
INFLUENCE OF SOCIAL MEDIA ON SENIOR SECONDARY SCHOOL STUDENTS' ACHIEVEMENT IN CIVIC EDUCATION IN JOS SOUTH, PLATEAU STATE

Justina **PATRICK** & Ruth J. **UMARU**

*Department of Social Science Education (Social Studies Unit)
University of Jos, Nigeria*

Abstract

The study investigated the influence of social media on senior secondary school students' achievement in civic education in Jos South, Plateau State. The specific objectives were to; find out the influence of social media activities on students' achievement in Civic education and find out whether female students' use more of social media than male students in Jos South secondary schools. Two research questions were answered and two hypotheses tested at 0.05 level of significance. The study adopted the descriptive survey design with a sample of 340 Senior Secondary II students selected randomly through using simple random sampling technique. A self-constructed instrument titled "Social Media Usage on Students Academic Achievement in Civic education Questionnaire (SMUSAPCEQ)" with 15 items was validated by two experts in Social Studies education with a reliability coefficient of 0.73 was obtained. The research questions were answered using mean and chi-square statistics was used to test the hypotheses formulated. The result revealed that there is a significant difference between social media engagement and students' academic achievement in Civic Education and

female students spent more time on social media than the male students. Recommendations were made that school authority should enforce more disciplinary measures to checkmate students used of the social media with the school environment, Student should be enlightening about the advantages and disadvantages of social media by organising seminar for them at least once in a month or they can have it as a club which will be part of their activities.

Keywords: Achievement, Civic Education, Influence, Social media, Citizenship

Introduction

It is often assumed that the school serves as a potential agent of political socialization, which helps in influencing the formation of political norms, values and attitudes in children. On a purely theoretical level, it has been claimed that education is related to politics, because it promotes the creation of a sense of common citizenship. It is on this believed that education is seen as an effective instrument for socializing young children through the promotion of desirable socio-cultural values, creation of political awareness that prepares the youth to perform their functions to the nation effectively as they grow up to adulthood.

On the other hand, to achieve the purpose of education and make knowledge transmission easy and faster, communication technology was introduced and its scope broadened through the improvement of Information and Communication Technologies (ICTs) to cover internet, satellite, cable data transmission and computer assisted equipment. The expansion in communication technology has also affected internet software, thus leading to chatting sites known by the name “social media”. With social networking sites, one can send and receive messages almost immediately. However, lack of regulation of the internet has led to its excessive use. McQuail (2013) avers that the internet penetrates more homes, churches, market places and schools.

Furthermore, it is common to see students chatting in sensitive and highly organised places within the school environment and even in the classroom when lessons are ongoing. Some of these students are most at times carried away that even as they are walking along the high way, they keep chatting. The manufacturing and distribution of equally sophisticated cellular phones has complicated the situation, as students no longer need to visit a cybercafé before they send and receive messages. Attention has been shifted from visible to invisible friends, to the outmost neglect of important ventures like study and writing in the process (Akaneme, Ibenegbu & Nwosu, 2013). This is a trend that has become a source of worry to well-meaning Nigerians in all spheres of life who believe in knowledge and skill acquisition. Moreover, from the above, it is evidence that Social media Anxiety Disorder is largely at present. Ogbemudia and Aiasa (2013) study of 1673 Social media users in the UK shows that, more than 50% of the users indicated that Social media use is associated with negative impact.

Civic education is that learning that educates students to be active and informed citizens with an understanding and appreciation of civic life. It is one of the Social Studies contents arrived at inculcating certain values, habits, skills and attitudes which the society considers desirable and essential for its survival. It involves the study of government rights, duties and obligations of citizens in a given country (Banks, 2007). Civic curriculum is based on key concepts like democracy, rights responsibilities, compassion, values, tolerance, accountability which the students need to know. Therefore, the ultimate purpose and aim of Civic education is to educate the citizens both young and old on the rights and civic obligations as well as inculcate in them a culture and respect for human rights of Nigerian citizens

Achievement is also the measure of students' acquisition of certain skills at the end of teaching and learning activities. Hence, achievement is the result of an examination written by students which is often a reflection of learning. The concept could also be regarded as the ability to perform a given role effectively; it is

regarded as something very good and difficult. To Anekwe (2016), achievement is something which has been accomplished successfully, especially by means of exertion, skill, practice or perseverance.

Moreover, considering the issue of gender on Social media usage, it seems as though female students are more prone to use social media in relation to their social life as well as academics than the male counterparts. Research conducted by Walsh, Fielder, Carey and Carey (2013) to find out the extent of multitasking based on student's gender, revealed that female students typically spend about 12 hours per day using Social media. Again, most of the Social media consist of listening to music, using the internet and of course using social networking sites.

The study adopts the Rational theory develop by American sociologist Edmond Hoyle in 1985. Rational theory is a sociological theory that focuses on the framework of understanding and modelling of social and economic behaviour. It focuses on individual action by trying to understand what motivates an individual to take a particular action instead of another. The theory is based on the principle of individual rationality; the principle assumes that an individual is rational, as such, he or she take decision based on the calculation of the cost and benefit expected from that behaviour. It is believed that individuals have ends or goals towards which their actions are directed. Thus, this study wants to investigate the influence of social media networks on secondary students' achievements in Civic Education.

Since the Rational theory is predicted on the assumption that individual actions are determine by the calculation of cost and benefits, it implies that the use of social media by secondary school students depends on the calculation of what it will cost them to use it and what benefit they hope to derive from using it. However, what the student hopes to benefit from social media determines the site they will use and the type of information they are looking for. As such, this determines how social media influences them in return, particularly on their academic achievement.

Students at all levels of learning have now divided attention to studies, as a result of available opportunities to be harnessed from Social media. It is speculated that an average Nigerian student spends about six to seven hours on the internet daily, some even do all night browsing. Valuable time is being wasted resulting to less study time and higher percentage of failure amongst secondary school students prompting Kirschner and Karpinski (2011) to assert that students who use Facebook have grade point averages (GPA) between 3.0 and 3.5, while non-users have grade point averages (GPA) between 3.5 and 4.0. Users of Social media spend one to five hours a week studying, while non-users study 11 to 15 hours per week.

Since social media users have low GPA than the non-user of Social media, and a continued outcry from well-meaning Nigerians on the danger of over indulgence of students on Social media over their studies. In response to the outcry, this research is carried out on secondary school students in Jos South and its environs to ascertain the influence of students' involvement Social media activities on achievement in Civic Education.

Purpose of the Study

The purpose of this study is to find out the influence of Social media on secondary school student achievements in Civic Education in Jos South, Plateau State. Specifically, the objectives of the study are to:

- i. find out the influence of Social media activities on students' achievement in Civic Education
- ii. find out whether female students' use more of Social media than male students in Jos South secondary schools

Research Questions

- i. To what extent does a social media activity influence students' achievement in Civic Education?
- ii. To what extent do female and male students engage in Social media activities?

Hypotheses

The following hypotheses were tested at 0.05 level of significance

H₁: There is no significant difference between Social media usage and secondary school students' academic achievement in Civic Education Jos South secondary schools.

H₂: There is no significant relationship between male and female Social media engagement in Jos South secondary schools.

Methods

The research design for this study was descriptive survey with questionnaire as instrument for data collection. The area has 20 public secondary schools with 3,141 senior secondary students. The researcher selected ten public secondary schools for the study using simple random sampling technique. From each of the sample school, 34 students were selected to get a sample size to 340 selected from the population above to form the sample frame for the study. The simple random sampling was used to select the 340 students that form the sample size for the study. The instruments for data collection was a self-constructed questionnaire titled "Social media Usage on Students Academic Achievement in Civic Education Questionnaire (SMUSAPCEQ)". The research questions were answered using simple percentage analysis while hypotheses were tested using chi-square.

Results

Research Question One: To what extent does a social media activity influence students' achievement in Civic Education?

Table 1: Types of Social Media Secondary School Students Use to Search for Information on Civic Education

S/N	Items	SA	A	D	SD
1	Time spent on Facebook social network makes students vulnerable to examination malpractice	132 (38.8%)	100 (29.4%)	66 (19.3%)	42 (12.4%)
2	Social media makes me to have academic peer-review together	47 (13.9%)	66 (19.3%)	117 (34.4%)	110 (32.4%)
3	Frequent social media usage makes a student to have low academic grade	118 (34.6%)	99 (29.2%)	64 (18.7%)	59 (17.5%)
4	Facebook activity seduces me erotically which is affecting my academic achievement	125 (36.8%)	88 (25.9%)	66 (19.3%)	61 (18%)

The analysis on table 3 shows that 132 of the respondents representing 38.8% strongly agreed that the extent does a social media activity influence students' achievement in Civic Education in Jos South Local Government Area is the time spent on facebook social network makes students vulnerable to examination malpractice, 100 representing 29.4% of the respondents agreed, 66 representing 19.3% of the respondents disagreed and 42 representing 12.4% of the respondents strongly disagreed. On the second item, 47 of the respondents representing 13.9% of the respondents strongly agreed that Social media makes students to have academic peer-review together, 66 of the respondents representing 19.3% agreed, 117 representing 34.4% of the respondents disagreed, while 110 representing 32.4% strongly disagreed to the statement.

Also, item 3 shows that 118 representing 34.6% of the respondents strongly agreed that frequent social media usage makes a student to have low academic grade, 99 representing 29.2% of the respondents agreed, 64 of the respondents representing 18.7% agreed, 59 representing 17.5% of the respondents strongly disagreed to the item. Lastly, 125 of the respondents representing 36.8% strongly disagreed that the facebook activity seduces me erotically which is affecting my

academic achievement, 88 of the respondents representing 25.9% agreed, 66 of the respondents representing 19.3% disagreed and 61 of the respondents represent 18% strongly disagreed that the facebook activity seduces me erotically which is affecting my academic achievement.

Research Question Two: To what extent do female and male students engage in social media activities?

Table 2: Extent of Secondary School Students Engagement in Social Media Activities Based on Gender

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	186	55.5	55.5	55.5
	Female	154	44.5	44.5	44.5
Total		340	100	100	100

Table2 shows that 186 male students representing 55.5% of the respondents were represented in the study while 154 females representing 44.5% were represented in the study. This implies that more male students engaged in social media activities in Jos South than the female students.

Hypothesis One: There is no significant difference between social media usage and secondary school students' academic achievement in Civic education Jos South secondary schools.

Table 3: χ^2 Statistical Test of Significant Difference between Social Media Usage and Secondary School Students Academic Achievement

Categories	fo(fe)	fo(fe)	N	Df	χ^2_{cal}	χ^2_{crit}	Remark
Social Media Usage	122 (121.5)	43 (43.5)	165	3	8.04	7.82	Rejected
Academic Achievement	89 (89.5)	86 (85.5)	175				
Total	211	129	340				

Table shows that the calculated Chi-square value is 8.04 and the table value is 7.82 at 0.05 significant level and at 3 degree of freedom. Following the Chi-square decision rule, the calculated Chi-square value is higher than the table value. Hence, the null hypothesis which states that there is no significant different between social media usage and secondary school students' academic achievement in civic education Jos South secondary schools is rejected. This means there is a significant different between social media usage and secondary school students' academic achievement in civic education Jos South public secondary schools.

Hypothesis Two: There is significant relationship between male and female social media engagement in Jos South secondary schools.

Table 4: X² Significant Difference between Male and Female Students Social Media Engagement

Categories	fo(fe)	fo(fe)	N	Df	² cal	² crit	Remark
Social Media Engagement	90 (139.5)	79 (117.5)	169				
Gender	77 (108.5)	94 (131.5)	171	3	4.46	7.82	Retained
Total	167	173	340				

Table shows that the calculated ² value is 4.46 and the table value is 7.82 at 0.05 significant level and at 3 degree of freedom. Following the Chi-square decision rule, the calculated ² value is less than the table value. The null hypothesis which states that there is relationship between male and female social media engagement in Jos South public secondary schools was retained.

Discussions

The study focused on the influence of social media on senior secondary school student's achievement in civic education in Jos South, Plateau State. It was found the positive influence include

easy communication, academic peer-review. This is in line with Kirschner and Karpinski (2011) who showed that social media influences male and female students academic positively. This finding is very interesting because students acquire social competences through social networking. No wonder, some adults engage in social media such as facebook, twitter, 2go, blog and email. The finding also revealed that there are some negative influences of social media on secondary school students. These include low academic grade, vulnerable to examination malpractice, spend very much time on twitter, erotic seduction, withdrawal from academic work, and elevated risk of drug use. This further collaborates with Akaneme, Ibenegbu and Nwosu (2013) who found that adolescents' use of social networking has a negative influence on their academic achievement behaviour. The hypothesis showed that there is a significant different between social media usage and secondary school students' academic achievement in civic education Jos south secondary schools. This finding is not unexpected because of the recent increase in social networking among adolescents in both urban and rural areas.

It was also revealed that there is no significant difference between the mean ratings of male and female student's engagement in social media activities on academic achievement. This finding disagrees with Ogbemudia and Aiasa (2013) assertion that there was significant difference between secondary school students on the basis of gender. It is not surprising that social media influence academic achievement of students because most of their activities are seem to be embedded on internet resources. They usually engage in internet surfing probably because it helps them to develop vocabulary and interpersonal relationship.

Conclusion

Social media are becoming an integral and fundamental part of life everywhere. Facebook users are rising each day including secondary students in Nigeria and Plateau State in particular. The study concluded that social media has both positive and negative influence on secondary school student's academic achievement in

civic education but having much negative influence than the positive. Furthermore, that there is a significant difference between social media engagement and students' academic achievement in Civic Education and female students spent more time on social media than the male students.

Recommendations

It is recommended that students need to be informed through talks shows and forums on the need to manage their time especially while visiting social networking sites. Parents should guide their wards on various sites on the internet for the purposes which are based on their academics. School authority should ban the use of phone during school hours so that they don't get distracted from their primary aim

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