



# **Perceived Influence of Social Media on the Vocational Choice of Senior Secondary School Students in Rivers State**

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## **ABSTRACT**

The study investigated perceived influence of social media on the vocational choice of senior secondary school students in Rivers State. The study adopted the descriptive survey research design. The population of the study consisted of all senior secondary school two (SSS2) students of all the public senior secondary schools in Rivers State. The Taro Yamen formula was applied to arrive at the sample size of 390 students using the simple random sampling technique. The instrument developed for data collection was a self-constructed questionnaire titled “Perceived Influence of Social Media on Vocational Choice of Students’ Questionnaire”. The response format is a 4 point Likert scale type of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE). The instrument was validated by a measurement and evaluation expert in Rivers State University, Port Harcourt. Using Cronbach’s Alpha reliability formula, a coefficient index of 0.75 was found, which indicated that the instrument was reliable for the study. The data obtained from the study was analyzed using descriptive statistics of mean and standard deviation to answer research questions, while the hypotheses were tested at 0.05 alpha level using the inferential statistic of Analysis of Variance (ANOVA). The study revealed that there is no significant difference among the mean rating of students in the six Local Government Areas on the extent to BlackBerry Messenger (BBM), Wechat and linkedin influence the vocational choice of senior secondary school students in Rivers State. Thus the various measures of social media enhances the vocational choice of senior secondary school students in Rivers State. The study recommended that institutions should encourage all students to use social media to create their own educational environments and see if they receive positive or negative feedback from using it.

**Keywords:** Social Media, Vocational Choice, Senior Secondary School Students, Rivers State.

## **INTRODUCTION**

Social media comprises of activities that involve socializing, interacting and networking online through words, pictures and videos. Social media has many benefits gained through it including breaking the barrier of distance communication for people living in distant places. Kaplan and Halein (2010) defined social media as a group of internet-based applications that build on the ideological and technological foundations of Web and that allows the creation and exchange of user-generated content. It also refers to activities, practices and behaviour among communities of people who gather online to share information, knowledge and opinion using interactive media. According to Wortham (2010), social media are defined as web-based services that allow individuals to construct a public or semi-public profile within bounded system, articulate a list of other users with whom they share a connection and a view of the list of connection made by others within the system. Through social media people seek and enjoy the companionship of others online. It supports the sharing of information and services among adolescence and

groups having a common interest. In other words, a social media service is an online platform that is used by people to build social networks with other people who share similar personal or career interests, activities, backgrounds or real-life connections.

Social media is also a social structure made up of adolescents, individuals or organizations called nodes, which are connected by one or more specific types of interdependency, such as vocational, friendship, kinship, common interest, financial exchange, dislike, sexual relationships or relationships of beliefs, knowledge or prestige (Asamah & Edegoh, 2012). Social media platform can be relevant to information seeking, sharing and retrieval as well as providing speed and quick information to the information community by connecting and collecting digital information required by the user (Sherwin, 2013). Consequently, the use of social media extends opportunities for formal learning across geographical contexts and there are various social media that are being accessed. Social media sites such as yahoo messenger, facebook, facebook messenger, twitter, whatsapp, whatsapp messenger, Blackberry messenger, Wechat, LinkedIn and others are becoming more popular among adolescents especially senior secondary school students.

Blackberry Messenger (BBM) is an instant messaging (IM) application that can be downloaded from the Internet for Blackberry smartphones and, as of 2013, for iPhone and Android. BBM provides easy multitasking with many built-in application features, allowing users to chat or share content while using the application. It provides dual and simultaneous application use. For example, users may view sports scores while messaging friends, or even compete in digital games while chatting. According to Thelwall (2008), WeChat is a Chinese multi-purpose messaging, social media and mobile payment app developed by Tencent. WeChat supports different instant messaging methods, including text message, voice message, walkie talkie, and stickers. Users can send previously saved or live pictures and videos, profiles of other users, coupons, lucky money packages, or current GPS locations with friends either individually or in a group chat. WeChat's character stickers, such as Tuzki, resemble and compete with those of LINE, a Korean messaging application. WeChat users can register as an official account which enables them to push feeds to subscribers, interact with subscribers and provide them with services. LinkedIn is a social networking site designed specifically for the business community. The goal of the site is to allow registered members to establish and document networks of people they know and trust professionally. LinkedIn allows members (both workers and employers) to create profiles and "connections" to each other in an online social network which may represent real-world professional relationships. LinkedIn allows professionals to build exposure for their personal brand within the site itself as well as in the World Wide Web as a whole. According to Asamah and Edegohs (2012), these sites are mostly used by people to interact with old and new friends. There are no restrictions as to which social media one should belong; one can be a member of as many as possible. Some sites accommodate distinct viewers, while others attract people based on similarities, such as common languages or shared racial, sexual, religious, or nationality-based identities.

Furthermore, its tools allow users to create a reasonably accurate and dynamic information space in which content and applications can be stored that may span a wide spectrum inclusive of email, pictures, journal entries, music, video, contacts, calendar, spreadsheets, bookmarks, chat transcripts, location information, and work-related content. According to Parameswaran and Whinston (2007), social media provides a solution to the knowledge gap for the period between when news is published and the history books are written. Web logs and wikis fill this knowledge gap, acting as constantly updated secondary sources of knowledge. Social media presents many opportunities which may be exploited by institutions to enhance learning. However, many threats exist as well which need to be overcome by institutions in order for the full potential of social media to be realized (Mwadime, 2015). In like manner, Social media delivers value. Many small and large organizations use blogs for marketing and public relations purposes, as well as for internal communication, collaboration, and knowledge sharing and management. They also stimulate creative thinking and serve as a source for quick answers. Real-time access to a community or network of experts can create real efficiencies and speed up processes as organizations benefit from the shared knowledge that their employees gain from these networks (Lundy & Drakos, 2007). Students now have the opportunity to participate in social discussion by sharing images and pictures, posting their

comments, disseminating ideas, and so on. Today, social media generally impacts youths' daily lives and secondary school students in particular.

Desisto and Smith (2008) is of the opinion that social media improves customer relationship management. It is in a company's best interests to integrate a social media platform with a sales force automation application. This improves sales persons' effectiveness and may enrich relationship knowledge about customers and prospects. Facebook allows employees to communicate with co-workers and colleagues in seconds, leaving more time for productive work. Mann (2008) also states that managers around the world are using Facebook to track their colleague's projects and activities; they can see what people are working on immediately without having to call or email them. Companies are also using Facebook to collect and test ideas about product development with potential customers, or as a sales tool to identify and find out about contacts at a target company. Social media supports Research and Development (R&D). Researchers create new knowledge while using existing knowledge. Their activities often take place in a social context made up of informal exchanges, brainstorming, idea exploration and cross-fertilization. Social media allows researchers to draw from a social platform of information and people outside of their traditional circle of friends (Rozwell, 2008).

In the view of Rozwell (2008), social media supports media literacy development, where new skills are developed to participate and stay safe in the new digital media environment. It is also being used to extend opportunities for formal learning across geographical contexts. For example, within the Linking Latitudes program established by two different schools, learners from both schools can use instant messaging and Skype to share information about their cultures and work collaboratively. Additionally, social media use between teachers and students can improve rapport, motivation and engagement with education (Mann, 2008). It also enhances interactions of students with their teacher and increases their confidence in educational activities. Furthermore, it can facilitate learning and skill development outside formal learning environments by supporting peer-to-peer learning of knowledge and skills, collaboration, diverse cultural expression, the development of skills valued in the modern workplace, and a more empowered conception of citizenship (Ito, Okabe, & Matsuda, 2006).

Vocational choice has obviously attracted the interest of many adolescents, parents, counsellors and government. Vocational choice is a developmental process and lasts almost through person's lifetime. Vocational choices could also be defined as a sequence of positions, jobs or occupation, which a person engages in during his working life. Vocation takes a reasonable amount of years within a particular occupation, for example ten, fifteen and twenty year's duration. Vocational choices preparation focuses specifically on issues related to the world of work. Experience gained in a variety of work place situations will help you to prepare for transition to a work environment, or to post-secondary education or training. Vocational choice or career selection has become more complex in the 21<sup>st</sup> century due to individual's dependence upon media that plays a significant role in imparting information to individual and shaping personal choices. Ito, Okabe and Matsuda (2006) opined that choosing a vocation is not an immediate event but is arrived at through a series of development process of interest and motivation. These play a very prominent role in vocational choice and competencies and counselling definitely helps adolescents to make right choice of vocation.

### **Statement of the Problem**

This study examines how social media influence students' communities in their search for a career or vocation. Social media provides platforms that enable secondary school students and the rest of the population to trade their ideas, thoughts, information, and conclusions; talk with each other about the substance of information; and create contacts via social networking. Hence, via social media, individuals may plan content, have a sound idea involving information sharing, videos, pictures, correspondence, or coordination based on joint efforts, and create social connections with others. Social media incorporates websites, wikis, video- or photo-sharing sites, and other diverse platforms. At present, participating in digital media sharing and social networking is not only beneficial, but it also facilitates individual social interactions, as well as communication, by allowing users to build brands and create professional opportunities. One major area that has not been given proper attention is how the use of the social media has influenced or impacted on senior secondary school students' decision on their future career/vocation.

It is against this backdrop that the researcher intends to investigate the perceived influence of social media on vocational choice of senior secondary school students in Rivers State.

### **Purpose of the Study**

The purpose of this study is to investigate the perceived influence of social media on the vocational choice of senior secondary school students in Rivers State. Specifically, the study sought to:

1. Examine the extent to which BlackBerry Messenger (BBM) influences the vocational choice of senior secondary school students in Rivers State.
2. Establish the extent to which Wechat influences the vocational choice of senior secondary school students in Rivers State.
3. Ascertain the extent to which LinkedIn influences the vocational choice of senior secondary school students in Rivers State

### **Research Questions**

The following research questions directed the investigation:

1. To what extent does BlackBerry Messenger (BBM) influence the vocational choice of senior secondary school students in Rivers State?
2. To what extent does Wechat influence the vocational choice of senior secondary school students in Rivers State?
3. To what extent does LinkedIn influence the vocational choice of senior secondary school students in Rivers State?

### **Hypotheses**

The following null hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference among the mean rating of students in the six Local Government Areas on the extent to which Black Berry Messenger (BBM) influence the vocational choice of senior secondary school students in Rivers State.
2. There is no significant difference among the mean rating of students in the six Local Government Areas on the extent to which Wechat influence the vocational choice of senior secondary school students in Rivers State.
3. There is no significant difference among the mean rating of students in the six Local Government Areas on the extent to which LinkedIn influence the vocational choice of senior secondary school students in Rivers State.

### **METHODOLOGY**

The study adopted descriptive survey research design. The population of the study consisted of all senior secondary school two (SSS2) students of all the public senior secondary schools in Rivers State. The Taro Yamen formula was applied to arrive at the sample size of 390 students (Eleme L.G.A 70, Obio-Akpor L.G.A 124, Emohua L.G.A 32, Etche L.G.A 41, Ikwerre L.G.A 33, and Port Harcourt 90). A random sample of 4 schools was selected from each L.G.A giving a total of twenty-four (24) schools. Samples for each of the selected schools were equally distributed according to the sample size for the L.G.A, but participants were assigned by simple random sampling (balloting method). The instrument developed for data collection was a self-constructed questionnaire titled "Influence of Social Media on Vocational Choice of Students' Questionnaire (ISMVCSQ). The Cronbach's Alpha method was used to obtain a reliability coefficient of 0.75. Descriptive statistics of mean and standard were used to answer the research questions. A weighted mean of 2.50 indicated the acceptance of the research questions. The hypotheses were tested at 0.05 alpha level using the inferential statistic of Analysis of Variance (ANOVA).

**RESULTS**

**Research Question 1:** *To what extent does BlackBerry Messenger (BBM) influence the vocational choice of senior secondary school students in Rivers State?*

**Table 1:** Descriptive statistics on the extent blackberry messenger (BBM) influences vocational choice of senior secondary school students in Rivers State.

S/No	Statement	Eleme		Obio-		Emohua		Etche		Ikwerre		Ph.C		Rmk
		L.G.A		Akpor		L.G.A		L.G.A		L.G.A		L.G.A		
		[n <sub>1</sub> = 70]		L.G.A		[n <sub>3</sub> = 32]		[n <sub>4</sub> = 41]		[n <sub>5</sub> = 33]		[n <sub>6</sub> = 90]		
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	
1	I create a website using BBM to show-case my preferred vocation.	3.22	1.05	3.01	1.21	3.44	1.03	2.76	1.05	2.92	1.21	2.90	1.17	HE
2	I do not miss making important posts on the BBM platforms on seeing any interesting vocation.	2.94	0.91	2.93	1.08	2.97	1.05	3.32	1.09	2.86	1.09	3.08	1.04	HE
3	I always text messages with my BBM group than having a mere mentor on any field of endeavor.	3.32	1.22	3.04	1.15	2.81	1.23	2.71	1.23	3.12	1.16	3.14	1.27	HE
4	I stay connected with friends on BBM so as to be aware of recent vocations.	3.53	1.27	3.10	1.22	3.24	1.08	2.84	1.19	3.00	1.03	3.17	1.09	HE
5	I can change my status and choose the kind of friends I want to invite on BBM to enable me make right choice.	3.19	1.03	2.66	1.04	2.99	1.20	3.00	1.15	2.82	1.14	2.70	1.31	HE
	<b>Grand Score/Remark</b>	<b>3.24</b>		<b>2.95</b>		<b>3.09</b>		<b>2.93</b>		<b>2.94</b>		<b>3.00</b>		<b>HE</b>
		<b>1.20</b>		<b>1.14</b>		<b>1.12</b>		<b>1.14</b>		<b>1.13</b>		<b>1.18</b>		

**Source:** Survey Data, 2021.

The information in Table 1 above presents that students from Eleme L.G.A have a grand mean of 3.24 and standard deviation of 1.20, Obio-Akpor L.G.A have a grand mean of 2.95 and standard deviation of 1.14, Emohua L.G.A have a grand mean of 3.09 and standard deviation of 1.12, Etche L.G.A have a grand mean of 2.93 and standard deviation of 1.14, Ikwerre L.G.A have a grand mean of 2.94 and standard deviation of 1.13, and Port Harcourt have a grand mean of 3.00 and standard deviation of 1.18, in their rating on the extent blackberry messenger (BBM) influences the vocational choice of senior secondary school students in Rivers State. In other words, for each of the items 1 to 5 listed in connection with the influence of blackberry messenger (BBM) on vocational choice of students, the respondents rated high extent. Above all, students of the six Local Government Areas have total mean that lie between 2.5–3.80, which indicates that blackberry messenger (BBM) influences the vocational choice of senior secondary school students in Rivers State.

**Research Question 2:** *To what extent does Wechat influence the vocational choice of senior secondary school students in Rivers State?*

**Table 2: Descriptive statistics on the extent Wechat influences vocational choice of senior secondary school students in Rivers State.**

S/No	Statement	Eleme L.G.A [n <sub>1</sub> = 70]		Obio-Akpor L.G.A [n <sub>2</sub> = 116]		Emohua L.G.A [n <sub>3</sub> = 32]		Etche L.G.A [n <sub>4</sub> = 41]		Ikwerre L.G.A [n <sub>5</sub> = 33]		Ph.C L.G.A [n <sub>6</sub> = 90]		Rmk
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	
6	I do not have interest in sending and receiving pictures through Wechat in other not to affect my vocational choice.	3.22	1.03	2.69	1.30	3.01	1.13	3.03	0.97	2.66	1.20	3.06	0.83	HE
7	I always use voice note on Wechat to discourage friends from entering into some illicit vocations	2.66	1.07	3.08	1.04	2.93	1.10	2.95	1.26	3.28	1.24	3.04	0.92	HE
8	I can watch video films through Wechat platform on different vocational opportunities than through the newspapers.	3.40	1.32	3.31	0.57	2.83	1.28	3.04	1.02	3.01	0.97	2.70	1.06	HE
9	I get lots of vocational information and pass such information through Wechat.	3.01	0.87	3.00	1.39	3.04	1.29	3.31	1.35	3.05	1.32	2.83	1.10	HE
10	I always spend a lot of time chatting with friends and relatives on Wechat based on some vocations I dislike.	2.65	1.26	2.92	1.20	3.11	1.08	3.10	1.18	2.91	1.09	3.11	1.31	HE
<b>Grand Score/Remark</b>		<b>2.99</b>		<b>3.00</b>		<b>2.98</b>		<b>3.09</b>		<b>2.98</b>		<b>2.95</b>		<b>HE</b>
		<b>1.11</b>		<b>1.10</b>		<b>1.18</b>		<b>1.16</b>		<b>1.16</b>		<b>1.04</b>		

**Source:** Survey Data, 2021.

The information in Table 2 above presents that students from Eleme L.G.A have a grand mean of 2.99 and standard deviation of 1.11, Obio-Akpor L.G.A have a grand mean of 3.00 and standard deviation of 1.10, Emohua L.G.A have a grand mean of 2.98 and standard deviation of 1.18, Etche L.G.A have a grand mean of 3.09 and standard deviation of 1.16, Ikwerre L.G.A have a grand mean of 2.98 and standard deviation of 1.16, and Port Harcourt L.G.A have a grand mean of 2.95 and standard deviation of 1.04, in their rating on the extent wechat influences the vocational choice of senior secondary school students in Rivers State. Comparing the mean responses of both categories to the bench-mark or decision mean of 2.50 set for decision, it would be observed that all rated means are higher than the bench-mark. In other words, for each of the items 6 to 10 listed in connection with the influence of wechat on vocational choice of students, the respondents rated high extent. Above all, students of the six Local Government Areas have total mean that lie between 2.5–3.80, which indicates that wechat influences the vocational choice of senior secondary school students in Rivers State.

**Research Question 3:** *To what extent does LinkedIn influence the vocational choice of senior secondary school students in Rivers State?*

**Table 3: Descriptive statistics on the extent LinkedIn influences vocational choice of senior secondary school students in Rivers State**

S/No	Statement	Eleme L.G.A [n <sub>1</sub> = 70]		Obio-Akpor L.G.A [n <sub>2</sub> = 116]		Emohua L.G.A [n <sub>3</sub> = 32]		Etche L.G.A [n <sub>4</sub> = 41]		Ikwerre L.G.A [n <sub>5</sub> = 33]		Ph.C L.G.A [n <sub>6</sub> = 90]		Rmk
		$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	$\bar{x}$	SD	
11	I get new information about existing jobs over social and express my own ideas to my friends on LinkedIn platform.	3.43	0.93	2.98	1.14	3.28	1.03	3.11	0.96	2.82	1.10	3.07	1.03	HE
12	Using some kinds of social networking like LinkedIn is essential for today's life than engaging in a specialized area of endeavor.	3.39	0.89	3.18	1.08	3.36	1.17	2.93	1.01	3.01	1.04	3.36	0.91	HE
13	Using LinkedIn networks help me in my career choice than having any mentor around me.	3.40	0.92	3.33	0.73	3.80	1.12	3.11	1.17	3.15	0.99	2.84	1.04	HE
14	I make and listen to new friends on LinkedIn platform whose advice is shifting my interest on my dream vocation.	3.21	0.80	3.41	1.09	3.27	1.09	3.37	1.15	3.14	1.22	2.87	1.00	HE
15	LinkedIn is more preferable to having fleer on any vocation.	3.05	1.02	3.32	1.10	3.10	1.18	3.14	1.03	2.93	1.19	3.10	1.21	HE
<b>Grand Score/Remark</b>		<b>3.30</b>	<b>0.91</b>	<b>3.24</b>	<b>1.03</b>	<b>3.36</b>	<b>1.12</b>	<b>3.13</b>	<b>1.06</b>	<b>3.01</b>	<b>1.11</b>	<b>3.05</b>	<b>1.04</b>	<b>HE</b>

**Source:** Survey Data, 2021.

The information in Table 3 above presents that students from Eleme L.G.A have a grand mean of 3.30 and standard deviation of 0.91, Obio-Akpor L.G.A have a grand mean of 3.24 and standard deviation of 1.03, Emohua L.G.A have a grand mean of 3.36 and standard deviation of 1.12, Etche L.G.A have a grand mean of 3.13 and standard deviation of 1.06, Ikwerre L.G.A have a grand mean of 3.01 and standard deviation of 1.11, and Port Harcourt L.G.A have a grand mean of 3.05 and standard deviation of 1.04, in their rating on the extent LinkedIn influences the vocational choice of senior secondary school students in Rivers State. Comparing the mean responses of both categories to the bench-mark or decision mean of 2.50 set for decision, it would be observed that all rated means are higher than the bench-mark. In other words, for each of the items 11 to 15 listed in connection with the influence of LinkedIn on vocational choice of students, the respondents rated high extent. Above all, students of the six Local Government Areas have total mean that lie between 2.5–3.80, which indicates that LinkedIn influences the vocational choice of senior secondary school students in Rivers State.

**Testing of Hypotheses**

**Hypothesis 1:** There is no significant difference among the mean rating of students in the six Local Government Areas on the extent to which Black Berry Messenger (BBM) influence the vocational choice of senior secondary school students in Rivers State.

**Table 4: Summary of One-way Analysis of Variance (ANOVA) on the influence of Black Berry Messenger (BBM) on the vocational choice of senior secondary school students in Rivers State.**

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig	Decision
Between Groups	1.933	2	.307	121.703	.016	H <sub>0</sub>
Within Groups	77.418	380	.538			
Total	79.351	382				Accepted

N = 382;  $F(2, 0.307) = 121.703$ ;  $p = 0.016 < 0.05$

Table 4 above presents the sum of squares of 1.933, with 2 degrees of freedom, and a mean square of 0.307 for between groups. Within groups has the sum of squares of 77.418, degrees of freedom of 380, and a mean square of 0.538, while the total has 79.351 sum of squares and 382 degrees of freedom. The computed F is 121.703 which is statistically significant at .05. Thus the null hypothesis that “there is no significant difference among the mean rating of students in the six Local Government Areas on the extent to which Black Berry Messenger (BBM) influence the vocational choice of senior secondary school students in Rivers State” is hereby accepted.  $F(2, 0.307) = 121.703$ ,  $p < .05$ . Thus, students in the six Local Government Areas are of the opinion that Black Berry Messenger (BBM) influence the vocational choice of senior secondary school students in Rivers State to a high extent.

**Hypothesis 2:** There is no significant difference among the mean rating of students in the six educational zones on the extent to which Wechat influence the vocational choice of senior secondary school students in Rivers State.

**Table 5: Summary of One-way Analysis of Variance (ANOVA) on the influence of Wechat on the vocational choice of senior secondary school students in Anambra State.**

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig	Decision
Between Groups	1.285	2	.314	19.107	.015	H <sub>0</sub>
Within Groups	43.652	380	.809			
Total	44.937	382				Accepted

N = 382;  $F(2, 0.314) = 19.107$ ;  $p = 0.015 < 0.05$

Table 5 above presents the sum of squares of 1.285, with 2 degrees of freedom, and a mean square of 0.314 for between groups. Within groups has the sum of squares of 43.652, degrees of freedom of 380, and a mean square of 0.809, while the total has 44.937 sum of squares and 382 degrees of freedom. The computed F is 19.107 which is statistically significant at .05. Thus the null hypothesis that “there is no significant difference among the mean rating of students in the six Local Government Areas on the extent to which Wechat influence the vocational choice of senior secondary school students in Rivers State” is hereby accepted:  $F(2, 0.314) = 19.107$ ,  $p < .05$ . Thus, students in the six Local Government Areas are of the opinion that Wechat influence the vocational choice of senior secondary school students in Rivers State to a high extent.

**Hypothesis 3:** There is no significant difference among the mean rating of students in the six educational zones on the extent to which LinkedIn influence the vocational choice of senior secondary school students in Rivers State.

**Table 6: Summary of One-way Analysis of Variance (ANOVA) on the influence of LinkedIn on the vocational choice of senior secondary school students in Rivers State.**

Sources of Variation	Sum of Squares	Df	Mean Square	F	Sig	Decision
Between Groups	1.604	2	.752	14.691	.011	$H_0$
Within Groups	83.637	380	.921			
Total	85.241	382				Accepted

$N = 382$ ;  $F(2, 0.752) = 14.691$ ;  $p = 0.011 < 0.05$

Table 6 above presents the sum of squares of 1.604, with 2 degrees of freedom, and a mean square of 0.752 for between groups. Within groups has the sum of squares of 83.637, degrees of freedom of 380, and a mean square of 0.921, while the total has 85.241 sum of squares and 382 degrees of freedom. The computed F is 14.691 which is statistically significant at .05. Thus the null hypothesis that “there is no significant difference among the mean rating of students in the six Local Government Areas on the extent to which LinkedIn influence the vocational choice of senior secondary school students in Rivers State” is hereby accepted:  $F(2, 0.752) = 14.691$ ,  $p < .05$ . Thus, students in the six Local Government Areas are of the opinion that LinkedIn influence the vocational choice of senior secondary school students in Rivers State to a high extent.

## DISCUSSION OF FINDINGS

The study investigated the perceived influence of social media on the vocational choice of senior secondary school students in Rivers State. The research question one (1) revealed the extent Blackberry messenger (BBM) influence the vocational choice of senior secondary school students in Rivers State. It presented that students from Eleme L.G.A have a grand mean of 3.24 and standard deviation of 1.20, Obio-Akpor L.G.A have a grand mean of 2.95 and standard deviation of 1.14, Emohua L.G.A have a grand mean of 3.09 and standard deviation of 1.12, Etche L.G.A have a grand mean of 2.93 and standard deviation of 1.14, Ikwerre L.G.A have a grand mean of 2.94 and standard deviation of 1.13, and Port Harcourt have a grand mean of 3.00 and standard deviation of 1.18, in their rating on the extent blackberry messenger (BBM) influences the vocational choice of senior secondary school students in Rivers State. In other words, for each of the items 1 to 5 listed in connection with the influence of blackberry messenger (BBM) on vocational choice of students, the respondents rated high extent. Above all, students of the six Local Government Areas have total mean that lie between 2.5–3.80, which indicates that blackberry messenger (BBM) influences the vocational choice of senior secondary school students in Rivers State.

The test of hypothesis one (1), presented the significant difference among the mean rating of students in the six Local Government Areas on the extent to which Black Berry Messenger (BBM) influence the vocational choice of senior secondary school students in Rivers State. The sum of squares of 1.933, with 2 degrees of freedom, and a mean square of 0.307 for between groups. Within groups has the sum of squares of 77.418, degrees of freedom of 380, and a mean square of 0.538, while the total has 79.351 sum of squares and 382 degrees of freedom. The computed F is 121.703 which is statistically significant at .05. Thus the null hypothesis that “there is no significant difference among the mean rating of students in the six Local Government Areas on the extent to which Black Berry Messenger (BBM) influence the vocational choice of senior secondary school students in Rivers State” is hereby accepted:  $F(2, 0.307) = 121.703$ ,  $p < .05$ . Thus, students in the six Local Government Areas are of the opinion that Black Berry Messenger (BBM) influence the vocational choice of senior secondary school students in Rivers State to a high extent. A further statistical analysis of their responses did not show any significant difference in their rating which lead to the conclusion. This position was also held by Knean and His (2011) on their findings that 8-% of the respondent they interviewed admitted that the most influential factor that

motivate their use of the Black Berry Messenger was employment and career or vocation choice. The result emphasized that the kind of vocation or career students choose was dependent on what they discuss and share on the social media. Their study also enlisted Wechat, Blackberry messenger (BBM) and twitter as the most frequently visited sites while 62% described Blackberry and Whatsapp as the rugged sites proceeding vocation and career information. Besides the similarity in the findings of both studies, they applied the same design as well as the same technique for data collection. Blackberry Messenger (BBM) is an instant messaging (IM) application that can be downloaded from the Internet for Blackberry smartphones and, as of 2013, for iPhone and Android. BBM provides easy multitasking with many built-in application features, allowing users to chat or share content while using the application. It provides dual and simultaneous application use. For example, users may view sports scores while messaging friends, or even compete in digital games while chatting. A BBM profile feed displays links and even game scores on demand.

The research question two (2) revealed the extent Wechat influence the vocational choice of senior secondary school students in Rivers State. The information in Table 2 presented that students from Eleme L.G.A have a grand mean of 2.99 and standard deviation of 1.11, Obio-Akpor L.G.A have a grand mean of 3.00 and standard deviation of 1.10, Emohua L.G.A have a grand mean of 2.98 and standard deviation of 1.18, Etche L.G.A have a grand mean of 3.09 and standard deviation of 1.16, Ikwerre L.G.A have a grand mean of 2.98 and standard deviation of 1.16, and Port Harcourt L.G.A have a grand mean of 2.95 and standard deviation of 1.04, in their rating on the extent wechat influences the vocational choice of senior secondary school students in Rivers State. Comparing the mean responses of both categories to the bench-mark or decision mean of 2.50 set for decision, it would be observed that all rated means are higher than the bench-mark. In other words, for each of the items 6 to 10 listed in connection with the influence of wechat on vocational choice of students, the respondents rated high extent. Above all, students of the six Local Government Areas have total mean that lie between 2.5–3.80, which indicates that wechat influences the vocational choice of senior secondary school students in Rivers State.

The test of hypothesis two (2), presented the significant difference among the mean rating of students in the six Local Government Areas on the extent to which Wechat influence the vocational choice of senior secondary school students in Rivers State. It was revealed in Table 4.11 that the sum of squares of 1.285, with 2 degrees of freedom, and a mean square of 0.314 for between groups. Within groups has the sum of squares of 43.652, degrees of freedom of 380, and a mean square of 0.809, while the total has 44.937 sum of squares and 382 degrees of freedom. The computed F is 19.107 which is statistically significant at .05. Thus the null hypothesis that “there is no significant difference among the mean rating of students in the six Local Government Areas on the extent to which Wechat influence the vocational choice of senior secondary school students in Rivers State” is hereby accepted:  $F(2, 0.314) = 19.107, p < .05$ . Thus, students in the six Local Government Areas are of the opinion that Wechat influence the vocational choice of senior secondary school students in Rivers State to a high extent. Most respondents agreed that they do chat on Wechat on issues relating to careers and vocations choice. Respondents mean ratings on the items relating to use of social media sites to scan for careers were all above the bench-mark mean while the computed t-value for testing whether a significant difference existed with respect to the mean ratings was lower than the table value. Wechat was particularly figured by some respondents to aid them in career search.

Similar to this finding is that the main motivating factor for usage of Whatsapp and LinkedIn was to search for vocation and better careers, discovered and reported by Adesope and Organ-Charles (2015). This was their finding when they examined the factors motivating students’ usage of social media for improved learning in tertiary institutions. The researcher adopted descriptive survey design and used a 4-point Likert type rating scale questionnaire to elicit students opinions as to which social media site was most preferable and effective. These investigators reported that respondents rated Wechat, Whatsapp and LinkedIn as the most preferred and the main motivating factor for their usage was to search for vocations and better career. A result congruent to this was that obtained by Raymond *et al.* (2016), upon their investigation of the impact of social media on students’ academic life and professional choice. They discovered from their studies that all ten participants of the respondents indicated that they were

conversant with social media sites including Wechat and that it has great influence on which profession and professional they choose as their role model. By implication, the profession (vocation/career) they choose is influenced by who they know to have been in that profession. WeChat supports different instant messaging methods, including text message, voice message, walkie talkie, and stickers. Users can send previously saved or live pictures and videos, profiles of other users, coupons, lucky money packages, or current GPS locations with friends either individually or in a group chat. WeChat's character stickers, such as Tuzki, resemble and compete with those of LINE, a Korean messaging application. WeChat users can register as an official account which enables them to push feeds to subscribers, interact with subscribers and provide them with services. There are three types of official accounts: a service account, a subscription account and an enterprise account. Once users as individuals or organizations set up a type of account, they cannot change it to another type. By the end of 2014, the number of WeChat official accounts had reached 8 million (Adesope & Organ-Charles, 2015).

Finally, the research question three (3) revealed the extent LinkedIn influence the vocational choice of senior secondary school students in Rivers State. The information in Table 3 presented that students from Eleme L.G.A have a grand mean of 3.30 and standard deviation of 0.91, Obio-Akpor L.G.A have a grand mean of 3.24 and standard deviation of 1.03, Emohua L.G.A have a grand mean of 3.36 and standard deviation of 1.12, Etche L.G.A have a grand mean of 3.13 and standard deviation of 1.06, Ikwerre L.G.A have a grand mean of 3.01 and standard deviation of 1.11, and Port Harcourt L.G.A have a grand mean of 3.05 and standard deviation of 1.04, in their rating on the extent LinkedIn influences the vocational choice of senior secondary school students in Rivers State. Comparing the mean responses of both categories to the bench-mark or decision mean of 2.50 set for decision, it would be observed that all rated means are higher than the bench-mark. In other words, for each of the items 11 to 15 listed in connection with the influence of LinkedIn on vocational choice of students, the respondents rated high extent. Above all, students of the six Local Government Areas have total mean that lie between 2.5–3.80, which indicates that LinkedIn influences the vocational choice of senior secondary school students in Rivers State.

The test of hypothesis three (3), presented significant difference among the mean rating of students in the six Local Government Areas on the extent to which LinkedIn influence the vocational choice of senior secondary school students in Rivers State. Table 6 presented the sum of squares of 1.604, with 2 degrees of freedom, and a mean square of 0.752 for between groups. Within groups has the sum of squares of 83.637, degrees of freedom of 380, and a mean square of 0.921, while the total has 85.241 sum of squares and 382 degrees of freedom. The computed F is 14.691 which is statistically significant at .05. Thus the null hypothesis that “there is no significant difference among the mean rating of students in the six Local Government Areas on the extent to which LinkedIn influence the vocational choice of senior secondary school students in Rivers State” is hereby accepted:  $F(2, 0.752) = 14.691, p < .05$ . Thus, students in the six Local Government Areas are of the opinion that LinkedIn influence the vocational choice of senior secondary school students in Rivers State to a high extent. According to Wiki (2020), it is a social networking site designed specifically for the business community. The goal of the site is to allow registered members to establish and document networks of people they know and trust professionally. LinkedIn allows members (both workers and employers) to create profiles and "connections" to each other in an online social network which may represent real-world professional relationships. Members can invite anyone (whether an existing member or not) to become a connection. LinkedIn participated in the EU's International Safe Harbor Privacy Principles. The basic functionality of LinkedIn allows users (workers and employers) to create profiles, which for employees typically consist of a curriculum vitae describing their work experience, education and training, skills, and a personal photo. Employers can list jobs and search for potential candidates. Users can find jobs, people and business opportunities recommended by someone in one's contact network. Users can save (i.e. bookmark) jobs that they would like to apply for. Users also have the ability to follow different companies. The site also enables members to make "connections" to each other in an online social network which may represent real-world professional relationships. Members can invite anyone (whether a site member or not) to become a connection (Wiki, 2020). LinkedIn allows professionals to build exposure for their personal brand within the site itself as well as in the World Wide Web as a whole. With a tool that LinkedIn dubs a Profile Strength Meter, the

site encourages users to offer enough information in their profile to optimize visibility by search engines. Jones (2015) stated that in 2016, user profiles with five or more relevant skills were viewed seventeen times more often than those with fewer skills. These skills could be enhanced with recommendations and endorsements to solidify one's social proof.

## CONCLUSION

It was concluded in this study that the social media has taken over all other instructional resources in the education there is no significant difference among the mean rating of students in the six educational zones on the extent to which BlackBerry Messenger (BBM), Wechat and LinkedIn influence the vocational choice of senior secondary school students in Rivers State. In other words, BlackBerry Messenger (BBM), Wechat and LinkedIn as aspect of social media enhance vocational choice of senior secondary school students in Rivers State. Social media is a set of online applications and tools that provide ways of social interaction and communication between digital media users by facilitating and creating knowledge sharing and ultimately transforming a monologue into a dialogue, for instance, by an organization to customers. It includes diversified internet-based tools and applications based on a particular philosophical ideology and technological foundations and functionality.

## RECOMMENDATIONS

On the basis of the findings of this study, the following recommended actions are offered for our secondary educational system.

- (1) Since secondary school students seem to be the greatest users of these social media, it is necessary they cautiously use it for academics more than any other purpose so that it can enhance their performance in their various vocations.
- (2) Institutions of higher learning should take advantage of the popularity and positive impacts of social media (Black Berry Messenger) and to formally incorporate its usage in the teaching and learning processes.
- (3) Institutions should encourage all students to use social media (Wechat) to create their own educational environments, and see if they receive positive or negative feedback from using it.
- (4) Creation of awareness on applications that are academic oriented so that students can utilize them whenever they are online such as; google drive, drop box, iBooks among others.

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