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IMPACT OF SOCIAL MEDIA ON STUDENTS' EDUCATION: A CASE STUDY OF SENIOR SECONDARY SCHOOL IN GANYE LOCAL GOVERNMENT AREA, ADAMAWA STATE

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Abstract

Social media are computer programs that enable group or individual contact and are used to produce, share, and sporadically trade ideas, images, movies, content online and in virtual communities. In this study, three senior secondary schools, GDSS Ganye, GDSS COA, and GDSS Sugu in Ganye Local Government Area of Adamawa State are examined to see how social media impacts students' education. The effects of social media on students' education is the primary objective of this study. A descriptive survey study design was used. The study's participants were Senior Secondary School students in Ganye LGA. 183 students were selected as a sample using the simple random sampling technique. A questionnaire with a four-point Likert Type Rating Scale was used to collect information from the participants. Descriptive statistics like frequency counts and percentages were used to examine the respondent data, while inferential statistics like Chi-square (2) using Pearson product at a significance level of 0.05 were used to assess the study hypotheses. The results showed that student use of social media is addictive $\chi^2(3)$ 139.514) and that it significantly affects the spread of knowledge (2(3) 168.891). Additionally, there is a substantial difference in how social media networks are used by male and female students (2(3) 77.393, P0.000). The study recommended expanding social networking sites, creating new pages, using social

media for educational reasons, and having teachers and parents closely monitor how their students use these sites. The findings indicated that social media use by students is addictive $\chi^2(3)$ 139.514) and that it has a significant impact on knowledge dissemination $\chi^2(3)$ 168.891). Additionally, there is a significant difference between male and female students' use of social media networks $\chi^2(3)$ 77.393, with $P \leq 0.000$. The survey found that many Senior Secondary School students possessed mobile phones with Internet capabilities and were aware of the availability of several media websites. In order to do this, the researcher suggested that social media be used for educational purposes as well; that social networking sites be enlarged; that new pages be developed; and that children should be closely watched by teachers and parents regarding how they use these sites.

Keywords: Impact, Social Media, Student, School, Education.

INTRODUCTION

Semira (2021) defines social media as a computer-based technology that facilitates information sharing by establishing online groups and networks. Social media is Internet-based by design and allows users to instantly communicate with electronic content. Content includes documents, videos, photos, and personal information. On a computer, tablet, or smartphone, users connect with social media using web-based software or applications. Today, people all across the world are celebrating the advances in communication technology that have broadened the scope of communication through information and communication technologies (ICTs). Without a question, modern communication technology has made the entire world a "Global village." But as things stand, technology has both a positive and a negative side, just like a coin. Social media should be viewed more as the contents that are put on these platforms than as the actual platforms on which individuals publish. This content varies greatly from region to region, necessitating a comparative analysis. The way we explain social media in one location shouldn't be taken as a description of social media in general; rather, it is a localized example. Today, social media serves as a space for social interaction as well as a channel for communication. Martin Miller (UCL Press, 2016). Similar to this, Mayfield (2008) and Abubakar (2011) define social media as online or electronic media that

that can generate textual and audio-visual appeal among online users while also facilitating involvement, openness, dialogue, community, and connectedness. Additionally, according to UNESCO (2011), social media is simply described as a technology that enables better, faster, and more continuous social interaction among web users. One of the new media platforms is social media, which emphasizes interactivity and mobility while offering consumers a unique combination of interpersonal and mass communication skills (Paxson, 2010, quoted in Adaja and Ayodele, 2013).

In terms of teaching and learning, the majority of schools use social media to locate learning resources where technology can enhance efficient learning processes. Although there is still a gap between educators' aspirations for technology-enhanced interactive learning and the realities of our practice, most educators use it for their instruction (Prensky, 2001). Social media use implies a learning process for students, teachers, and education itself. Social media is connected to other online resources to support their education (Pitler, Hubbell, and Malennoski, 2007). Social media is rapidly altering societal discourse due to its accessibility, speed, and reach as well as shaping trends and priorities in a variety of fields, including politics, technology, and the entertainment sector (Asur and Huberman, 2010).

Thanks to the development of social media over the past ten years, young people are now able to exchange ideas, emotions, personal information, images, and videos at a truly astounding rate. The same idea of social media is used via social media websites by 73% of wired American teenagers. To them social media is the use of Facebook, Blogs, Twitter, My Space and LinkedIn for the purpose of communication, sharing photos as well as videos (Oberst, 2010). Martn, (2008) and Lusk, (2010).

However, for the sake of this study, social media is defined as the internet use for communication, idea exchange, and the sharing of photographs and videos by users through Facebook, Whatsapp, Twitter, Skype, MySpace, and Yahoo Messenger. Over the past few years, the increased use of social networking sites has spread around the globe. What was once a hobby for some computer-savvy individuals has evolved into a global social norm and way of life (Boyd, 2007).

These websites have been notably welcomed by teenagers and young people as a method to communicate with their peers, share knowledge, reinvent their personas, and promote their social life (Boyd, 2007). Outside of the social and technological circumstances in which it is situated, education does not exist. Therefore, it should

come as no surprise that both users and developers are suggesting and introducing teachers and students to new social networking tool affordances. Researchers are also starting to comprehend and recognize the learning designs and benefits that using unofficial social media technologies within formal education offers (Czerkawski, 2016).

Social media may be beneficial for teachers' and researchers' professional growth and network literacy in addition to their role in teaching and learning. For instance, in a study on social media's advantages for health care providers Moorhead *et al.* (2013) cite the following six main advantages: -

(1) Increased interactions with others,

(2) More available, shared, and tailored information,

(3) Increased accessibility and widening access to health information,

(4) Peer/social/emotional support,

(5) Public health surveillance, and

(6) Potential to influence health policy.

Small communication devices have been introduced thanks to technology, and we may use these devices to access social networks from anywhere at any time. Examples of such devices include pocket PCs, laptops, iPads, and even basic mobile phones with internet capabilities (Waqas, 2012). Social media has been used as an innovative method of education. Instead of learning how to utilize these media for good, students should be taught how to use them more effectively. In educational classrooms, these media are typically just used for messaging or texting. Student collaboration has improved in both quality and quantity because to social media. Through numerous social media platforms like Facebook, Orkut, Instagram, and others, students can quickly and easily communicate or share information with one another (Gitanjali, 2013).

Kuppuswamy and Shankar (2010) claim that social networking sites draw students' attention before diverting it to unsuitable and non-educational activities, such as pointless chit-chatting. However, (Liccardi, Ounnas, Massey, Kinnunen, Midy, and Sakar. 2007) examined how socially connected the students are to one another in order to share their everyday learning experiences and engage in discourse on a range of subjects.

RESEARCH METHODOLOGY

Basic Research Design

The study adopts a descriptive research design which ensures that the procedure to be employed in the study is carefully planned so as to obtain correct and reliable information about the research work.

Source of Data

The study relies on secondary data for the analysis. The study assesses the impact of social media on students' education with reference to Senior Secondary School, Ganye Local Government Area, Adamawa state.

The populations in this research are all the students in the Senior Secondary School Ganye Local Government Area, Adamawa State. The total population comprised 183 students.

Sample and Sampling Technique

A good number of sample size of students was randomly selected for research. A total sample size of 183 students were randomly selected using confidence interval of 5 and confidence level of 95% (0.05).

Instrument for data collection

A well-constructed and self-developed questionnaire titled "Impact of social media on students education" will be use to get the desire information from the students. The questionnaire will be divided into two sections (A and B). Section A was for collection of information on personal data of respondents while Section B consists of questions that elicited responses from the respondents with response options: Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD).

Method of Data Collection

The researcher collected the needed data through the use of questionnaire and its administration in schools. The administration of the questionnaire were carried out by the researcher. A total of 183 copies of the questionnaire were distributed to responses from the students and retrieved on the spot by the researcher. A total of 6 questionnaires were missing while 12 were wrongly filled leaving the researcher with 183 valid questionnaires.

Method of Data Analysis

Responses from the questionnaire were analyzed using the descriptive statistics of frequency counts and percentage, and inferential statistics of Chi-square (χ^2). Descriptive statistics of frequency counts and percentages were used in analyzing demographic variables and research questions while the inferential statistics of Chi-square (χ^2) was also used to test the stated hypotheses at 0.05 level of significance.

RESULTS AND DISCUSSION

Presentation of Results

Data collected were presented, discussed, and analysed in this chapter. A questionnaire is the primary data that was used in this presentation and analysis of the data collected.

Returned $\frac{183}{201}$ x100 = 91.04%

Unreturned $\frac{18}{201}$x100 = 8.96%

183 were successfully returned and valid, representing 91.04%, while 18 were not returned, representing 8.96%.

Table 1: Gender of respondents

Responses	Frequency	Percentage (%)
Male	132	72.1
Female	51	27.9
Total	**183**	**100.0**

Source: Field Survey, 2023

Table 1 shows that 72.1% of the total respondent representing 132 respondents are male while 51 people representing 27.9% of the total respondents are female. This means that the percentage and number of male respondents are higher than female sex.

Table 2: Age-range of respondents

Responses	Frequency	Percentage (%)
15-16 years	13	7.1
17-18 years	126	68.9
19 years and above	44	24.0
Total	**183**	**100.0**

Source: Field Survey, 2023

Table 2 represent age of respondents, revealed that 7.1% of the total responses presenting 13 students are between the ages of 15-16years, 126 respondents or 68.9% represent those who ages are between 17-18 years and 44 respondents representing 24.0% are between the age of 19 years and above. This therefore, means that the respondents who completed and returned the questionnaire are mostly those whose age distributions are between 17-18 years.

Table 3: Class of respondents

Responses	Frequency	Percentage (%)
SSSI	11	6.0
SSSII	53	29.0
SSSIII	119	65.0
Total	**183**	**100.0**

Source: Field Survey, 2023

Table 3 revealed that 11(6.0%) of the respondents are from Senior Secondary School One (SSSI), 53(29.0%) of the respondents are from Senior Secondary School Two (SSSII), and 119(65.0%) of the respondents are from Senior Secondary School Three (SSSIII).

Table 4: I use materials gotten from social media platform to complement what I have been taught in class.

Responses	Frequency	Percentage (%)
Strongly Agreed (SA)	109	59.6
Agreed (A)	45	24.6
Disagreed (D)	19	10.4
Strongly Disagreed (SD)	10	5.5
Total	**183**	**100.0**

Source: Field Survey, 2023

Table 4 shows that 109 respondents representing 59.6% strongly agreed that they use materials gotten from social media platform to complement what they have been taught in class, 45 of the respondents representing 24.6% agreed, while 19 of the respondents representing 10.4% disagreed and only 10 respondents represented by

5.5% strongly disagreed with the statement.

Table 5: I engage in academic discussions on social media and this has improved my academic performance.

Responses	Frequency	Percentage (%)
Strongly Agreed (SA)	102	55.7
Agreed (A)	31	16.9
Disagreed (D)	30	16.4
Strongly Disagreed (SD)	20	10.9
Total	**183**	**100.0**

Source: Field Survey, 2023

Table 5 shows that 102(55.7%) of the respondents response strongly agreed that they engaged in academic discussions on social media and has improved their academic performance, 31(16.9%) agreed, 30(16.4%) disagreed, while 20(10.9%) strongly disagreed.

Table 6: Social networking sites help students participate and cooperate in solving assignments

Responses	Frequency	Percentage (%)
Strongly Agreed (SA)	111	60.7
Agreed (A)	29	15.8
Disagreed (D)	17	9.3
Strongly Disagreed (SD)	26	14.2
Total	**183**	**100.0**

Source: Field Survey, 2023

Table 6 shows that 140 (76.5%) of the respondents agreed that social networking sites helped students to participate and cooperate in solving assignment, while 43 (23.5%) disagreed with the statement.

Table 7: I make use of social media to disseminate knowledge to my class mate

Responses	Frequency	Percentage (%)
Strongly Agreed (SA)	91	49.7

Agreed (A)	80	43.7
Disagreed (D)	7	3.8
Strongly Disagreed (SD)	5	2.7
Total	**183**	**100.0**

Source: Field Survey, 2023

Table 7 reveals that the 171(93.4%) of the respondents agreed that the students use social media to disseminate knowledge to their classmate, while only 12 (6.5%) of the respondents disagreed with the statement.

Table 8: The use of social networking sites increases the interaction between the subject teacher, the student and his colleagues

Responses	Frequency	Percentage (%)
Strongly Agreed (SA)	113	61.7
Agreed (A)	41	22.4
Disagreed (D)	12	6.6
Strongly Disagreed (SD)	17	9.3
Total	**183**	**100.0**

Source: Field Survey, 2023

Table 8 shows that 154(84.1%) majority of the respondents agreed that the use of social networking sites has increase the interaction between the subject teacher, the students and his colleague, while only 29(29.9%) of the respondents disagreed with the statement.

Table 9: You can schedule an appointment to meet experts and specialists on a topic via social networking sites

Responses	Frequency	Percentage (%)
Strongly Agreed (SA)	98	53.6
Agreed (A)	77	42.1
Disagreed (D)	4	2.2
Strongly Disagreed (SD)	4	2.2
Total	**183**	**100.0**

Source: Field Survey, 2023

Table 9 revealed that 98(53.6%) of the respondents strongly agreed that students can schedule an appointment to meet experts and specialist on a topic via social networking sites, 77(42.1%) agreed, and only 8(4.4%) disagreed with the statement.

Table 10: Age has impact on the use of social media.

Responses	Frequency	Percentage (%)
Strongly Agreed (SA)	99	54.1
Agreed (A)	70	38.3
Disagreed (D)	11	6.0
Strongly Disagreed (SD)	3	1.6
Total	**183**	**100.0**

Source: Field Survey, 2023

Table 10 shows that 99(54.1%) strongly agreed that age has impact on the use of social media, 70(38.3%) agreed, while only 14(7.6%) disagreed with the statement.

Table 11: Online social networks distract my studies.

Responses	Frequency	Percentage (%)
Strongly Agreed (SA)	102	55.7
Agreed (A)	56	30.6
Disagreed (D)	19	10.4
Strongly Disagreed (SD)	6	3.3
Total	**183**	**100.0**

Source: Field Survey, 2023

Table 11 reveals that 102(55.7%) of the respondents strongly agreed that online social media distract their studies, 56(30.6%), 19(10.4%) disagreed, while only 6(3.3%) of the respondents strongly disagreed with the statement.

Table 12: There is no improvement in my grades since I became engaged into these social networking sites.

Responses	Frequency	Percentage (%)
Strongly Agreed (SA)	54	29.5
Agreed (A)	37	20.2
Disagreed (D)	52	28.4
Strongly Disagreed (SD)	40	21.9
Total	**183**	**100.0**

Source: Field Survey, 2023

Table 12 shows that 54(29.5%) of the respondents strongly disagreed that there is no improvement in their grades since they became engaged into social networking sites, 37 (20.2%) agreed, 52(28.4%) disagreed, 40(21.9%) strongly disagreed with the statement.

Table 13: Male and Female students use social media networks differently in different frequencies.

Responses	Frequency	Percentage (%)
Strongly Agreed (SA)	52	28.4
Agreed (A)	91	49.7
Disagreed (D)	12	6.6
Strongly Disagreed (SD)	28	15.3
Total	**183**	**100.0**

Source: Field Survey, 2023

Table 13 shows that 52(28.4%) of the respondents strongly agreed that male and female students use social media networks differently in different frequencies, 91(49.7%) agreed, 12(6.6%) disagreed, 28(15.3%) strongly disagreed.

Table 14: Using social media necessitates spending money and losing time, and as a result, it will have an impact on students' academic lives.

Responses	Frequency	Percentage (%)
Strongly Agreed (SA)	54	29.5
Agreed (A)	35	19.1
Disagreed (D)	54	29.5
Strongly Disagreed (SD)	40	21.9
Total	**183**	**100.0**

Source: Field Survey, 2023

Table 14 shows that 89(48.6%) of the respondents strongly agreed that using social media necessities spending money and loosing time, and as a result, it has an impact on students academic lives, 35(19.1%) agreed, 54(29.5%) disagreed and 40(21.9%) strongly disagreed with the statement.

Table 15: Some students use their images or videos in social sites that can encourage others to use it false fully.

Responses	Frequency	Percentage (%)
Strongly Agreed (SA)	149	81.4
Agreed (A)	19	10.4
Disagreed (D)	7	3.8
Strongly Disagreed (SD)	8	4.4
Total	**183**	**100.0**

Source: Field Survey, 2023

Table 15 reveals that 168(91.8%) of the respondents strongly agreed that some students uses their image or videos on social network sites to encourage others to use it false fully, while only 15(8.2%) disagreed with the statement.

Table 16: I find it difficult to concentrate on my studies because I can play games or visit a variety of websites simply by entering into social media.

Responses	Frequency	Percentage (%)
Strongly Agreed (SA)	61	33.3
Agreed (A)	54	29.5
Disagreed (D)	49	26.8

Strongly Disagreed (SD)	19	10.4
Total	**183**	**100.0**

Source: Field Survey, 2023

Table 16 shows that 61(33.3%) of the respondents strongly agreed that students find it difficult to concentrate on studies because they can play games or visit a variety of website simply by entering into social media, 54(29.5%) agreed, 49(26.8%) disagreed, 19(10.4%) strongly disagreed with the statement.

Table 17: Social media can easily affect students; the reason is sometimes people shares photos, videos on media that contain violence and negative things that can affect their behavior.

Responses	Frequency	Percentage (%)
Strongly Agreed (SA)	55	30.1
Agreed (A)	38	20.8
Disagreed (D)	51	27.9
Strongly Disagreed (SD)	39	21.2
Total	**183**	**100.0**

Source: Field Survey, 2023

Table 17 reveals that 55(30.1%) of the respondents strongly agreed that Social media can easily affect students; the reason is sometimes students shares photos, videos on media that contain violence and negative things that can affect their behavior, 38(20.8%) agreed, 51(27.9%) disagreed, 39(21.3%) strongly disagreed with the statement.

Hypothesis I: Students' addictiveness to social media has no significant impact on student education in Ganye Local Government Area.

Table 18: Chi-square Analysis for Addiction to online social networks is a problematic issue that affects academic life.

Test Statistics

	Addiction to online social networks is a problematic issue that affects my academic life.
Chi-Square(a)	168.891[a]
Df	3
Asymp. Sig.	.000

a 0 cells (.0%) have expected frequencies less than 5.
The minimum expected cell frequency is 45.8.
$\chi^2(3)$ 168.891, P≤0.000

The decision is that the null hypothesis was rejected, since p-value (0.000) is less than 5% level of significance, $\chi^2(3)$ 168.891 at 3 degree of freedom, therefore the alternative hypothesis which state that Students' addictiveness to social media have significant impact on student education in Ganye Local Government Area was accepted.

Hypothesis II: The influence of social media to disseminate knowledge has no significant impact on student education in Ganye Local Government Area.

Table 19: Chi-square Analysis for use of social media to disseminate knowledge.
Test Statistics

	Use of social media to disseminate knowledge to my class mate.
Chi-Square(a)	139.514[a]
Df	3
Asymp. Sig.	.000

a 0 cells (.0%) have expected frequencies less than 5.
The minimum expected cell frequency is 45.8.
$\chi^2(3)$ 139.514, P≤0.000

The decision is that the null hypothesis was rejected, since p-value (0.000) is less than 5% level of significance, $\chi^2(3)$ 139.514 at 3 degree of freedom, therefore the

alternative hypothesis which state that the influence of social media to disseminate knowledge has significant impact on student education in Ganye Local Government Area was accepted.

Hypothesis III: There is no significant difference between male and female student usage of social media network.

Table 20: Chi-square Analysis for Male and Female student use of social media networks differently in different frequencies.

Test Statistics

	Male and Female students use social media networks differently in different frequencies.
Chi-Square(a)	77.393[a]
Df	3
Asymp. Sig.	.000

a 0 cells (.0%) have expected frequencies less than 5.
The minimum expected cell frequency is 45.8.
$\chi^2(3)$ 77.393, P≤0.000

The decision is that the null hypothesis was rejected, since p-value (0.000) is less than 5% level of significance, $\chi^2(3)$ 77.393 at 3 degree of freedom, therefore the alternative hypothesis which state that there is significant difference between male and female student usage of social media network was accepted.

SUMMARY OF FINDINGS

The major findings of this study have been derived through analysis of data obtained from questionnaire administered at the field survey of this study.

i. In the research analysis, it has been revealed that majority of the users of social media are male, with about 17 years above are mostly Senior Secondary School (SSSII) and Senior Secondary School (SSSIII) students.

ii. The finding also reveals that, Students' addictiveness to social media, and the influence of social media to disseminate knowledge have significant impact on student education in Ganye Local Government Area.

iii. It also reveals that social media has influence to disseminate knowledge. Its often include a lot of personal information posted publicly and many believe that sharing personal information are the easy communication vehicle that social networking opens the door to sexual predators.

RECOMMENDATIONS

Based on the findings, the researchers made some recommendations as follows;

1. Starting on orientation day, social media usage should be regulated by the school based on the students' ages.
2. Parents and teachers should keep an eye on how students utilize websites on computers and mobile devices.
3. Teachers should educate their students on the drawbacks of social media.
4. To improve academic activities and prevent educational setbacks for students, social networking sites should be enlarged and new pages should be made.
5. Encourage students who have access to the internet on their phones to use it to support their study rather than chatting with friends constantly and to avoid being distracted by social media. The amount of time spent online by students ought to be reduced.
6. Rather than abusing social media sites, students should use them for goals that are academically relevant.

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