

SOCIAL NETWORKING USAGE AND ACADEMIC PERFORMANCE OF SCHOOL-GOING ADOLESCENTS IN OYO CITY, NIGERIA

Fatimah Wuraola GARBA

Department of Guidance and Counselling, Faculty of Education, University of Abuja, Nigeria

ORCID: <https://orcid.org/0000-0003-2373-9353>fatielle@gmail.com**Received:** June 28, 2022**Accepted:** August 30, 2022**Published:** December 31, 2022**Suggested Citation:**

Garba, F. W. (2022). Social networking usage and academic performance of school-going adolescents in Oyo City, Nigeria. *Turkish International Journal of Special Education and Guidance & Counselling (TIJSEG)*, 11(2), 115-121.

This is an open access article under the [CC BY 4.0 license](https://creativecommons.org/licenses/by/4.0/).**Abstract**

Students' involvement in social network activities has been a topical issue in the academics sphere. This could have enormous influence on their education. This study thus examined the relationship between social network usage and academic performance of secondary school students in Oyo City, Oyo State, Nigeria. Correlational design method was adopted for the study. The 180 students in the study were selected using simple random sampling technique from four Local Government Areas in the City. A researcher's designed instrument entitled "Social Network Sites Usage Questionnaire (SNSUQ)", with a test re-test reliability index of .81 was used to collect data for the study. On the other hand, the students' academic performance was measured using their overall grade in their third term English and Mathematics examination results. Pearson's (r) statistic was used to test the null hypotheses at 0.05 alpha level. The study revealed that social network sites usage (Facebook, Whatsapp, Instagram and Internet search) has negative relationship with the students' academic performance. It is recommended in this regard that education stakeholders; parents and school should work together in monitoring students' activities on social network and design a programme to encourage them towards using social networking channels to improve their academic achievement.

Keywords: Social network usage, academic performance, secondary school students, Oyo City.

INTRODUCTION

Advancement in technology has the globe into a digital world. Human interactions and exchange of ideas has become so flexible without any bound or limit. Distance and physical barriers had been eliminated that people of different age group and social class can communicate through varieties of social networking sites. This is why Daluba and Maxwell (2013) described social network as a means of interactions among people of different ages; where messages, information or ideas are created and shared in virtual communities. Social network sites are highly interactive platforms and new forms of media that relies heavily on the participation of users to provide value (Neese, 2016). Some of the popular social network sites and interactive applications include but not limited to Facebook, Instagram, Twitter, Pinterest, LinkedIn, Vive, Snapchat, Whats-App, We-Chat, YouTube and Google+. They all have similar features of immediate feedback, interconnectivity, virtuality, interactivity, multimedia file exchange, and instantaneous delivery.

This modern has ushered in a number of activities of the social network sites which have become sources of distraction to many young Nigerian; youth involvement in all forms of delinquencies have prevented them from paying due attention to their education and personal development. Many young adults have become phone addicts as a result of visiting the social networking sites at the expense of valuable things they could have used these platforms for. Valkenburg and Piotrowski (2017) noted that the current smart-phone world have breed a generation of youth who are "phono sapiens"; that is, they are addicted to phone use and social network sites is the main contents and applications on mobile phones that glue their attention.

The above does not imply that social network sites are bad or disadvantageous; but how and for what an individual uses them are essential as they are embedded with enormous benefits that can dramatically change someone's educational, social and emotional life. However, many Nigerian youngsters are using the sites for frivolities. Brown (2017) highlighted some negative effects of social media on the youth; which include increased violence, addiction and reduced productivity. Similarly, Pino (2017) noted that the negative consequences of social network sites are more than positive ones among the young generation; Pino stated that sleep deprivation, isolation, depression and obesity are some of the effects that social networking sites could have on the users.

It is no doubt that youth are the massive users of the social network sites and on a daily basis, they spend much of their time and money to remain on the sites. This includes hours spent chatting with friends via WhatsApp, Snapchat, Facebook, Instagram and surfing the internet. Valkenburg and Piotrowski (2017) reported that the time youth spend on social network sites is more than three hours a day, which is more than the amount of time they spend on television and gaming; while they spend like 35 minutes reading their books or to attend to other educational tasks or activities.

In this study, the focus is on the Facebook, WhatsApp, Instagram and Internet search usage and some previous studies have revealed mixed findings on their relationship with students' academic performance. For example, While Lambic (2016); Wang and Mark (2018) found that Facebook use to be correlated positively with academic achievement of students, Feng, Wong, Wong and Hossain (2019); Junco (2012) revealed a negative impact of Facebook on students' academic performance. Munkaila and Iddrisu (2015); Al-Hassan, Abdul-Karim, Christian and Idriss (2017); Daramola and Umar (2021) reported a positive effect of WhatsApp on students' academic performance, while Tuurosang and Faisal (2014); Sarker (2015) revealed a negative relationship between WhatsApp and academic performance of students.

Perifanou, Tzafilkou and Economides (2021) showed no impact of Instagram use on students' digital skills; Ahmed, Rony, Ashhab and Ahmed (2020) showed no correlation between Instagram usage and students' CGPA, but Alatawi (2016) indicated that the impact of Instagram use led to a negative impact on students' academic performance. Feng, Wong, Wong and Hossain (2019) established a significant negative relationship between internet search and students' academic performance.

Statement of the Problem

The development of different social network sites has enormously benefitted and is benefitting the world. Students, particularly, can use them to improve their communication skills, interpersonal relationships and educational tasks. Students can use the platforms profitably to improve their reading and learning skills, sharing vital educational information, enhance their communication and problem-solving skills, facilitate effective brainstorming and decision makings, engaging in virtual classroom discussion, expressing their feelings and grievances to teachers and school authorities, among other uses of social network sites. The reverse is the case however, among many secondary school students invest much of their time on the platforms involving in unethical activities, sharing of useless information and posting images that are injurious to national dignity and foreign relationship of the country (Shabir, Mahmood, Hameed, & Safdar, 2014).

Students have lost sight of their goals in life and the purpose for which their parents send them to school to achieve. Many have become so engrossed with their phones that they chat and interact on Instagram, Facebook, WhatsApp while on the street and at the expense of academic hours. Their frivolous engagement results in poor time management, lack of commitment to study and consequently, poor academic performance. Osharive (2015) observed that even in classrooms, students are often seen busy chatting, twitting, whattapping or Facebooking, while lectures are ongoing.

In addition, few studies had been able to establish the relationship that exists between social network sites and students' academic performance, especially, among secondary school students and in the locale of this study. Many of the available studies were not conducted in Oyo Town and they mainly focused on the students of tertiary institutions. For instance, the study by Mohammed and Abdullahi

(2020) examined the influence of social media on students' academic performance in College of Education (Technical), Lafiagi Kwara State. Osharive (2015) examined the influence of Social Media on academic performance of students in University of Lagos. Celestine and Nonyelum (2015) assessed the impact of social media sites on student academic performance in Samuel Adegboyega University. Apuke (2016) examined the influence of social media on academic performance of undergraduate students of Taraba state University, Jalingo, Nigeria. This current study thus deem it imperative to examine the relationship between social network sites (Facebook, Whatsapp, Instagram and Internet search) and academic performance of secondary school students in Oyo Town, Oyo State, Nigeria.

Research Hypotheses

The following research hypotheses were formulated and tested in the study:

1. There is no significant relationship between students' face-book usage and their academic performance.
2. There is no significant relationship between students' whatsapp usage and their academic performance.
3. There is no significant relationship between students' Instagram usage and their academic performance.
4. There is no significant relationship between students' Internet search usage and their academic performance.

METHOD

The research design adopted for this study was correlational design since the study measured the relationship that exists between the independent variable (social network sites usage) and dependent variable (academic performance) of students in the study locale. The population for the study comprised all secondary school students in Oyo town. The target population comprised all students from 12 secondary schools in four Local Government Areas in Oyo town, Oyo state; this was estimated at 1,256 students. Simple random technique was used to select 3 secondary schools from the 4 LGAs that constitute Oyo Town. Simple random technique was also used to select 15 students from each of the 12 selected secondary schools; amounting 180 respondents that participated in this study. Simple random technique was considered for this study because it accorded each respondent equal opportunity to participate in the study.

The main instrument used for this study was a self-designed questionnaire" entitled "Social Network Sites Usage Questionnaire" (SNSUQ). The academic performance on the other hand, was measured using the students' English and Mathematics third term examination results. The questionnaire consisted of two (2) sections, A and B. Section A focused on the demographic data of the respondents such as gender and religion; while section B contained twenty (20) items on social network usage. The respondents were asked to respond to the items using the four point Likert-type rating scales format of: Strongly Agree = 4 points; Agree = 3 points; Disagree = 2 points; and Strongly Disagree = 1 point. Experts in ICT and measurement and evaluation experts validated the instrument; the reliability of the instrument was ascertained using the test re-test reliability method and a coefficient of 0.81 adjudged the instrument reliable for the study.

The data obtained was analyzed using both descriptive and inferential statistics. The descriptive statistics include frequency and percentage for the demographic data section; while the Pearson (r) inferential statistics was used to analyse the hypotheses formulated at .05 level of significance.

RESULTS

Demographic Attributes of Respondents

The respondents' demographic variables are presented using frequency and percentage:



Table 1. Percentage distribution of respondents based on gender

Gender	Frequency	Percentage (%)
Male	81	45.0
Female	99	55.0
Total	180	100.0

Table 1 shows that out of the 180 students who participated in the study, 81 (45.0%) were males; while 99 (55.0%) were females. Thus, there were more females in the study than their male counterparts.

Table 2. Percentage distribution of respondents based on religion

Religion	Frequency	Percentage (%)
Christianity	84	46.6
Islam	93	51.6
African Traditional Religion	3	1.8
Total	180	100.0

Table 2 shows that, 84 (46.6%) of the respondents were Christians, 92 (51.6%) were Muslims; while 3 representing 5.6% were African Traditional Religion adherents. Hence, there were more Muslims in the study than other religious affiliates.

H₀₁: There is no significant relationship between students’ face-book usage and their academic performance.

Table 3. Pearson’s (r) statistic on relationship between students’ face-book usage and their academic performance

Variables	n	Mean	Std.Dev.	df	Cal. r	p-value
Face-Book usage	180	20.16	8.11	178	-.22*	.003*
Academic performance	180	22.12	9.01			

*Sig. at p<.05

Table 3 shows that the calculated r-value of -.22 is statistically significant (at p = .003 < .05); thus, the hypothesis, which stated that there is no significant relationship between students’ face-book usage and their academic performance is rejected. Therefore, there is a negative relationship between students’ face-book usage and their academic performance.

H₀₂: There is no significant relationship between students’ whatsapp usage and their academic performance.

Table 4. Pearson’s (r) statistic on relationship between students’ whatsapp usage and their academic performance

Variables	n	Mean	Std.Dev.	df	Cal. r	p-value
Whatsapp usage	180	20.66	7.96	178	-.19*	.010*
Academic performance	180	22.12	9.01			

* Sig. at p < .05

Table 4 shows that the calculated r-value of -.19 is statistically significant (at p = .010 < .05); thus, the hypothesis, which stated that there is no significant relationship between students’ whatsapp usage and their academic performance is rejected. Therefore, there is a negative relationship between students’ whatsapp usage and their academic performance.



H03: There is no significant relationship between students’ Instagram usage and their academic performance.

Table 5. Pearson’s (r) statistic on relationship between students’ instagram usage and their academic performance

Variables	n	Mean	Std.Dev.	df	Cal. r	p-value
Instagram usage	180	21.03	6.99	178	-.20*	.007*
Academic performance	180	22.12	9.01			

* Sig. at $p < .05$

Table 5 shows that the calculated r-value of -.20 is statistically significant (at $p = .007 < .05$); thus, the hypothesis, which stated that there is no significant relationship between students’ Instagram usage and their academic performance is rejected. Therefore, there is a negative relationship between students’ Instagram usage and their academic performance.

H04: There is no significant relationship between students’ Internet search and their academic performance.

Table 6: Pearson’s (r) statistic on relationship between students’ internet search and their academic performance

Variables	n	Mean	Std.Dev.	df	Cal. r	p-value
Internet search	180	22.10	9.11	178	-.16*	.031*
Academic performance	180	22.12	9.01			

* Sig. at $p < .05$

Table 6 shows that the calculated r-value of -.16 is statistically significant (at $p = .031 < .05$); thus, the hypothesis, which stated that there is no significant relationship between students’ Internet search and their academic performance is rejected. Therefore, there is a negative relationship between students’ Internet search and their academic performance.

DISCUSSION

The finding of this study revealed that there is a significant negative relationship between students’ face-book usage and their academic performance. This means that the higher the usage of face-book among the students, the lower the level of their academic performance and vice-versa. This does not implies that the usage of face-book is the cause of their poor academic performance but perhaps their wrong usage of the social network platform could translate to lower level of academic performance for them. This follows that students’ academic performance depends on whether or not they make use of face-book for better their academic lots or involve in frivolities on the platform. The finding of this study is in tandem with the finding of Feng, Wong, Wong and Hossain (2019) which revealed that a negative relationship occurred in the students’ face-book usage and their academic performance. According to Feng et al. (2019) finding, students with a high-frequency usage of Facebook per day tend to be more distracted in the course of academic tasks. The findings of this current study and the previous research are related perhaps, because they were both conducted among secondary school students whose majority were adolescents with similar behavioural attributes.

The Pearson (r) result also indicated that there is a significant negative relationship between students’ whatsapp usage and their academic performance. This means that an increase in students’ whatsapp usage is associated with lower level of academic performance and vice-versa. Whatsapp usage does not in itself linked to lower academic performance but whether it is positively or negatively utilised. This finding is in contrast with the findings of Al-Hassan, Abdul-Karim, Christian and Iddriss (2017) which revealed that whatsapp usage has significant positive relationship with students’ academic performance. The departure of the finding of this study and the previous study perhaps, is due to difference in locale of the studies and the categories of respondents that participated in the studies.



There is also a significant negative relationship between students' Instagram usage and their academic performance. This implies that an increase in the usage of Instagram social network is associated with a decrease in the students' level of academic performance. On the other hand, the lower the involvement of students in the usage of Instagram, the higher their level of academic performance. This suggests that perhaps, either positive or negative usage of social network can be a determinant of their level of academic performance among the students. This finding disagrees with the finding of Ahmed, Rony, Ashhab and Ahmed (2020) which revealed that Instagram usage has no correlation with the students' academic performance. Factors such as different locale, variation in respondents' attributes and methodologies adopted could have been responsible for the disagreement of this current finding with the previous research.

It was revealed that there is a significant negative relationship between students' Internet search and their academic performance. This means that the higher the students' involvement in Internet search, the lower their academic performance and vice-versa. This suggests that perhaps, the students are not using the Internet browsing to improve their academic prowess but rather browse internet to watch pons and things that will not add to their educational development. The finding of this study concurs with the finding of Feng, Wong, Wong and Hossain (2019) which showed that a significant negative relationship between students' internet search and academic performance. It was stated that the overuse of the Internet social activities has a negative influence on students' academic achievement. Agreement of this finding with the previous study perhaps results from the fact that the respondents that participated in the study were in the same age range.

Conclusion

Based on the findings of this study, it was concluded that social network (Facebook, whatsapp, Instagram and Internet search) usage are statistically significantly and negatively related to academic performance of secondary school students. Thus, students' level of academic performance could possibly be linked to their level of involvement in the usage of social network.

Recommendations

In line with the findings of this study, it was recommended that:

1. Education stakeholders such as parents, school authority, counsellors, government among others, collaborate in monitoring and regulating students' level of involvement in social network usage so that they can use it positively to enhance their academic performance.
2. Ministry of education, the school and counsellors should design programmes (such as time management and social skills training) that will on regular basis orientate students on positive use of social network to ease their educational tasks and improve their academic performance.

Ethics

I declare that I collected data in accordance with ethical rules during the research process and acted in accordance with all ethical rules.

REFERENCES

- Ahmed, S., Rony, R. J., Ashhab, M., & Ahmed, N. (2020). *An empirical study to analyse the impact of Instagram on students' academic results*. IEEE Region 10 Symposium, 5-7 June 2020, Dhaka, Bangladesh. https://www.researchgate.net/publication/344284791_An_Empirical_Study_to_Analyze_the_Impact_of_Instagram_on_Students'_Academic_Results.
- Alatawi, M. (2016). High school students as Snappers and Instagramers and their academic performance. *Journal of Emerging Trends in Computing and Information Science*, 7(4), 16-22.
- Al-Hassan, A., Abdul-Karim, A., Christian, F., & Idriss, I. M. (2017). *Relationship between Whatsapp usage and academic performance*. A B.Sc. Published Research Project, Department of Business and Social Sciences Education of the College of Education Studies, University of Cape Coast.
- Apuke, O. D. (2016). The influence of social media on academic performance of undergraduate students of Taraba State University, Jalingo, Nigeria. *Research on Humanities and Social Sciences*, 6(19), 16-22.



- Brown, S. (2010). *From VLEs to learning webs: The implications of Web 2.0 for learning. A manual for online and multimedia journalism practice in Africa*. Ibadan: Emgee Publishers Ltd.
- Celestine, A. U., & Nonyelum, O. F. (2015). Impact of social media sites on student academic performance in Samuel Adegboyege University. *International Journal of Scientific & Engineering Research*, 9(3), 2-10.
- Daluba, N. E., & Maxwell, C. E. O. (2013). Effect of social media on the use of academic library by undergraduate students in tertiary institutions: A case study of Kogi State University. *Academic Research International*, 4(5), 536-542.
- Daramola, R., & Umar, T. A. (2021). Effects of Whatsapp on the academic performance of business education students in cost accounting in Federal Colleges of Education in North-West, Nigeria. *Al-Hikmah Journal of Educational Management and Counselling*, 3(1), 187-198.
- Feng, S., Wong, Y. K., Wong, L. Y., & Hossain, L. (2019). The internet and facebook usage on academic distraction of college students. *Computer and Education*, 134, 41-49.
- Junco, R. (2012). Too much face and not enough books: The relationship between multiple indices of Facebook use and academic performance. *Computers in Human Behavior*, 28, 187-198.
- Lambic, D. (2016). Correlation between Facebook use for educational purposes and academic performance of students. *Computers in Human Behavior*, 61, 313-320.
- Mohammed, I. M., & Abdullahi, M. (2020). *Influence of social media on students academic performance in College of Education (Technical), Lafiagi Kwara State*. *Al-Hikmah Journal of Education*, 7(2), 185-197.
- Munkaila, A., & Iddrisu, A. (2015). The impact of social net-worksites on the academic performance of students in the Polytechnics of Ghana. *International Journal of Economics, Commerce and Management*, 3(11), 1021-1035.
- Neese, T. G. (2005). The effect of internet addiction and self-control on achievement of elementary school children. *Korean Journal of Yeolin Education*, 5(3), 22-34.
- Osharive, P. (2015). *Social media and academic performance of students in University of Lagos*. Retrieved from <https://www.researchgate.net/publication/273765340>.
- Perifanou, M., Tzafilkou, K., & Economides, A. A. (2021). The role of Instagram, Facebook and YouTube frequency of use in university students' digital skills components. *Educational Science*, 11, 766. <https://doi.org/10.3390/educsci11120766>.
- Sarker, G. R. (2015). Impact of Whatsapp messenger on the university level students: A sociological study. *International Journal of Natural and Social Sciences*, 2(4), 118-125.
- Shabir, G., Mahmood, Y., Hameed, Y., & Safdar, G. (2014). The impact of social media on youth: A case study of Bahawalpur city. *Asian Journal of Social Sciences & Humanities*, 3, 132-151.
- Tuurosong, D., & Faisal, A. M. (2014). The social media scourge among university students: A study of the University development Studies, Ghana. *Journal of Asian Development Studies* 3(2), 1-8.
- Valkenburg, P. M., & Piotrowski, J. T. (2017). *Plugged-In: How media attract and affect youth*. New Haven and London: Yale University Press.
- Wang, Y., & Mark, G. (2018). The context of college students' facebook use and academic performance: An empirical study. *CHI*, 18, 111.