



Influence of Social Media on Psychosocial Behaviour and Academic Performance of Secondary School Students

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Abstract

This study investigated the influence of social media on psychosocial behaviour and academic performance of secondary school students. It was conducted in Batagarawa Local Government, Katsina State, Nigeria. Two research hypotheses were formulated for the study, and descriptive survey research design was employed. The target population consists of four secondary schools purposively selected out of the seven public schools and 306 SSII students were randomly selected for the study. Researcher-made validated questionnaire and academic performance test in English Language was used for data collection. Collected data was analyzed using descriptive statistics of mean and standard deviation. Null hypotheses were subjected to t-test of independent samples. The study found among others that, social media usage has negative influence on psychosocial behaviour and academic performance. It therefore recommended that parents, teachers, educational psychologists should pay more attention to their student's attitude on these platforms and also educate them on time management as not to waste too much of their time chatting, they should concentrate on their studies.

Keywords: Social Media, Psychosocial Behaviour and Academic Performance

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There has been a growing concern over the past couple of decades regarding social media usage among senior secondary school students, and its influence on their life and education. Today's younger generation is hooked on social media, and this digital landscape has put increased pressure on teenagers. Formerly, communicating and free sharing of thoughts between individuals was limited due to distances, but now even with the barriers of nationality or religion, the flow of information and knowledge is still continuing through the new globalization of social media. Social media refers to the means of interaction among individuals young and old where they create, share, exchange, and comment within themselves using different networks at their disposal. Oberiri and Greg (2017) observed that most utilized social networking site was Facebook hence only very few students use the sites for academic progress or development. While the most encountered problems are receiving unwanted comments, pictures, and videos, however, the idea of social media was to keep this global world more connected, but it has done more than that, it has become the fourth meal of the day for the younger generations.

In today's society, social media has become a part of everyday lives. People access all types of information with ease through the use of mobile phones and computers. Social media networking sites like WhatsApp, Facebook, YouTube are more and commonly in use by students across Nigeria. Asdaque, Khan and Rizvi (2010) carried out a study using one hundred undergraduate students of two federal universities in Pakistan. The study focused on internet usage and its outcomes on academic performance, which revealed a negative relationship between the two, even though the research was conducted within the same environment and setting. The social media networking websites been used were not specified nor highlight at what time of the day is it mostly used which resulted in poor performance among college students. A number of researches that investigated the impact of social media usage has revealed that it add significant value through the availability of materials online (Aligwe, Ugochukwu & Nwafor, 2017; Apuke, 2016; Fasae and Adegbilero-Iwari, 2016).

Psychosocial behaviour is seen as the response or reaction of how an individual behaves and develop his/her relationship in the school environment or anywhere the person found him/herself as a result of the use of mobile phones, iPads, tablets, laptops and other internet services. Reasonable attention has been given to the negative side of social networking sites; such as cyberbullying, parent-child interactions, internet addiction, and the influence of social media use on sleep disturbance and academic performance. Suhail and Bargees (2006) conducted a study on the effect of social networking in Pakistan using the internet effect scale (IES) to determine the effect of some factors specifically that which includes behavioral issues, educational problems, internet abuse, interpersonal problems, and psychological issues as well as its consequences. The result of the studies showed that social media networking has both positive and negative advantages on its users. The connectivism between spare times spent on the internet showed tremendous impact, that the time spent on internet has affected students' interpersonal, academic, psychological and physical factors. Also, it recommended that the use of internet may perhaps be used in enhancing academic performance among students.

Most adolescents' come across different levels of negative experiences through SNSs, the ferocity of online bullying is exacerbated, some adolescents may be more exposed to develop at-risk indicators of internet addiction than others, while some may be experiencing other

psychological symptoms and syndromes such as depression, ADHD symptoms or aggression (Shapiro & Margolin, 2014). Akhtar (2013) revealed that immoderate usage of internet can result to addiction among students, and it could lead to poor academic attainment. The author opined that net addiction can cause reduction in time spent on studies, fundamental drop in grades, low interest in extracurricular activities and loss of interest in lessons. Furthermore, net addiction amongst adolescents has been related to psychological and intellectual problems which include anxiety, despair and loneliness. Hence, other researches on social media networking have depicted a superb academic interplay and have supported net utilization amongst students. However, negative impact of social media has outweighed the tremendous aspects. Thus, excessive utilization of social media has shown negative effect on student's physical, psychological as well as Family fitness. Furthermore, immoderate utilization has additionally been related to sleep deprivation, insomnia and continual illnesses (O'keeffe and Pearson, 2011).

Social media sites offer students new opportunities and challenges for self-expression of individual's worth to the world (their likes & dislikes) and get immediate feedbacks. Most of the students express their views to both the known and unknown recipients. They widely share their views with varying degrees of accuracy, honesty and openness that have been private before now or reserved for selected individuals. Students can also join internet or social groups reflecting aspects of their personality they wish to discover or develop (Kolek & Saunders, 2008). With respect to psychosocial development, the use of social media has influences matters such as individuality formation and social skill advancement. A current study opined that social media usage may have positive consequence, with how youth cope with emotional disturbance with particular reference to grieving due to the passing of someone (Williams & Merten, 2009). Anxiety about safety, health and balanced use of social media can be classified in three main groups; worries about the exposition to unwanted materials, online victimization and the practice of dangerous online behaviours.

There are positive aspects of social media use among students, and also there are equally as many negative effects concerning the use of such gadgets. Since their introduction, social networking sites have drawn the attention of many adolescents and university students as observed by (Lenhart & Madden, 2007). The manner in which these sites are paving their ways through the educational setting cannot be over emphasized, hence the belief that these sites have even more potential for the improvement of teaching, learning and sharing of information among learners as well as educators (Ferdig, 2007). Social media have positively impacted in so many ways in human life thereby connecting millions of people from all over the globe; also the use of these sites has another impact as an interactive world full of ideas, insight, and opinions. It acts as an aid for school work, in the sense that students have a wide range of information, knowledge and experience to learn from and to report on. Flad (2010) asserted that internet when used as a tool, has many advantages in sharing and cognitive innovation among teachers and students.

Many parents are worried over their children's habit on Facebook, WhatsApp, 2go, and other social media sites because they are of the opinion that their children now hardly have time to read, as reported by Flad (2010), social media networking do not only allow students to keep profile and host of friends as well as followers but the sending of emails, messages, sharing of videos and pictures at their fingertips. There has also been a concern on the possible effect of day

time and sometimes all night browsing on the internet by students on their psychosocial behaviours. Oji (2007) stated that the rate at which students are using internet for anti-social means rather than academic grow is very alarming. Students used these sites for fraud, pornography, blackmailing, racketeering etc. Moreover, many students currently lay more emphasis on the availability of information on the social networking sites in order to get answers easily, which causes low focus on learning as well as knowledge retention. Similarly, their writing, and communication skills (personal and academic) have both been affected, as students are attempting multi-tasking that is chatting while studying. Furthermore Bateman, Bonn, Curtis, Shaw, & Simons (2016) reported four major advantages of social media site usage to include enhancing relationships, motivating learning, availability of personalized course materials and development of collaborative skills. It also decreases face-to-face interaction among these students, lack emotional connection, facilitates laziness, and conveys inauthentic expression of feelings, which may have led Bateman, Bonn, Curtis, Shaw, & Simons (2016) to suggest that human behaviours are enhanced through basic social norms.

It has been observed that extreme usage of these networking sites tends to have negative consequence on the student's well-being, besides sleeping problems, despair, and dejection. Such students also exhibits more of egotistic tendencies and other disorders related to personality, including other antisocial behaviours as well as hostile tendencies. Frequent use of these sites leads to addiction that inculcates bad habits, and also vulnerability to crime, these results from lack of privacy, and insecurity activities such as hacking, blackmailing, racketeering, fraud, impersonation, scam publishing, and blogs. Also, criminals like robbers can easily get information on individuals' activities via social media search, Sexual harassment and assaults sexting or pornography (messaging or picturing sexual form), and cyber-bullying (the use of electronic communication to harass an individual, usually by sending intimidating or threatening mails) through social media network. Adolescents are mostly influenced by the type of social media or network they subscribed to thus, Asemah, Okpanachi, and Edegoh (2013), asserted that internet dependence significantly affect students' academic performance and emotional traits negatively. They reported that this negative influence is mostly on extreme users of internet and not on all individuals.

Nowadays many secondary school students spend much time on social networking chatting with friends while less time is spend on studying, which leads to distraction and lower performance in terms of academic activities. Generally, students are sent to school to learn, but are exposed to numerous experiences which impact on their behaviour. Among the aims of education is to effect a change in behaviour in a desirable direction so that one behaves according to the accepted values and norms of the society. Thus, learning is a behavioural change which reflects in cognitive reasoning, physical development, manipulative skills, and growth in values and interest. All these changes depend on individual difference, the home background and school setting. Oluwatoyin (2011) stated that educators tend to look at social media as encouraging negative conventional literacy abilities (writing, grammar, vocabulary) and will be largely disruptive to learner's reading skills needed within the school environment.

Students are developing competencies in "code-switching" (as an instance, the use of 'time' written as 'tym', 'through' as 'thru' and so forth) to enable the adaptation to unique web

environments. Marsh (2012) additionally emphasized that social networking is the motive behind frequently usage of terrible language mostly among students. The language used has become so poor with many grammatical errors attached. In line with this, teachers are worried about the adverse effect on writing skills as students are incorporating symbols and short form of instant messaging into their school work. Farah and Yanda (2015) reported that, seven in ten adolescents (73.3%) search the internet for social networking accomplishments in north- central Nigeria, while more than half of the youths in the South-West, North-West and South-East geopolitical zones, fewer teenagers in the South-South used the internet for the same motive. Teenagers across Nigeria are with the habit of creating and chatting with associates using the social networking platforms as against using them for their academic purposes.

Statement of the Problem

In modern day society, the use of social media among individuals is taking a vital part in students live and there has been a wide spread abuse of its usage among students. Unfortunately, many students have become fully involved in social networking almost all the time, while paying less attention to their academic work by spending much time on the platforms, rather than studying or interacting with individuals one on one. Active as well as frequent partaking on social media may affect their studies, and may hamper their journey into the world of work. The situation is alarming because, parents are so much worried about their wards habitual use of social media sites, they become prone to spending time socializing which provide them the freedom to do whatever they wish and to upload what they want, and talk to whom they want. The use of social media by students while in the school (learning) is multitasking (the ability of doing several things at the same time). This kind of engagement distract attention e.g. some students use social media either for sending text messages, browsing or pinging while reading their books or doing their assignments which affects their study habit. It has also become the habit of many students while moving along the roads clutched to mobile phones without really taking any cognizes of the immediate environment.

Another problem of students engaging in social media usage is detrimental to their progress in school activities, these students prefer being in the virtual world than attending various extracurricular activities such as academic clubs and societies, quiz competitions, debates, sports etc. The students coupled with the adolescence stage are easily disposed to regular mood fluctuations and self-control which really affect their looks and often produce disquiet or distress about their personality as individuals, thinking persistently in this form may sometimes lead to unhappiness. Many school teachers, and the society at large are getting worried, notwithstanding that there are strict rules set or established by various school authorities on the improper use of technological gadgets. It is on this note that this study was designed to examine the influence of social media on psychosocial behaviour and academic performance of secondary school students. The study specifically aimed to (i) investigate the influence of social media use on psychosocial behaviour of secondary school students; (ii) investigate the influence of social media use on academic performance of secondary school students.

Research Hypotheses

Based on the research objectives, the following research hypotheses were formulated to guide this study;

- Social media use has no significant effect on psychosocial behaviour of secondary school students.
- Social media use has no significant effect on academic performance of secondary school students.

Methodology

Research design

The description survey design was utilised for the study to investigate the influence of the independent variable social media usage and psycho-social behaviour on the dependent variable academic performance. Research design refers to conducting an investigation with the sole aim of identifying the influence or relationship between variables, used in obtaining data to enable the researcher test hypothesis or answer research question there by providing guide line for conducting the research. According to Fraenkel and Wallen (2000) descriptive survey is a process of gathering data to test hypothesis or to answer research question with regards to the status of the subjects under investigation. This research design was adopted to allow the researchers to get detailed information on the variables about the nature of the phenomena with the aim of describing and understanding it better, from the point of view of the subjects. This will also assist the researchers to draw meaningful conclusions.

Area of study

The study was conducted in Batagarawa, which is one of the local government areas in katsina state, located in north-western part of Nigeria with its Headquarters at Batagarawa. The LGA was established in 1991 covering an area of 433 km² with a population of 184,575 as at 2006 census. It consists of many villages under Mallamawa district in Katsina emirate. Most of the higher institutions in the State are located in batagarawa .The people are mostly Hausa by tribe and of Islamic religion. Their occupation is predominately farming and trading.

Population

Population of the Study

S/N	Name of Schools	Gender		
		Male	Female	Total
1	G.G.S.S.S Ajiwa		286	286
2	G.D.S.S.S Ajiwa	219	97	316
3	G.G.S.S.S Batagarwa	320		320
4	G.D.S.S.S Batagarwa	198	90	288
5	G.D.S.S.S Bakiyawa	81	34	115
6	G.D.S.S.S Dandagoro	248	156	404
7	G.D.S.S.S Tsanni	95	39	134
	TOTAL	1,161	702	1,863

Source: Rimi Quality Assurance Education Office, Batagarwa L.G.A (2016)

The population of the study comprises of all senior secondary school students two (SS2) in Batagarawa Local Government Area. Which consist of male and female from the seven (7) public schools, totally one thousand eight hundred and sixty (1,860), within the age bracket of 15 and 18 years with mean age of 16.7. There are one thousand one hundred and sixty one male(1161) while the female are seven hundred and two (702).

Sample and sampling technique

The sample of the study consists of three hundred and six (306) students of SS2 both male and female, there are one hundred and ninety and six (196) male and one hundred and ten (110) female. This is in line with Research advisors (2006) which state that 306 are to be selected when the total population is above one thousand five hundred. Purposive sampling technique was used to select four schools so as to include the day schools that has access to internet usage, because others are boarding schools and their students has no access to internet. Sample random sampling was then used in selecting the final respondents that participated in the study.

Instrument for data collection

The research instrument used was a questionnaire, which is a list of items to be responded to by the subjects to solicit for their views on a phenomenon (Fraenkel, & wallen, 2000). A researcher made questionnaire titled “social media use on psychosocial behaviour of secondary school student “(QSMUOPBS) consisting of twenty-two (22) items was developed by the researchers. It was a 5-point likert scale from strongly agreed 5 point to strongly disagreed 1 point. While on the academic performance a twenty (20) questions test was given to the respondents. The reliability of both instruments yields a reliability co efficient of 0.76 and 0.81 respectively.

Validation of instruments

The questionnaire used for this study undergoes serious scrutiny by the researchers as well as experts in the field of research methodology, for charity and comprehensiveness to ensure its relevance and that it measure what it supposed to measure. Suggestions and observations made were inculcated into the final copy used for the research work.

Results

Null Hypothesis H₀₁: Social media use has no significant effect on psychosocial behaviour of secondary school students

Table 1: T-test Analysis of Social Media Use on Psychosocial Behaviour of Low Influenced and Highly Influenced Students

Variable	N	Mean	Df	t-value	P-value	Alpha	Decision
Low Influenced	126	56.87	304	-9.459	0.00	0.05	Significant
Highly Influenced	180	72.00					

*Significant at $p \leq 0.05$

Results in table 1 indicates that 180 students are highly influenced while 126 are not influenced, the p-value 0.00 is less than the alpha value of 0.05 at level of significance at a degree of freedom of 304, as such the null hypothesis is then rejected. This clearly indicates that psychosocial behaviour of secondary school students is highly influenced by the use of social media sites.

Null Hypothesis H₀₂: Social media use has no significant effect on academic performance of secondary school students.

Table 2: T-test Analysis of Social Media Use on Academic Performance Test of Low Influenced and Highly Influenced Students

Variable	N	Mean	Df	t-value	P-value	Alpha	Decision
Low Influenced	126	24.33	304	9.035	0.00	0.05	significant
Highly Influenced	180	12.49					

*Significant at $p \leq 0.05$

Table 2 indicates that the p-value obtained 0.00 is less than the alpha value of 0.05 level of significance and a degree of freedom of 304, based on the influence of social media usage on academic performance of secondary school students, 180 students are highly influenced with a mean of 12.49 as compared to their counterparts that are low influenced with a mean of 24.33 as such the null hypothesis is then rejected. This clearly indicates that social media use has significant effect on academic performance of secondary school students.

Discussion of Findings and Implications

It was found that social media usage influences most of the students psychosocial behaviour thereby they become addictive psychologically, while spending most of their time on internet networking, resulting to the fact that less attention is been paid to other activities and aspects that relate to their life this could also leads to negative outcomes. This is in line with the findings of Musa (2015) that social networking sites have some effect on academic performance of students as they spend most time on it. This often leads to multitasking, although social media can help the students to socialize and enhances connectivity, but it also gives rise to cyberbullying, glamorizes drug abuse and can sometimes make students unhappy, fear of missing out, and lastly it leads to restlessness Oberiri and Greg (2017) also reported that the most problems encountered in social networking usage are unwanted comments, photos, and videos. It's becoming more and more obvious how the use of social media among senior secondary school students has become a trending issue. It has been seen that all around the students; the pressure to be perfect, to look perfect, act perfect, to have the perfect group of friends, the perfect amount of likes and followership, and the rest. Failure for the students to meet the ridiculous levels, results in serious backwardness both academically and psychologically.

Another finding of this study revealed significant influence of social media usage networking sites on students' academic performance. The study of Bashir, Mahamood and Shfique (2008), Asdaque, Khan, and Rizn (2010) corroborate this finding as they reported a negative effect of social media usage on academic performance among students. While Suhail and Bargees (2006)

negates this findings, since they find a positive relationship between time spent on the internet and students interpersonal, educational, psychological as well as physical factors. Students can also join internet or social groups reflecting aspects of their identity that they wish to explore or deepen (Kolek & Saunders, 2008). With respect to psychosocial development, the use of social media has influences matters with reference to self-esteem as well as social ability attainment. In another study it was opined that involvement in media usage may affect the individual emotional coping strategy positively as in grieving following the passing away of someone (Williams & Merten, 2009). There are positive aspects of social media use among students, and also there are equally as many negative effects concerning the use of such gadgets. Since their introduction, social media sites have attracted a large number of participants within youths and undergraduate students (Lenhart & Madden, 2007).

Conclusion

The study examined influence of social media usage on psychosocial behaviour and academic performance among secondary school students. The increase in internet usage and advancement in technology, social media networking will continue to be reckon with as part and parcel of everyday life. Social media is a vast field of communication where barriers are fast fading while the growing need for access to data is now of great significance. This will continue to influence activities of adolescents and youths in particular within this global world. This unfortunately has become detrimental to students' academic performance and psychosocial behaviour, hence on the other hand when put to proper use will enhance both. Therefore, it is imperative to equally consider other variables to assess the correlation with social media usage.

Recommendations

Based on the findings of this study, the following recommendations were made;

- Parents and guardians should pay more attention to their children and wards usage of mobile phones, and other internet services to ensure proper as well as positive utilization.
- Students need to be properly guided, and informed on the negative influence of social media sites so that they mostly use them for academic progress in other to minimize the negative aspects.
- Caregivers, guardians, educators and policymakers need to educate students on effective usage and time management, thereby placing a check on students' activities both in the school and at home, in other not to spend valuable time on irrelevant activities while using the social media.
- The school authorities should have a strict rule on the use of handheld devices during school hours. Students should be taught the importance of using educative websites instead of entertainment sites, and to explore the best practices of social media sites rather than the negative side of it.
- Educational psychologists should get the students informed and warned about pornography, sexing, cyberbullying, fraud, online theft so as not to fall victims or commit cyber-crimes and to overcome identity crises.
- Teachers and school administrators should also inform adolescents the negative effects of wrong usage of social media sites. They should ensure that when in school and particularly during lessons, social media usage should not be allowed.

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