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IMPACT OF SOCIAL MEDIA AND INTERNET ON ACADEMIC ACHIEVEMENT IN JUNIOR SECONDARY SCHOOLS' STUDENTS

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ABSTRACT
This study examined the impact of using social media and internet on academic achievement in junior secondary school students in Oshimili south local government area of Delta State. Four research questions guided the study. The study adopted survey design. The population of the study comprised 1,928 students and teachers in the five selected secondary schools. Proportionate stratified random sampling technique was used to sample 100 respondents for the study. The instrument was validated by two experts. Data collected were analyzed using descriptive statistics of frequency distribution and percentage. The study revealed that majority of the students had mobile phones which also had internet facility on them and had

knowledge of the existence of social media sites. The study further confirmed that most of the students visit some social media sites using their phones and spend between thirty minutes to two hours per day. In addition, the study revealed that the use of social media sites and internet had impacton academic achievement of the students negatively and positively that there was direct relationship between the use of social media sites and academic achievement of junior secondary school students. The study recommends among others that, students with mobile phones having internet facility should be encouraged to use it to supplement their studies, their assignment/homework at home rather than the usual charting with friends all the time. Students should be encouraged to limit the time they spend on their social media sites per day and advise them to rather substitute those hours to read textbooks, novels to improve their knowledge. Since the use of social media sites had affected the academic work of students positively and negatively; there is an urgent need for the introduction of students to the availability of books and other information resources or materials that can help them academically.

Keywords: Social Media, Academic Achievement, Junior Secondary School Students, Internet Use.

Introduction

In today's world, children can access the Internet and social media applications from many different entry points, includingiPads, tablets, desktops, laptops, and smartphones. Deng and Tavares (2013) noted that social networking has become anintegral part of our children's social life; it is now seen as a learning platform that could be utilized to enhance studentengagement and performance. Social networking and media tools offer school children the opportunity to communicate,get in touch, access information, research, and chat (Abdulahi et al., 2014; Ahn, 2011).

Social media has exploded as a category of online discourse where people create content, share it, bookmark itand network at a prodigious rate. Because of its ease of use, speed and reach, social media is fast changing thepublic discourse in society and setting trends and agenda in topics that range from the environment and politicsto technology and the entertainment industry(Asur and Huberman, 2010). In the last ten years,

the online worldhas changed dramatically, thanks to the invention of social media, young men and women now exchange ideas,feelings, personal information, pictures and videos at a truly astonishing rate. Seventy-three percent of wiredAmerican teens now use social media websites (Oberst, 2010).

According to Lusk, (2010) share the concept of social media. He states that social media is the useof Facebook, Instagram, Hangout, Wiki, Messengers, Blogs, Twitter, YouTube, MySpace and LinkedIn for the purpose of communication, sharing photos as wellas videos. However, for the purpose of this study social media is captured within the use of internet throughFacebook, Instagram, Hangout, WhatsApp, Twitter, Skype, MySpace as well as Facebook Messenger for communication sharing of ideas,sharing of photos, videos and making voice and videos calls by users. The increased use of Social Networking Websites has become aninternational phenomenon in the past several years. Young adults and Teenagers have totally embraced the use of social media/network sites as a way to connect with their peers, share information,reinvent their personalities, and showcase their social lives (Larson and Owusu-Acheaw, 2015).

The internet, since its inception in the early 1960s by the U.S Department of defense (Schneider, Evans and Pinard, 2006 in Wanajak, 2011), has hit the ground running. A greater percentage of the world's activities and numerous facets of human endeavours have been (to a great extent) affected by the fast advancement of the internet technology and its programmes. Internet, according to Wikipedia dictionary is a global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.

The way web/internet users interact andtalk to each other has changed and continues to change. These users now socialize through the internet and ittakes away from the person socialization that has been around forever. Social networking/media sites have affectedour social interaction by changing the way we interact face-to-face, how we receive information, and thedynamics of our social groups and friendships (Asur and Huberman, 2010).Communicating through the internet and social

networking/media sites is quite different from communicating inperson-to- person situation, in person - to – group situation. When users communicate through these websites, they use things like instantmessage (IM) and chatting as well as status or Twitter updates to talk to friends, shares videos, pictures, making voice/video calls to express themselves (Kaitlin,2010).

Nevertheless, a number of researchers and studies havefound a positive impact that social network participation has on students' academic performance. Some studies focused onFacebook usage and its positive impact on academic performance (Junco, 2012; Tuan, 2013). Many studies found positiveimpacts of social media and networking on language and reading (Tuan, 2013; Wood et al., 2014).Social networking and media can provide rich tools for teaching innovation and compiling ways to engage students effectively(APA, 2011). Some suggested that high school students use it to connect with other students for homework and group projects (Masood Badri and et al, 2017). Some teachers use blogs as teaching tools, where they reinforce skills in English, written expression, and creativity. Social media also allow students to get together outside the class to collaborate and exchange ideas about projectsand assignments (O'Keeffe and Clarke-Pearson, 2018).Gafni and Deri (2016) used the term ''social absorption" for students, where they emphasized the role of social networksin socializing and opening new channels for discovering more academic resources.

Kubey et al (2010), conducted on students' use of the social media sites and its impact onacademic performance focused on students in the developed world. It is against this background that it hasbecome necessary to conduct this research aimed at the impact of using social media and internet on academic achievement in junior secondary school students in Oshimili south L.G.A of Delta state.

Statement of problem

The rapid advancement of media technology has had a great impact on the way people communicate on a dailybasis. The growing dimension of the use of the social media among the youth of today cannot be overemphasized. Due to the increased popularly of it, economists and professorsare questioning whether

grades of students will not be affected by how much time is spent on these sites.

MehMoodandTaswir, (2013), believe that the use oftechnology such as internet is one of the most important factors that can influence educational performance ofstudents positively or adversely. Many parents and guardians are worried that students are spending too muchtime on Facebook, WhatsApp and other social media sites and have not enough time to study. Though parents are worried about students' constant use of the social media sites, many students continue to utilize these sites on a daily basis. Nevertheless, a number of researchers and studies havefound a positive impact that social network participation has on students' academic performance. Some studies focused onFacebook usage and its positive impact on academic performance (Junco, 2012; Tuan, 2013). Many studies found positiveimpacts of social media and networking on language and reading (Tuan, 2013; Wood et al., 2014).Social networking and media can provide rich tools for teaching innovation and compiling ways to engage students effectively(APA, 2011). Results of some empirical studies show thateducators should embrace social media (Ito et al., 2009). It was suggested that high school students use it to connect with other students for homework and group projects (,2018). And that social media also allows students to get together outside the class to collaborate and exchange ideas about projectsand assignments.It is against this background that this research is being conducted to ascertain the impact of using social media and internet on academic achievement of junior secondary schools' students

Research Questions

The following Research questions guided the study

i. What proportion of students are exposed to social media?
ii. What type of social media arestudents exposed to that impact their academic achievement?
iii. Does the use of social media sites have any impact on student's academic achievement?
iv. Does using social media improve academic achievement?
v. Why does student visit their social media sites?

Research Method

An appropriate survey instrument was designed to capture several principle constructs. The constructs (or dimensions) included perception of school performance, reasons to use social media/internet, student's attitude toward social media, things done on social media, the impact of social media/internet and the positive and negative aspects of social media sites. This study covered the public secondary schools in Asaba capital territory of Delta State.

Therefore, the population of this study is the total number of students from the junior categories of the five selected school. The population of the students from JS1-JS3 in each school was about 781, 749, 90,105 and 193 respectively. This gives a total of about 1,928 students in the five schools. Stratified sampling technique was adopted to sample the respondents. The simple random sampling was employed to select appropriate sample size. The sample of the study is made up of two teachers from each school. The total sample of the study was 100 respondent and 100 questionnaires were distributed among them. After the distribution of the questionnaire, one hundred (100) copies were retrieved. This gave a response rate of 100%, which was representative of the sample. The impressive response rate was obtained because the data was collected during class hours in the various schools. Respondents were given between 15-20 minutes to complete the questionnaires

After the collection of data, the results were analyzed using the descriptive statisticsof frequency count and percentage. The instrument was validated by expertsfrom the School of Education, and department of computer science, Federal College of Education Asaba, then the instrument was given to the respondents.

Analysis of data for research questions

Research question 1: What proportion of students are exposed to social media?

***Table 1*:** Students' exposure to social media

Access to Social media	Frequency	Percentage
Yes	62	62%
No	38	38%
Grand Total	100	100%

Table 1 above shows that 62 students representing 62% of the sample indicate that they have access to social media against 38 students representing 38% of the sample who accept no access to social media.

Research question 2: What type of social media are students exposed to that impact their academic achievement?

***Table 2*:** Social media sites students are exposed to.

Social media site	Frequency	Percentage
Facebook	27	27%
WhatsApp	30	30%
Instagram	14	14%
Twitter	10	10%
Wiki	10	10%
Hangout	2	2%
Telegram	1	1%
Messenger	4	4%
Others	2	2%
Grand Total	100	100%

Table 2 shows that majority of the students in junior secondary school are exposed to many of the social media sites. 27 students representing 27% of the sample indicate that they use Facebook, 30 student representing 30% use WhatsApp, 14 students representing 14% are used to Instagram, 10 students representing 10% each use Twitter and Wiki, 2 students representing 2% use

Hangout, 4 students representing 4% Messenger, 2% and 1% are aware of Telegram and others social media sites.

Research question 3: Does the use of social media sites have any impact on student's academic achievement?

***Table 3*:** Social Media impact Student's Academic Achievement

Social media impact	Frequency	Percentage
Yes	45	45%
No	38	38%
Not Certain	17	17%
Grand Total	100	100%

Table 3 show that when students were asked whether the use of the social media impact their academic achievement, 45 of thestudents representing 45% answered in the affirmative whilst 38 representing 38% gave a negative respond. 17 of the students representing 17% were not certain whether the use of social media sites affectedtheir academic or not. It could be deduced from the table that majority of the respondents 45% affirmed thatthe use of social media impact on their academic achievement. This study confirms MehMood & Taswir's, (2013) study thatthe use of technology such as the internet is one of the factors that can influence students' performancepositively or adversely.

Research question 4: Doesusing social media improve academic achievement?

Table 4: Improvement in Academic achievement by Social Media

Using Social media	Frequency	Percentage
Yes	40	35%
No	47	30%
Not Sure	13	35%
Grand Total	100	100%

From Table 4, out of the total students of 100, 40 representing 40% responded in the positively whenasked if the use of social media had improved their academic achievement, 47 representing 47% responded negatively; while 13% were not sure. The idea was that most of the students were aware that socialmedia use affects their academic performance. This was because it was confirmed in the study that most of thestudents use the social media sites for other purposes rather than academic work. The implication is that theuse of social media may likely not bring any improvement in the academic work of students

Research question 5: Why do student visit their social media sites?

Table 5: Why Students Use Social Media

Benefit of Social media	Frequency	Percentage
Chatting	35	35%
Downloading music and Video	30	30%
Academic Work	35	35%
Grand Total	100	100%

From Table 4, 35 students representing 35% said they use the social media to chat with friends, 30 representing 30% use it to download music and video and 35 students representing 35% use it for academic work. The analysis indicates an overwhelming majority of the students 65% do not use the social media sites for academic work.

Discussion of Findings

The findings first and foremost revealed that students in junior secondary schools are well exposed tosocial media networks; all 100 respondents use one social media platform or the other. All therespondents are on Facebook and WhatsApp. Other major social media platforms used by thestudents are Twitter, Instagram.

With regards to time spent on so social media, it can be deduced thatmajority of

the students;spent over two (2) hours on social media on a daily basis andthis comes with implications as it was earlier revealed by the study conducted by Kirschner andKarpinski (2010), that over-involvement or obsession with social media sites bystudents can have negative/positive impacts on their academic performance/achievement.

It was also discovered that many of the students use social media for chatting anddownloading of pictures/videos while few of the students use social media mainly foracademic purposes. This finding corroborates the arguments made by some scholars such asKhan (2010), whose findings suggested that socialmedia is a nuisance to students' academic life because most of their usage are not geared towardsacademics but rather to useless things as far as enhancing students' academic life is concerned.Though majority of the respondents do not use social media mainly for academic purposes, theyuse such tools to perform certain activities pertinent to their academic work. Some use socialmedia to engage in academic discussions with teachers and course mates, the use of social mediaas a means of receiving and disseminating information relating to class activities, therespondents use social medial tools like wikis as sources of information for assignmentpreparations. The study thus revealed the main use of social media for academic purpose amongthe students is mainly to disseminate knowledge to their peers. This was earlier revealed byO'keeffe and Clake-pearson (2011), that social media benefit students by connecting them to oneanother on assignments and class projects. In the same direction Salvation and Adzhruddin(2014), concluded in their study that students are able to formulate group discussions toexchange ideas and communicate to their teachers as well as call on friends about assignmentson social media. Indeed, one cannot dispute the fact that social media networkscontribute immensely to students' academic life when used judiciously.

Conclusion

It is concluded without doubt that social media is and will remain an important tool in human life as farcommunication is concerned. Today society is harvesting tremendously from its existence notonly in mere communication point of view but also in most scholarly activities. Different forms

of education including distance education has been widely patronized and facilitated to somedegree through these social media sites and internet. Acquiring information both locally andinternationally from friends, teachers, lectures or experts is no longer a struggle as compared to the oldendays and the internet are the ultimate master behind this success.

"Social media is a usefulservantbut a dangerous master" and can also be "described as a two-edge sword" and as such, usersespecially students must be alert about its dangers and be prudent in its utilization.The nature of social media as a useful servant but a dangerous master" and a two-edge sword hasbeen revealed in the findings of the study that, despite the benefits that students can harness fromsocial media sites such as sharing of information, building relationship, partaking in groupdiscussions from near and far among others, there is to some extent addiction and distraction ofattention caused by the use of social media which could have serious consequences on theacademic life of students.

Recommendations

Based on the findings, the following recommendations are made;

1. Teachers/lecturers can adopt new strategies by channeling assignments or discussions on social media platforms to help inculcate the habit of using these sites for academic work.
2. Seminars should be organized in the various schools or faculties to enlighten students/parents more about the possible implications of social media usage on their academic achievement.
3. Parents/Teachers should make sure that they students use these social media sites judiciously toensure that they do not become detrimental to their academic achievement.
4. Students must minimize the time they spend on social media to avoid being obsessed bythese sites for unnecessary chatting.
5. The parents and other relevant authority should also restrict access to certain social media sites that maybe prone of distracting students' attention during school hours as a means of minimizingtheir use.

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