

APPLICATION OF SOCIAL MEDIA AND ITS PERCIEVED INFLUENCE ON SECONDARY SCHOOL STUDENTS STUDY HABIT IN ENUGU STATE

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Abstract

This study aimed at determining the application of social media and perceived influence on secondary school students study habit in Enugu state. 386 SSII students in six secondary schools in Agbani education zone were sampled using multi-stage sampling technique. Structured questionnaire titled Application of Social Media Questionnaire (ASMQ) was the instrument for data collection. The instrument was validated by three experts from Department of Science and Computer Education, Faculty of Education, ESUT. The overall reliability index of the instrument is 0.69 which was determined using Cronbach alpha formula. The research questions were answered using mean and standard deviation, while hypotheses were tested using t-test. Findings of the study revealed that students use social media to make new friends, keep in touch with family and friends, posting of pictures and videos, passing information to friends, playing game, watching and downloading movies, downloading latest songs, discuss difficult topics with mates after school hours, to seek for professional advice on personal matters, searching for political news and sports news. It was found that the application differs significantly with gender. Social media have negative influence on the study habit of students in Agbani education zone. Based on the findings of the study some recommendations were made which include that government and its agents should pass a law that will prohibit the use of certain devices by students in secondary schools and that parents should not provide their children with phones with internet access as it makes

Application of Social Media and Its perceived Influence on Secondary School Students Study Habit in Enugu State them to access social media platforms which distract them from studying their books. Educational implications for this study were outlined.

Introduction

Internet is the highest information resource and most rapid means of communication in the world today. As a vast source of information it is constantly changing and expanding (Bakpo&Ukekwe (2014) and it has improved life globally due to its dynamic ability to facilitate instant distribution and access to information and communication worldwide (Otchere, 2006). In Nigeria, Internet access and use among Nigerian secondary school students have grown exponentially over the past decade (Beck, 2010). Reports has it that more than 48% of Nigerian youth 12 to 17 years of age use the internet, and more than half of them log onto their social media accounts on daily basis. Social media a web-based technology to create highly interactive platforms via which individuals and communities share, co-create, discuss and modify users generated content through mobile phone (Kietzmann, 2012). Roberts, Foehr, and Rideout, (2005) noted that students engage in a wide variety of activities on social media such as doing schoolwork, playing games, shopping, downloading music, text messaging, chatting etc. Social media has become a virtual meeting place where secondary school students hang out with their peers to pass time. Muritala, Makama and Godwin (2014) stated that the closeness of students to the social media site has made them exhibit different kinds of bad behaviours which can be as a result of peers and groups they formed online. Social media allow students to easily form and sustain friendships most especially romantic attachments which may derail their attitude and change their behavior toward their school activities.

It has been found that secondary school students spend much of their hours hanging out with friends on social media sites and spend less time studying, thus explaining their lower academic performance. According to Al-Sharqi, Hashim and Kutbi (2015) social media can provide flexibility in learning, stimulate innovative ideas, and increase interpersonal relationships among students and instructors. But these media can as well have negative impacts on students as they might distract their attention from the learning process, reduce their physical social interaction and make them potentially addictive. The frequent use of Facebook could cause addiction toward the site and negatively influence students' daily life at large. In a study exploring how students use social media, Wang, Chen and Liang (2011) found out that most college students spent vast number of hours accessing social media sites. Ninety percent of students surveyed spent their time on entertainment, while eighty percent of the sample admitted that they post or responded to posts or comment while completing homework. This shows that students who use social media are distracted while doing their homework.

The WAEC and NECO results of the senior secondary school students from 2010-2013 in Kwara State show that the students themselves have a good share of the blame

for the woeful performances recorded in WAEC and Senior School Certificate Examinations, (Muritala&Anyio, 2014). Since the advent of the social media like Facebook, Twitter, Youtube, Instagram, Whatsapp among others, Nigerian youth have become so addicted to these platforms that they no longer have time for reading and preparing for their examinations. Also the use of the social media short messaging system or texting language which permits all kinds of acronyms or abbreviated words has corrupted many that they sometimes assume that it is normal to use such forms of expression in real situations like examination.

The most important factors in education is the ability of learners to be able to read and understand the text presented to them. For students to be capable of doing these, they must develop their study habits on daily basis. Reading is the bedrock to most forms of learning activities. Reading enlightens the mind, makes the intellect sharper and makes the individual travel far without motion (Braunger and Lewis, 2006). Generally speaking, reading as an aspect of study habits has been accepted as an interactive process, a communication process, an active process and a meaning-inducing process in which the learner interacts with the material to understand and interpret its content.

Study habits, are the behaviours exhibited by learners. According to Ugboduma (2011) who defined study habits as behaviours exhibited by students in the mental process of acquiring knowledge, ideas and competence, skills such as reading, note-taking during lectures, concentration, time scheduling and teacher consultation. A good study habit is an enviable virtue which is to be emulated by the learners for academic growth and development. In contrast to this, many researchers have bemoaned the increasing incidence of non-challant attitude to reading among youths in Nigeria. Ofodu (2012) noted that many people have attributed this to the use of the internet (social media) because it has revolutionized the study habits of young people, especially in tertiary institutions around the world over and Nigeria in particular. Sturm (2010) is of the view that youths who use computers and other IT gadgets have shown a higher propensity for distractions from studies. In support of this, a research carried out by Higher Education Research Institute (HERI) USA (2007) reported that students who use social networking sites have more difficulty managing their time and developing effective study habit skills, especially those who spent more time on social media socializing. This is because attending to social media interferes with their school work occasionally or frequently and this somehow makes it difficult for them to develop effective study habits and time management skills. Therefore, it becomes important to find out the areas of application of social media and its perceived influence on students study habits in secondary schools in Enugu state.

Research Questions

The following research questions were formulated to guide the study:

1. What are the areas of applications of social media among secondary school students?
2. What is the influence of social media on students' study habit?

Research hypotheses

The following null hypotheses were formulated to guide the study and were tested at $p < 0.05$:

H₀₁: There is no significant difference in the mean rating of male and female students on the areas of application of the social media among secondary school students.

H₀₂: There is no significant difference in the mean rating of male and female students on the influence of social media on students study habit.

Methodology

The researcher adopted the descriptive survey research design for the study. The study was carried out in Agbani Education Zone of Enugu State, Nigeria. There are 3860 senior secondary school class two (SS2) students in 41 secondary schools in the area of the study (PPSMB, 2015). Multistage sampling was used to arrive at the sample size of 386 SS II students in secondary schools in Agbani Education Zone in Enugu state, which is 10% of the students' population. Proportionately 220 SS II students made up of 135 males and 85 females were drawn from the urban area and 166 SS II students which are made up of 76 males and 90 females were drawn from the rural area. The instrument used for data collection is a 83-items structured questionnaire developed by the researcher, titled Application of Social Media Questionnaire (ASMQ). The ASMQ is arranged in five sections identified with letters A to E. Section A is concerned with the bio-data of the respondents, sections B to E are concerned with the data required for arriving at the answers to the research questions and testing the hypotheses. Section B and E has 30, 17 items respectively. The initial draft of the questionnaire was validated by three experts from Enugu state university of science and Technology. One of the validators is in measurement and evaluation option, one in computer Education option and one in Mathematics Education option all from the Department of Science and Computer Education, Faculty of Education ESUT. 386 copies of the questionnaire were administered personally by the researcher and three research assistants. The researcher and one research assistant covered the three schools in one local government area in Agbani Education Zone while the other two covered the three schools in the other local government area. These research assistants were duly trained on the administration and retrieval of the questionnaire. There was on-the-spot administration and collection of the instrument in each school visited. There was 100% return rate as the entire 386 copies of distributed questionnaires were returned. For data analysis, descriptive statistics of percentage mean and standard deviation were employed to answer the research questions, while ANOVA was employed in testing the null hypotheses at 0.05, level of significance at the appropriate degree of freedom.

Results

Research question one: What are the areas of application of the social media among secondary school students?

Table 1: Mean score responses of students on the application of the social media among secondary school students

SN	I use social media for;	\bar{x}	SD	DECI.
1	Making new friends	2.75	1.06	Agree
2	Keeping in touch with family and friends	2.58	1.17	Agree
3	Posting of pictures and videos	2.73	1.14	Agree
4	Passing information to friends	2.63	1.07	Agree
5	Playing game	2.59	1.16	Agree
6	Watching and downloading pornography	2.35	1.13	Disagree
7	Watching and downloading movies	2.55	1.12	Agree
8	Downloading latest songs	2.72	1.10	Agree
9	Watching and downloading tutorial videos	2.37	1.09	Disagree
10	Downloading educational books	2.47	1.14	Disagree
11	Engaging in internet fraud	2.42	1.09	Disagree
12	Discuss difficult topics with mates after school hours	2.51	1.10	Agree
13	To seek professional advice on personal matters	2.60	1.12	Agree
14	Search for political news	2.54	1.10	Agree
15	Search for sports news	2.53	1.10	Agree
16	Search for latest fashion	2.42	1.15	Disagree
17	Posting of seducing pictures and videos	2.40	1.12	Disagree
	Grand Mean	2.54	1.12	Agree

Data in table 1 shows the mean response score of students the application of the social media among secondary school students. From the table, the students agreed to all the items except for items 6, 9, 10, 11, 16 and 17 which had mean score less than 2.50 set for the study. This indicates that the students don't use social media for watching and downloading pornography, tutorial videos and educational books. More so, they don't engaging in internet fraud, search for latest fashion and posting of seducing pictures and videos respectively. However, this shows that the students uses social media to make new friends, keep in touch with family and friends, posting of pictures and videos, passing information to friends, playing game, watching and downloading movies, downloading latest songs, discuss difficult topics with mates after school hours, to seek for professional advice on personal matters, searching for political news and sports news.

Research question two: what is the influence of social media on students’ study habit?

Table 2: mean responses score of students on the influence of social media on their study habit

	Social media influences study habits as follows;	\bar{x}	SD	Dec.
18	Social media distract me from studying my books	2.71	1.09	Agree
19	There is no improvement in my grades since I started using social media	2.61	1.12	Agree
20	I use social media to engage in academic discussion and this has improved my academic performance	2.23	1.05	Disagree
21	Information gotten from social media helps me to do my assignment	2.24	1.07	Disagree
22	Using social media for research has improved my academic performance	2.21	1.10	Disagree
23	Engaging in academic forum in social media has increase my rate of understanding	2.15	1.08	Disagree
24	I use materials gotten from social media to compliments what i have been taught in the class	2.27	1.13	Disagree
25	I will not perform well in my academics if i stop using social media	2.22	1.07	Disagree
26	I use social media to get useful information which improves my academics performance	2.28	1.09	Disagree
27	I cannot concentrate on my studies because of social media	2.71	1.14	Agree
28	I cannot study without social media	2.33	1.22	Disagree
29	Time spent on social media have prevented me from completing my homework/assignment	2.74	1.03	Agree
30	I spend much time chatting with friends, family members than i have for my studies	2.75	1.05	Agree
31	Activity in social media such as (chatting, playing games etc) make me to have difficulty planning my study schedule	2.64	1.10	Agree
32	I am not able to cover enough material as a result of activities i engage in social media	2.73	1.15	Agree
33	I take short brake to chat or attend to alert on social media while studying	2.82	1.11	Agree
34	I regularly switch from social media to my reading materials while studying	2.79	1.11	Agree
35	I regularly skip my study schedule as a result of activities on social media	2.65	1.06	Agree
36	I study books in haste to enable me attend to alerts on social media	2.62	1.08	Agree
37	Activities on social media have made me to lose interest in my studies	2.31	1.12	Disagree
	Grand Mean	2.50	1.10	Agree

Data in table 2 shows the mean response score of the respondents on the influence of social media on their study habit. From the table, the students agreed to items 18, 19, 27, 29, 30, 31, 32, 33, 34, 35 and 36 with mean score greater than 2.50 set for the study. This shows that social media distract students from studying their books, there is no

improvement in their grades since using social media, time spent on social media prevented them from completing their homework/assignment, activity on social media such as (chatting, playing games etc) make them to have difficulty planning their study schedule, they don't cover enough material as a result of activities they engaged on in social media among other things. However, the implication is that social media have negative influence on the study habit of students in Agbani education zone. Also, the overall standard deviations between the range of 1.00 to 1.50 indicate low standard deviation, this means that the response score of the students clustered around the mean response. This shows that the students responses are of the same opinions.

H0₁: There is no significant difference in the mean rating of male and female students on the areas of application of the social media among secondary students.

Table 3: t-test on the mean ratings of male and female students on the areas of application of the social media among secondary students

Group	N	Mean	SD	T	df	Sig	Dec.
Male	211	2.64	0.43	4.66	384	0.007	S
Female	175	2.46	0.29				

Table 3 shows that the t-value on the mean rating of male and female students on the application of the social media among secondary school students is 4.66, significant at 0.007 level of significance, which is less than 0.05 level of significance set for the study and therefore, the null hypotheses is rejected. This means that there is a significant difference between the mean rating of male and female students on the areas of application of social among secondary school students.

H0₂: There is no significant difference in the mean rating of male and female students on the influence of social media on students study habit.

Table 4: t-test on the mean ratings of male and female students on the influence of social media on students study habit

Group	N	Mean	SD	T	Df	Sig	Dec.
Male	211	2.53	0.29	1.77	384	0.078	NS
Female	175	2.48	0.25				

Table 4 shows that t-value on the mean rating of male and female students on the influence of social media on students study habit is 1.77, not significant at 0.078 level of significance, which is greater than 0.05 level of significance set for the study and therefore the null hypotheses is not rejected. This means that there is no significant

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difference between the mean rating of male and female students on the influence of social media on students study habit.

Discussion of findings

In table 1, data that yielded the answer to research question one which sought to find out the areas of application of the social media among secondary school students is presented. The findings revealed that secondary school students use social media to make new friends, keep in touch with family and friends, posting of pictures and videos, passing information to friends, playing game, watching and downloading movies, downloading latest songs, discuss difficult topics with mates after school hours, to seek for professional advice on personal matters, searching for political news and sports news. This finding agrees with the findings of Omekwu, Eke and Odoh (2014) that students use social networking sites for interaction with friends, connecting to their class mates for online study and for discussing serious national issues and watching movies among other things. Also with the findings of study carried out by Ezeah, Asogwa and Obiorah (2013), which revealed that students use social media for purposes of entertainment, education/information and discussing national issues. But disagrees with the findings of Ezeah, Asogwa and Obiorah (2013), that they use it to engage in cybercrimes and expose themselves to pornography. This shows that social media are channels through which students build relationship, get entertained, get news update and pass information to friends and family easily.

Data in table three indicate that there is no significant difference between the mean response score of male and female students on the area of application of the social media among secondary school students. This difference may be as a result that male students uses social media for playing games, watching and downloading movies, downloading educational books, engaging in cybercrimes, searching for political news and sports news while the female students use it for most especially searching for latest fashion and posting of seducing pictures and videos. This shows that the two groups apply them significantly for different things. This agree with the assertion of Rafferty (2009) that girls are also more likely than boys to post sexually explicit pictures of themselves, and to talk about sexual activity in public forums whereas, boys are more likely to create an account simply because they are trying to meet a significant other, or because they are already in a relationship with someone who has requested them to join. And also Liaw and Fluang (2011), Giles and Price (2008) and Bonds-Raacke and Raacke (2008) who asserted that social media usage varies among students based on their gender, that is to say that gender of students influence social media usage. This may be as a result that boys have been online earlier than girls in the earlier forms of technology such as video and computer games.

Result in table 2, shows that Social media negatively influence students' study habit, this confirms the findings of Judilla and Gemora (2015) that significant relationship existed between the extent of influence of social networking and the status

of the study habits of the respondents. This also agrees with the report of Higher Education Research Institute (I-IERI) USA (2007) that students who use social networking sites have more difficulty managing their time and developing effective study habit skills, especially those who spent more time on social media socializing. According to findings of Chen and Liang (2011) that social media use negatively influence study habits of student which lead to poor academic performance. This influence is as a result of regular switch from social media to reading such as taking short breaks to chat to attend to alerts on social media while studying.

Table four shows that there is no significant difference between the mean response score of male and female students on the influence of social media on students study habit which agree with the findings of Olutola, Olatoye and Olatoye (2016), that there is no significant difference in the study habit of male and female students of tertiary institutions in Katsina State. This shows that social media have the same effect on both male and female students.

Conclusion

The purpose of this study is to determine the application of social media and its perceived influence on secondary school students study habit in Enugu state. Findings made from the analysis of data indicate that students use the social media for making new friends, keeping in touch with family and friends, posting of pictures and videos, passing information to friends, playing game, watching and downloading movies, downloading latest songs, discuss difficult topics with mates after school hours, to seek for professional advice on personal matters, searching for political news and sports news. But, the areas of application differ among male and female students. Whereas male students use social media especially for playing games, watching and downloading movies, downloading educational books, engaging in cybercrimes, searching for political news and sports news, female students use it for most especially searching for latest fashion and posting of seducing pictures and videos. It was revealed that social media usage among secondary students in enugu state negatively influences their study habit as shown by the result.

Educational implication

From the findings of the study, secondary school students in enugu sate use social media for different purposes which negatively influence their study habits. This negative influence on students' study habit such as taking short brake to chat or attend to alert on social media while studying, switch from social media to reading materials, studying in haste to attend to alerts on social media causing, distraction from studying. This will cause them to lose concentration and focus in their study, thereby affecting their academic performance. This implies that if this is left unchecked, the generation of youth to come will be youth with high level of moral decadence and lack of academic

Application of Social Media and Its perceived Influence on Secondary School Students Study Habit in Enugu State virtue. This calls for government, school stakeholders and parents to monitor and control students use of social media and devise means to regulate students' use of the media.

Recommendations

Based on the findings of the study the following recommendations are made;

1. Government and its agents should pass a law that will prohibit the use of certain devices by students in secondary schools and the inclusion of certain types of content that will influence the students negatively in the social media sites.
2. Principals and teachers should monitor their students' activities on the social media by joining and becoming their friends on social media, so that they will better guide the students in using social media in promoting their performance.
3. Parents should not provide their children with phones with internet access as it makes them access social media platforms which distract them from studying their books.
4. Parents should monitor the kind of social media sites students participate in and the kind of friends they have online. So that they will better guide the students in the kind of friends they should keep and social media sites they should visit.
5. Since social media usage negatively influences students' study habit, students should try and discipline themselves by switching off their phones while studying so that it will not distract them from studying.

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