IMPACT OF SOCIAL NETWORKS ON ACADEMIC PERFORMANCE OF STUDENTS IN SECONDARY SCHOOL

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ABSTRACT

As the use of social networks increases with availability of cell phones of different types, greater portion of users of such facilities are the youths in the society. The time it consumes is of great concern to all, as majority of youths are involved in it. This research investigates into the effects of usage of social network sites on academic performance of secondary school students in society. Deferential and inferential research designs of survey type were adopted in this study during which Primary data was collected from 300 students through the use of a well structured questionnaire. The study revealed that the use of social network among secondary schools' student is a great distraction to a fulfilled academic pursuit. It was also discovered that the category of school; whether private or public and Gender of respondents are dependent on social network site used. It was finally unveiled that the frequency of site's visit is dependent on the distractions from school's assignment and other academic exercises. It is therefore recommended that the use of social network sites should be with dicretion.

KEYWORDS: Academic Performance, Social Networks, Social Sites

INTRODUCTION

The use of internet enabled phone in recent time and research work have been discovered to be of tremendous benefit to students especially those in tertiary institutions for fostering academic performance of which the use Social Network is a subset. There is no doubt that social networks had gained acceptability globally. It is gaining wider usability and is also becoming probably the most important communication tools among people in educational settings especially. Social networking platforms among others are: weblogs, wikis, social networking sites and instant messaging (Waad and Jorge, 2011). In research, there are many social networks in existence: classroom social network (Dawson, 2008; Mark and Nor, 2014), workplace social networks (Waad and Jorge, 2011), business and advertisement (Waad and Jorge, 2011; Allie and Merve, 2010; Faraz and Zohaib, 2012), communication (Megan and Priscilla, 2011; Heyan, 2014). This has lead to development of social network sites through the help of Information and Communication Technology (ICT) tools for establishing a platform for friendship and links among members of the community in this 21st century (Heyan, 2014). The most visited social network site is the facebook (Charles, Nicole and Cliff, 2008; Jibat, 2012; Heyan, 2014). Based on INTERNET World Status (Internet world status, 2012) in Ethiopea, among 960,331 total internet users, 902,440 have facebook account and most users age between 25-34 (Staffer, 2011; Heyan, 2014).

LITERATURE REVIEW

Dawson (2008) investigated into the relationship between student communication interactions and sense of community in higher environment through the use of mixture of quantitative and qualitative measures. The research revealed that position of an individual in classroom social network positively affects their sense of community and that an individual's pre-existing social network influences the type of support and information exchanges an individual requires. Waad and Jorge (2011) investigated into the contributions of computer software to social marketing network and found out that it has many opportunities as well as risks.

Teenagers as a dominant group which use Social Network Sites (SNS) and there are many controversies and theories surrounding the effect its involvement is having on them (June, 2011). Adam and Nor (2014) studied the influence of social networking sites on university students' academic performance in Malaysia and found out from their responses that it affects their academic performance positively. It was also discovered that greater percentage of social network users either uses it to make friends (Waad and Jorge, 2011)), chat with friends or sending and receiving messages (Adam and nor, 2014). Megan and Priscilla (2014) studied on the use of social media among college students and how it affects communication with others and self-concept. It was discovered that there is 0.586 Pearson correlations between its usage and communication with family and friends and 0.658 Pearson correlations with self-concept of the students.

The contribution of various social network technology tools such as Facebook, blogs, Google groups, SkyDrive and Twitter by students in distance learning scheme were studied. Saba and Tarang (2013) discovered that it improves interaction and affects linguistic ability of undergraduate students. Nebiat and Girum (2014) studied on facebook, one the social network tools, among postgraduate students in Jimma university. The research through the use of both descriptive and inferential statistical tools indicated that there is no significant relation between usage, time and frequency of login into facebook with student Grade Point Average (GPA). It was discovered that students use these tools for other things other than their academic development and it was discovered that academic performance is independent of the use of social networks (Gupta, Singh and Marwaha, 2013). Kalra and Manani (2013) researched and found that involvement in the Social networks does not have significant impact on performance of students whether they are introverts or extroverts. Aina *et al.,* (2007) studied the effect of the use of social network sites on number of publications by Ph. D. students and supervisors' contribution to student's performance across two countries. The research revealed a positive effect when the supervisors communicate more with his research students. It was discovered that there is adverse effect when the communication is allowed to lead to additional workload on the research students. The use of social networks is seen to positively contribute to collaborative learning and significantly with interactive with peers, teachers and engagement in academic performance (Sushma, Suman and Ulysses, 2014). A study conducted among undergraduate students in Benue State university in Nigeria revealed that the frequency of visit, and volume of on-line friends negatively affect student's academic performance of the users (Aamo and Egena, 2014).

Since there are mix feelings (school of thoughts) about the effect of these social networks on student's performance, this research investigates into its effect on secondary school students in Nigeria. It is a known fact that the secondary students of today will eventually graduate to undergraduate and post graduate students later on, it is therefore necessary to examine the impact of the use of these social network sites by students in secondary schools.

METHODOLOGY

Research Design

Deferential and Inferential research designs of survey type were adopted in this study. Deferential study was used to describe the population of the research. Inferential investigation, through the use of Chi-square test was also used to infer for the entire population or universe.

Population

The target population was secondary school's students from both private and secondary sections. 300 randomly distributed questionnaires were equally distributed between the private and public secondary schools.

Sampling Procedure

Non-proportional Quota sampling method was used to select 300 respondents from both private and public secondary schools. One hundred and forty four (144) male and one hundred and fifty six (156) female respondents were surveyed representing 48% and 52% respectively. The gender and schools' classification is as shown in Tables 1 and 2. One hundred and fifty student each from both private and public secondary schools were selected using quota non-random sampling,

Research Instrument

The first section sought background information (personal data) of respondents such as sex, school type

Table 1: Distribution by Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
MALE	144	47.4	48.0	48.0
FEMALE	156	52.6	52.0	100.0
Total	**300**	**100.0**		

Table 2: Category of School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	PRIVATE	150	49.5	50.0	50.0
	PUBLIC	150	49.5	50.0	100.0
Total		**300**	**100.0**		

Scoring of Instrument

The method of scoring was on likert type scale weighted as follows: The respondents had to rate how important each statement is to him or her by ticking one of the four options.

Validity of Instrument

Bandele (1996) opined that locally prepared instrument called the research-constructed instruments is not usually accepted until other people know the worth of such instrument. For the purpose of validity, the instrument was given to

Data Analysis

The data collected was arranged and grouped according to the factors. The responses to the items were transformed into scores and analyzed. The chi-square test of independence was used while Statistical Package For The Social Sciences (SPSS) Version 20 was used to analyze the data.

RESULTS AND DISCUSSIONS

Table 3: Plan to Further Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	133	43.8	44.4	44.3
	NO	70	23.0	23.3	67.7
	I DON'T KNOW	97	31.2	32.3	100.0
Total		**300**	**100.0**		

Table 3 shows that 43.8 % has the vision of going beyond secondary school education, 23% has no plan to further education while 31.2 are undecided. This result explains the reason for carefree attitude of many secondary students. Available SNS are been used for things other than for academic oriented purpose(s).

Table 4: Social Network Used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FACE BOOK	149	49.0	49.7	49.7
	MYSPACE	35	11.8	11.7	61.3
	TWITTER	78	25.7	26.0	87.3
	OTHERS	31	10.2	10.3	97.7
	NONE	7	2.3	2.3	100.0
	Total	**300**	**100.0**	**100.0**	

Table 4 depicts that Facebook is the Social Network with highest number of subscriber, followed by Twitter and MySpace. 33.7% of the respondents has SNS linked with their e-mail addresses as shown in Table 5. Table 6 revealed that more than 75% and 9.7 are important and very important to the network membership respectively.

Table 5: Linkages with E-Mail

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	YES	101	34.5	33.7	33.7
	NO	199	65.5	66.3	100.0
Total		**300**	**100.0**		

Table 6: How Important is your Membership

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	VERY IMPORTANT	29	9.5	9.7	9.7
	IMPORTANT	109	35.9	36.3	46.0
	SOMEWHAT IMPORTANT	118	38.8	39.3	85.3
	NOT IMPORTANT	44	16.8	14.7	100.0
Total		**300**	**100.0**		

Table 7: How Often Do You Visit the Website

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	GREATER THAN 5 TIMES EACH DAY	81	26.6	27.0	27.0
	AT LEAST ONCE DAY	158	52.0	52.7	79.7
	AT LEAST ONCE EACH WEEK	48	15.8	16.0	95.7
	AT LEAST ONCE EACH MONTH	1	.3	.3	96.0
	NEVER	12	3.9	4.0	100.0
	Total	**300**	**98.7**	**100.0**	

Table 5, 6, and 7 shows that Social Network is a distraction for students toward achieving success in academic pursuit. This is substantiated by figures in the appendices

Table 8: Social Network Used

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	FACEBOOK	149	49.0	49.7	49.7
	MYSPACE	35	11.5	11.7	61.3
	TWITTER	78	25.7	26.0	87.3
	OTHERS	31	10.2	10.3	97.7
	NONE	7	2.3	2.3	100.0
	Total	**300**	**100.0**		

Table 8 shows that Face book has the highest number of subscribers which is 149 representing 49% of the total number of respondents followed by Twitter (78) representing 25.7%

HYPOTHESIS TESTING

Hypothesis 1

$H_{0,1}$: Category of school is independent on the Social network Type

$H_{1,1}$: Category of school is dependent on the social network Type

Table 9: Category of School * Social Network

			SOCIAL NETWORK USED					Total
			FACEBOOK	MYSPACE	TWITTER	OTHERS	NONE	
CATEGORY OF SCHOOL	PRIVATE	Count	57	19	63	4	7	150
		Expected Count	46.0	19.0	66.0	15.5	3.5	150.0
	PUBLIC	Count	35	19	69	27	0	150
		Expected Count	46.0	19.0	66.0	15.5	3.5	150.0
Total		**Count**	**92**	**38**	**132**	**31**	**7**	**300**
		Expected Count	**92.0**	**38.0**	**132.0**	**31.0**	**7.0**	**300.0**

Table 10: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	29.598[a]	4	.000
Likelihood Ratio	34.423	4	.000
Linear-by-Linear Association	7.764	1	.005
N of Valid Cases	300		

Decision: Since Chi-square asymptotic significant level (0.000) is less than α (0.05), the null hypothesis is rejected and it is concluded that category of school; whether private or public is dependent on the type of social network engaged in.

Hypothesis 2

$H_{0, 2}$: Gender of is independent of Social Network type

$H_{1, 2}$: Gender is dependent of Social network type

Table 11: Gender of Respondents * Social Network Used

			Social Network Used					Total
			Facebook	Myspace	Twitter	Others	None	
GENDER OF RESPONDENTS	MALE	Count	44	12	73	15	0	144
		Expected Count	44.2	18.2	63.4	14.9	3.4	144.0
	FEMALE	Count	48	26	59	16	7	156
		Expected Count	47.8	19.8	68.6	16.1	3.6	156.0
Total		Count	92	38	132	31	7	300
		Expected Count	92.0	38.0	132.0	31.0	7.0	300.0

Table 12: Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.390[a]	4	.010
Likelihood Ratio	16.199	4	.003
Linear-by-Linear Association	.000	1	.997
N of Valid Cases	300		
a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 3.36.			

Decision: Chi-square significant level is 0.010 which is less than 0.05, H_{11} is rejected and it is concluded that gender is dependent on the social network type.

Hypothesis 3

$H_{0, 3}$: Frequency of website's visit is independent of distractions from studying

$H_{1, 3}$: Frequency of website's visit is dependent on distractions from studying

Table 12: How Often Do You Visit the Website * Are You Distracted from Studying or Handling Assignment

			Are You Distracted from Studying or Handling Assignment				Total
			Several Times	More Than One Time	One Time	Never	
HOW OFTEN DO YOU VISIT THE WEBSITE	GREATER THAN 5 TIMES EACH DAY	Count	7	12	32	30	81
		Expected Count	11.1	9.7	24.8	35.4	81.0
	AT LEAST ONCE DAY	Count	31	22	29	76	158
		Expected Count	21.6	19.0	48.5	69.0	158.0
	AT LEAST ONCE EACH WEEK	Count	2	1	25	20	48
		Expected Count	6.6	5.8	14.7	21.0	48.0
	AT LEAST ONCE EACH MONTH	Count	0	1	0	0	1
		Expected Count	.1	.1	.3	.4	1.0
	NEVER	Count	1	0	6	5	12

		Expected Count	1.6	1.4	3.7	5.2	12.0
Total		**Count**	**41**	**36**	**92**	**131**	**300**
		Expected Count	**41.0**	**36.0**	**92.0**	**131.0**	**300.0**

Table 13

Chi-Square Tests			
	Value	**Df**	**Asymp. Sig. (2-sided)**
Pearson Chi-Square	42.841	12	.000
Likelihood Ratio	43.867	12	.000
Linear-by-Linear Association	1.147	1	.284
N of Valid Cases	300		

Decision: The chi-square value is less than 0.05 hence, the null hypothesis is rejected and it is concluded that frequency of visit is dependent on distractions from studying.

CONCLUSIONS

Study revealed that students from both types of schools (private and public secondary) are involved in the use of social network sites. The use of social network sites by secondary schools' student is a gross distraction for them toward achieving a fulfilling academic career as revealed in tables 6 and 7. This threat, as a result of indiscriminate use of SNS, to academic performance is gender independent. Though facebook is the most visited SNS followed by twitter, female are found to be more involved in the use of SNS more than their male counterparts.

It is therefore recommended that at secondary level, both parents, guidance, teachers and counselors should do their best to channel the use of these facilities towards academic development of their wards, students (trainees), and counselees.

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