using website services, online tools and the content (media) that are created and shared (Naheed & Tasawar, 2014; Abbate, 2017).

In the 21st century, the use of the Internet (including the use of social media) has globally become an integral part of students' daily lives (Sorensen, Ponas, Hayikhani & Hayar, 2014). Beyond the common

sense awareness of this global situation, different research findings which support the statement have been found available. For instance, it was reported that Internet users across the United States of America continue to spend more time on social media than on any other category of websites to the extent that the total time used on social media reached 121 billion minutes in July, 2012 from 88 billion minutes in July 2011 (The Nielsen Company, 2012). Increased usage of social media is a global phenomenon. With the continuous improvements in information and communication technologies and increasing possibilities for ubiquitous internet connectivity, more freedom is anticipated for using social media whenever and wherever one wants.

Educationally, relating to freedom, and as indicated by The Nielsen Company (2012), social media platforms such as Whatsapp, MySpace, Twitter, LinkedIn, Facebook, Mebo, Email, Youtube, Instagram, Tiktok, Blogs, Email, and others continue to alter the way in which students access, generate, share and use information. With the possibility for more freedom (i.e. of connectivity and access) regarding networking online anywhere and at any time, it is not difficult to note that social media use will remain a regular aspect of students' everyday life. Social media use is already pervasive in all contexts, but many implications of the specific use of social media in the lives of specific sets of users such as students are not adequately conspicuous and they may not be until focused research efforts (such as this) are made to expose them.

### **Statement of the Problem**

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. 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 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. There appears to be a dearth of empirical studies on how social media usage influence academic performance of senior secondary school students in Rivers State. Thus, there is need to empirically close the gap by examining if the influence of social media on academic performance of senior secondary school students in Rivers State.

### **Purpose of Study**

The purpose of this study is to investigate the Influence of Social Media on Academic Performance of Senior Secondary School Students in Rivers State: Implementations for counselling. The specific objectives of the study are to:

1. Determine the influence of Facebook on academic performance of senior secondary school students in Rivers State.
2. Determine the influence of Whatsapp on academic performance of senior secondary school students in Rivers State.
3. Ascertain the influence of Youtube on academic performance of senior secondary school students in Rivers State.

### **Research Questions**

1. To what extent does Facebook influence academic performance of senior secondary school students in Rivers State?
2. To what extent does Whatsapp influence academic performance of senior secondary school students in Rivers State?
3. To what extent does Youtube influence academic performance of senior secondary school students in Rivers State?

### **Null Hypotheses**

The following null hypotheses were used for the study and tested at 0.05 significant level.

- H<sub>01</sub>: There is no significant difference in the mean responses of male and female students on the extent Facebook influences academic performance of senior secondary school students in Rivers State.
- H<sub>02</sub>: There is no significant difference in the mean responses of male and female students on the extent Whatsapp influences academic performance of senior secondary school students in Rivers State.
- H<sub>03</sub>: There is no significant difference in the mean responses of male and female students on the extent Whatsapp influences academic performance of senior secondary school students in Rivers State.

## **REVIEW OF RELATED LITERATURE**

### **Concept of Social Media**

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). As regards the intentions of social media usage, Oye, Adam, and Zairah, (2012) in their study with Malaysian students using social networking site and its influence on their academic performance showed that social networking sites usage for only social and non-academic needs have an adverse effect on academic performance. 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). A research by Lau (2017) using students in Hong Kong examined the use of social media and social multitasking and their effects on academic performance. He asserted that the use of social media for academic purposes was not a significant predictor of academic performance. Whereas the use of social media for nonacademic purposes adversely predicts academic performance. Ravizza, Hambrick, and Fenn (2014) reported that the use of the internet including social media for non-academic purposes by university students in the classroom was adversely associated with classroom learning and performance.

### **Student Academic Performance**

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). Various 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 are: student 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).

Student performance is measured using grade point average (GPA), high school graduation rate, annual standardized tests and college entrance exams. A student's GPA is typically measured on a scale of zero to four with higher GPAs representing higher grades in the classroom. Graduation rates are collected by state and federal education officials as a baseline measurement of secondary education performance.

### **Social Media and Academic Performance**

The social media engages students and have to be examined as entrepreneurs of understanding. The medium of internet is marketing with increase in its programs. The interactive character of online conditions has extended with social networking. Hooking up through social networking began as being a niche activity, though time it's a phenomenon. The web sites are employed in many ways like developing metropolitan areas, speaking, blogging etc. Additionally different institutions even nowadays are developing groups on several Websites (Saba in Osharive 2015). 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. 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](http://www.windsor.edu); Yunlok, 2014)

Mixed results have been found in regard to social networking site use in educational settings. Some studies have reported significant evidence concerning the negative relationship between social media and academic performance (Karpinski, Kirschner, Ozer, Mellott, & Ochwo, 2013). Paul, Baker, and Cochran (2012) found that devoting time to social networking sites has a negative impact on academic performance. According to other studies, this negative impact mainly occurs when social networking sites are used in the classroom because multitasking diminishes performance and when the students involved are in their first year of university (Krasilnikov & Smirnova, 2017). It seems that students who use social media spend less time studying, with an adverse effect on outcomes. Furthermore, some have suggested that social networking sites offer added value in educational settings, facilitating assimilation of this new knowledge on teaching practice and new educational methodologies and theories, and thus creating the conditions necessary for developing new methodologies. The main benefits that social media offer in educational settings stem from their value as a tool for information exchange and as a means of socialization and communication (Santoveña-Casal, 2019).

#### **Facebook on Academic Performance of Students**

Facebook is one of most popularly used social networking software among students today and there are vast opportunities for teachers and students in using social software for teaching and learning. Created in February 2004 by Mark Zuckerberg, Dustin Moskovitz and Chris Hughes as a site for Harvard students only, Facebook has expanded and today a lot of people especially students are on facebook (Kietzmann, 2012). Today, facebook has extended to high school networks, work networks, later, and, eventually, to Internet users in general. Like most social network sites, facebook provides a formatted web page into which each user can enter personal information, including gender, birthday, hometown, political and religious views, e-mail and physical addresses, relationship status, activities, interests, favorite music and movies, educational background and a main personal picture. After completing their profile, users are prompted to identify others with whom they have a relationship, either by searching for registered users of facebook or by requesting their contacts to join facebook (usually by e-mail). "Once someone is accepted as a "friend," not only the two users' personal profile but also their entire social networks are disclosed to each other" (Naheed & Tasawar, 2014; Hardi, et al 2017; Hamdi, 2010). This allows each user to navigate networks by clicking on "friends profiles, so that one's social network soars speedily through persons and establishments This feature is the backbone of facebook which attracts millions of users around the world.

#### **Whatsapp on Academic Performance of Students**

The Whatsapp is a social media application where audio and audio-visual messages are conveyed between communicants. It is an instantaneous messaging application for smartphones and computers. Whatsapp as a social networking enables users to share text messages, videos, images, and audio messages via Internet connection. It is superior to SMS messaging, which can be very costly when used in

foreign countries due to roaming charges; WhatsApp, in contrast, relies on the active Wi-Fi network (Ravizza, Hambrick & Fenn, 2014; Flynn, 2011). WhatsApp is a social network that allows people to access a great deal of information rapidly. The simple operation scheme makes the program accessible to a variety of people of different ages and back-grounds. WhatsApp facilitates interaction with anyone who has a Smartphone, with active internet connection, and has this application installed in the device. A special feature of WhatsApp as a social networking platform is the option to create group and to communicate within its boundaries. The person who created the group becomes the group administrator which enable him to add, erase and control membership. In the case of group chat, Aside from this, all of the participants in the group enjoy equal rights. The software makes it possible for members to receive a notification for each message sent or, alternatively, to mute the in-coming alerts for the duration of 8 hours, a day, or a whole week. The use of WhatsApp as a social networking application enhances online collaboration and cooperation between online students connected from school or home in a blended mobile lecture and has the following educational value (Chenail, 2014).

#### **YouTube on Academic Performance of Students**

The YouTube is an American online video-sharing platform. YouTube allows users to upload, view, rate, share, add to playlists, report, comment on videos, and subscribe to other users. It offers a wide variety of user-generated and corporate media videos. Available content includes video clips, TV show clips, music videos, short and documentary films, audio recordings, movie trailers, live streams, and other content such as video blogging, short original videos, and educational videos. Most content on YouTube is uploaded by individuals, but media corporations including CBS, the BBC, Vevo, and Hulu offer some of their material via YouTube as part of the YouTube partnership program. Unregistered users can only watch (but not upload) videos on the site, while registered users are also permitted to upload an unlimited number of videos and add comments to videos (Fisher & Taub, 2019; Jidenma, 2011; Haselton & Salinas, 2019).

#### **Problems Associated With the Use of Social Media on Academic Performance**

Recently, there has arisen a debate on the adverse impact of social media usage on people, particularly adolescents and student communities across the world. In this respect, digital media and social media networking sites have received criticism, and there are many perspectives regarding the effect of social media in the context of Pakistani students. The popularity of social media applications and social networking sites has increased precipitously during the last decade (Malita, 2011). Typically, the reason for this rapid increase is that teenagers and college and university students are using social media applications to gain global access. These social media sites, such as Facebook and Twitter, are becoming the craze in our society for everyone these days (Stathopoulou Siamagka & Christodoulides, 2010). Today, students are relying increasingly on information and data that is easily accessible on social networking sites and the internet. This is the reason why students' learning skills and research capabilities are decreasing in certain situations, as their engagement with these sites reduces their focus, which causes them to dedicate less time to their studies and results in a decline in their poor academic performance manifesting in the form of low grades, failure in assignment and class test, etc. (Hoffmann & Bublitz, 2017). Typically, as students spend more time on social media, they spend less time socializing face to face or in person with other people, and these habits reduce their communication skills. The wasting of students' time on social media may also cause them to miss deadlines on occasion. As a result, students might not be able to communicate and socialize effectively in person, and it is well known that strong communication skills are a key to success. Moreover, excessive social media use affects students' mental and physical health.

The adverse effects of these social media networking sites outweigh the positive ones. Thus, these sites have caused 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 material online, diverting their attention from their work (Bozoglun, 2017). Social media platforms have also been criticized for revealing and fueling negativity,

which has a net-negative effect on students. For instance, the following social media platforms have been ranked from the most to the least negative based on user evaluations: Twitter, Facebook, Snapchat, and Instagram. Users have described Instagram, in particular, as having a negative effect on people by causing stress and tension on individuals' bodies. According to Steven Strogatz of Cornell University, online networking can make it more difficult for people to identify meaningful communication from other diverse interactions or connections created via web-based social networks (Bozoglan, 2017). Such a reduction in the number of significant connections may intimidate individuals, making them fear the development of important interactions and communication.

### **Implications for Counseling**

Counseling can play a major role in curtailing the negative influence of social media networks on Students' academic performance. Makinde (2007) (as cited in Shaterloo & Ghasem, 2011) defined guidance and counseling as an interaction process co- joining the counselee, who is vulnerable and who needs assistance and the counselor who is trained and educated to give this assistance, the goal is to help the counselee learn to deal more effectively with himself and the reality of his environment. The reality of every University students' environment is to study hard to achieve good grades but when social media networks begin to pose distractions for them they tend to live in a lie instead of their reality. School counselors provide counseling programs in three domains: academic, career and personal/social. Their services and programs helps students' resolve emotional, social or behavioral problems and help them develop a clearer focus or sense of direction (Shaterloo & Ghasem, 2011). A students' addiction to social media can be termed a behavioral problem which falls under the personal/social counseling intervention programs organized by the school counselor. Counselors can assist students facing social media addiction problem by organizing individual counseling program as he/she meets face to face with these students to assist them in their personal difficulty. The group counseling programs can also take place whereby all students facing a common challenge meet with the counselor to interact and be assisted. Group counseling enables a student discover that his/her problem is not peculiar to him/her alone; it also helps to build their self-confidence. When a student successfully go through these counseling intervention programs there tend to be a change in behavioral patterns which would be of great benefit to the student in his/her academic performance.

### **METHODOLOGY**

**Design of the Study:** The study adopted the descriptive survey design which is suitable in collecting data from a large sample drawn from a large population. The design was adopted because it requires the researcher to establish the difference between Influence of Social Media (independent variable) on Academic Performance of Senior Secondary School Students (dependent variable).

**Area of the Study:** The study was carried out in public senior secondary schools in Port Harcourt Local Government Area of Rivers State.

**Population of the Study:** The population of this study was 4500 students from 8 public senior secondary schools out of the 14 in Port Harcourt Local Government Area of Rivers State.

**Sample and Sampling Techniques:** The sample size of this study was 357 students from the population using Taro Yamene formula. After determining the sample size of this study, simple random sampling technique was adopted for the study to select 170 males and 187 female students. The researcher used this technique to ensure that each member of the target population has equal and independent chance of being chosen as respondent for the study.

**Research Instrument:** The major research instrument used for the study was questionnaire titled "Influence of Social Media on Academic Performance of Senior Secondary School Students in Rivers State (ISMAPSSSR)". The instrument was designed using structured items that were based on a four point likert scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and VERY Low Extent (VLE) rated 4-1 points.

**Validity of the Instrument:** The instrument was validated by the researcher's supervisor and two other experts in Educational foundation and Measurement and Evaluation departments from Rivers State University. Their comments and suggestions were incorporated in the final draft of the questionnaire. This was done to ensure that the instrument was in line with the purpose of the study.

**Reliability of Instrument:** The reliability of an instrument was determined using test-retest method to ensure that the instrument was reliable. The instrument was administered to respondents in secondary schools outside Rivers State, who will not be part of the study. After two weeks of administering the first test, the same copies of questionnaire were re-administered to the same set of respondents. The two results were correlated using Pearson Product Moment Correlation to ascertain the co-efficient at 0.80.

**Administration of Instrument:** The researcher alongside two research assistants administered 357 questionnaires across the selected senior secondary schools under study within a time interval of two weeks. Out of 357 questionnaires administered, only 350 were returned and used for the study, which represent 93% of the questionnaire.

**Method of Data Analysis:** The data collected were analyzed using mean ( $\bar{X}$ ) and standard deviation (SD) to answer the research questions. The criterion mean used in scoring the instrument was 2.50 which signify 'High Extent' to the item, as items below 2.50 will denote 'Low Extent'. The null hypotheses formulated were tested using z-test statistics at 0.05 level of significance, which is a test of difference of mean.

## RESULTS

**Research Question 1:** *To what extent does Facebook influence academic performance of senior secondary school students in Rivers State?*

**Table 1:** Summary of mean and standard deviation on the extent Facebook influence academic performance of senior secondary school students (N= 170 and 180).

SN	ITEMS	Male $\bar{X}$	SD	Female $\bar{X}$	SD	Decision
1.	Chatting with other students through the use of Facebook has helped to improve the Students' academic ability.	2.65	0.02	2.88	0.03	High extent
2.	Use of Facebook has helped me in sharing information, ideas and opinion with my friends.	2.63	0.02	2.67	0.02	High extent
3.	People, friends and students are involved now in social interaction as a result of use of Facebook application.	2.81	0.01	2.75	0.01	High extent
4.	It distracts my studies.	2.79	0.02	2.68	0.01	High extent
<b>Grand mean <math>\bar{X}</math></b>		<b>2.72</b>	<b>0.02</b>	<b>2.75</b>	<b>0.02</b>	<b>High extent</b>

Table 1 indicated that items 1, 2, 3 and 4 with varying mean and standard deviation scores above 2.50. The grand means of 2.72 and 2.75 with SD of 0.02 and 0.02 is an indication that Facebook influence academic performance of senior secondary school students in Rivers State.

**Research Question 2:** *To what extent does whatsapp influence academic performance of senior secondary school students in Rivers State?*

**Table 2:** Summary of mean and standard deviation on the extent whatsapp influence academic performance of senior secondary school students (N= 170 and 180).

SN	ITEMS	Male $\bar{X}$	SD	Female $\bar{X}$	SD	Decision
5.	Chatting with friends to share ideas, information and opinions have improved the students' ability in the class.	2.69	0.01	2.96	0.01	High extent
6.	WhatsApp helps me in my studies as knowledge is being disseminated between me and my course mates.	2.67	0.02	2.85	0.02	High extent
7.	I acquire lots of information on WhatsApp pertaining my academics.	2.78	0.02	2.88	0.03	High extent
8.	It distracts my studies.	2.71	0.02	2.80	0.01	High extent
<b>Grand mean <math>\bar{X}</math></b>		<b>2.71</b>	<b>0.02</b>	<b>2.87</b>	<b>0.02</b>	<b>High extent</b>

Table 2 indicated that items 5, 6, 7 and 8 with varying mean and standard deviation scores above 2.50 as accepted. The grand means of 2.71 and 2.87 with SD of 0.02 and 0.02 is an indication that whatsapp influence academic performance of senior secondary school students in Rivers State.

**Research Question 3:** *To what extent does Youtube influence academic performance of senior secondary school students in Rivers State?*

**Table 3:** Summary of mean and standard deviation on the extent Youtube influence academic performance of senior secondary school students (N= 170 and 180).

SN	ITEMS	Male $\bar{X}$	SD	Female $\bar{X}$	SD	Decision
9.	Learning with other students through the use of Youtube has helped to improve the Students' academic ability.	2.74	0.01	2.90	0.01	High extent
10.	I acquire lots of information on Youtube pertaining my academics.	2.68	0.02	2.65	0.02	High extent
11.	Use of Facebook has helped me in sharing information, ideas and opinion with my friends.	2.93	0.02	2.77	0.01	High extent
12.	It distracts my studies.	2.87	0.02	2.87	0.03	High extent
<b>Grand mean <math>\bar{X}</math></b>		<b>2.81</b>	<b>0.02</b>	<b>2.80</b>	<b>0.02</b>	<b>High extent</b>

Table 3 indicated that items 9, 10, 11 and 12 with varying mean and standard deviation scores above 2.50 as accepted. The grand means of 2.81 and 2.80 with SD of 0.02 and 0.02 is an indication that Youtube influence academic performance of senior secondary school students in Rivers State.

**Hypothesis 1:** There is no significant difference in the mean responses of male and female students on the extent facebook influences academic performance of senior secondary school students in Rivers State.

**Table 4:** Test Analysis of Significant Difference between the Mean Responses of Male and Female students on the extent facebook influences academic performance of senior secondary school students in Rivers State.

Gender	No of Teachers	$\bar{x}$	Sd	Df	Z-cal	Z-crit	Decision
Male	170	2.72	0.02	350	0.031	$\pm 1.96$	Not rejected
Female	180	2.75	0.02				

Data in table 4 indicated the mean scores for both male and female students as 2.72 and 2.75. The table further revealed that the z-cal (0.031) is less than the z-crit ( $\pm 1.96$ ) at 0.05 level of significance and degree of freedom (350), hence the acceptance of the null hypothesis, indicating that there was no significant difference on the extent facebook influences academic performance of senior secondary school students in Rivers State.

**Hypothesis 2:** There is no significant difference in the mean responses of male and female students on the extent WhatsApp influences academic performance of senior secondary school students in Rivers State.

**Table 5:** Test Analysis of Significant Difference between the Mean Responses of Male and Female students on the extent WhatsApp influences academic performance of senior secondary school students in Rivers State.

Gender	No of Teachers	$\bar{x}$	Sd	Df	Z-cal	Z-crit	Decision
Male	170	2.71	0.02	350	0.029	$\pm 1.96$	Not rejected
Female	180	2.87	0.02				

Data in table 5 indicated the mean scores for both male and female students as 2.71 and 2.87. The table further revealed that the z-cal (0.029) is less than the z-crit ( $\pm 1.96$ ) at 0.05 level of significance and degree of freedom (350), hence the acceptance of the null hypothesis, indicating that there was no significant difference on the extent WhatsApp influences academic performance of senior secondary school students in Rivers State.

**Hypothesis 3:** There is no significant difference in the mean responses of male and female students on the extent Youtube influences academic performance of senior secondary school students in Rivers State.

**Table 6:** Test Analysis of Significant Difference between the Mean Responses of Male and Female students on the extent Youtube influences academic performance of senior secondary school students in Rivers State.

Gender	No of Teachers	$\bar{x}$	Sd	Df	Z-cal	Z-crit	Decision
Male	170	2.81	0.02	350	0.033	$\pm 1.96$	Not rejected
Female	180	2.80	0.02				

Data in table 6 indicated the mean scores for both male and female students as 2.81 and 2.80. The table further revealed that the z-cal (0.033) is less than the z-crit ( $\pm 1.96$ ) at 0.05 level of significance and degree of freedom (350), hence the acceptance of the null hypothesis, indicating that there was no significant difference on the extent Youtube influences academic performance of senior secondary school students in Rivers State.

### DISCUSSION OF FINDINGS

The finding of study indicates that a difference exists between male and female students' usage of Facebook, WhatsApp and Youtube. Female students tend to use these social networks to foster social connections more while the males would likely use social networks for non-academic purposes, counseling also enables students to use these sites beneficially as it unveils their reality to them. This is in line with the findings of (Lin & Subrahmanyam, 2007) which noted Studies have shown that boys have been online more than girls in previous decades because of earlier forms of technology such as video or computer games. The study also reveals the extent to which Facebook influence academic performance of students in Rivers State. The result shows that it enables students to participate in academic forums disseminate and acquire knowledge pertaining their studies while it could also be distracting to some students. Students use Facebook in various ways to accomplish a wide range of social responsibilities and just for fun too. The study also reveals the extent to which WhatsApp influence academic performance of students in Rivers State. It enables their effective participation in academic forums, students also acquire knowledge which helps to boost their grades some other students see it as a distraction. Youtube influence academic performance of students in Rivers State. The result shows that it enables students to participate in academic forums disseminate and acquire knowledge pertaining their studies while it could also be distracting to some students. Students use Youtube in various ways to accomplish a wide range of social responsibilities. Yebaoh & Ewur (2014) also posits that the use of Facebook, WhatsApp and Youtube increases the provisions and access to learning materials, anywhere, anytime and in various formats, and also has the potential to enhance students' cap abilities.

Further analysis on the testing of the hypotheses showed that the use of Facebook can influence academic performance of students in Rivers State, the use of WhatsApp can influence students' academic performance and Youtube can influence students' academic performance also that there is a significant difference between male and female students' usage of Facebook, WhatsApp and Youtube.

### CONCLUSION

The result from the findings of this study showed that, though Social media have negative effects on student such as; distracting them from their academic work, they also have benefits and can be used appropriately. For instance, students can form online communities in order to plan for a project, have group discussions about class material, or use the Social networking sites(SNS) as a way to keep in contact when a student who has been absent needs to be updated on current academic information.

## RECOMMENDATIONS

In the light of the findings of this study, the following recommendations are made:

1. School counselors should be able to educate students on the negative and positive influence of Social media on their academic performance.
2. Through counseling intervention programs Students should be able to understand themselves better and how to manage their study time and prevent distractions from social media.
3. Social Networking Sites should be expanded and new pages created to enhance academic activities and avoid setbacks in the students 'academic performance.

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