INFLUENCE OF SOCIAL MEDIA ON ACADEMIC PERFORMANCE OF STUDENTS

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ABSTRACT

Today, people all across the world are commemorating the advancements that have been made in communication technology, which have increased the breadth of communication made possible by information and communication technologies (ICTs). There is no doubt that advancements in technology in the field of communication have made the whole world into a "global village." The fact of the matter is, however, that technological advancements carry with them not just beneficial but also detrimental aspects. It assists people in becoming better informed, more enlightened, and current on the latest advancements taking place across the world. The advancement of technology has shown people more efficient ways to complete tasks. Twitter, Yahoo Messenger, Facebook Messenger, Blackberry Messenger (BBM), Whatsapp Messenger, 2go Messenger, Skype, Google Talk, Google Messenger, iPhones and Androids are all examples of social networking sites. Blackberry Messenger (BBM) is another example. The majority of individuals nowadays use social networking sites to keep up with old friends and make new ones, whether those relationships be in real life or online (Asemah and Edegoh, 2012). The rapid development of technology has had a profound impact on the globe, and as a consequence, people are increasingly turning to various forms of technology as the most effective means by which to investigate a diverse range of topics. Because of the rapid development of internet technology, it is now widely recognised as the most effective channel for communication. As a result, approximately two-thirds of the population of the globe uses the internet to visit social networking or blogging sites, which serve as a tool for communication and interaction. Social networking sites, often known as SNSs, are online communities of people who use the internet and desire to engage with other people using the internet about topics that are of mutual interest, whether it be from a personal, professional, or intellectual point of view.

Keywords: social media, performance of students

INTRODUCTION

The concept of a global village has been turned into a reality thanks to the millions of social networking sites that have been created. Billions of people communicate with one another using these social networking sites. The utilisation of social networking websites has allowed for long-distance connection, which has resulted in a multitude of positive outcomes. Excellence or accomplishment in academics plays a significant effect in an individual's placement, whether that placement is in an academic institution or in a career. As a result of this, a lot of people are thinking about how they might improve their performance in their academic pursuits. Many research on the conditions that support academic brilliance have been prompted by the emphasis on academic excellence that is also common all over the world. The importance of academic success cannot be overstated. Not only does it play a part in determining whether or not a person will be successful in life, but it also plays a role in academic placement in schools and higher education institutions, as well as the level of employability in a person's career. One of the primary objectives of a school is to maximise students' academic performance, which can be evaluated based on the outcomes of standardised tests. claimed that schools are founded with the purpose of conveying knowledge and skills to those who go through them, and that underlying all of this is the belief that schools should improve students' academic performance. The consequence of education is known as academic performance or achievement, and it refers to the degree to which a student, instructor, or educational institution has attained its educational objectives. Examinations and ongoing assessments are the most common methods used to evaluate students' academic performance; however, there is no widespread consensus regarding the optimal method of evaluation or the characteristics that are given the most weight: procedural knowledge, such as skills, or declarative knowledge, such as facts.

As an offshoot of the development in information and communication technology, the emergence of social networking sites has further promoted the transformation of the entire world into a global village in terms of the transmission and accessibility of information. This is because social networking sites allow people to communicate with one another in real time. The dependency on traditional information dissemination media such as radio, television, and newspapers has been eliminated thanks to the use of social media platforms such as Facebook, Whatsapp, 2go, Myspace, YouTube, Blogs, and Twitter, amongst others. These platforms allow for the rapid dissemination of information as well as an instant response whenever the need arises. According to Carr (2019), social media are websites and programmes that give users the ability to generate and share information or take part in social networking. According to Cooper (2019), the use of social networking sites by students in higher institutions comes before their admission into higher institutions because they use them in searching for higher institutions intended to be attended by

prospective international students into the United Kingdom. In other words, the use of social networking sites by students in higher institutions precedes their admission into higher institutions. The researcher acknowledges that young people rely heavily on social media platforms like Facebook, YouTube, Instagram, LinkedIn, and Pinterest in order to get and share information. In particular, the researcher places special emphasis on these applications.

The use of social media platforms as key channels for communication and social contact has made them an integral component of an individual's day-to-day existence. The usage of social media is important in the field of education because it enables useful teaching materials, such as pictures, photos, assignments, films, and announcements on scholastic matters, to be disseminated to students through these platforms. According to the findings of a study conducted by Tayo, Adebola, and Yahya (2019), undergraduate students utilise social media for a variety of purposes, including sociability, information, and academic. Students are given the opportunity to participate in online group discussions through the use of social media,

which facilitates teaching and learning activities that extend beyond the confines of the traditional classroom setting. According to Jeffrey and Musah (2015), the influence of social media has spread throughout every sector of our society, bringing with it both beneficial and harmful consequences.

OBJECTIVES OF THE STUDY

1.   to conduct an investigation of the effect that using social networking sites has on the overall academic performance of teenagers.

2.   to conduct an investigation of the effect that social networking sites have on creative thinking among young people.

REVIEW OF LITERATURE

Ramaraj Sivakumar (2020) The younger generations all around the world are fast adopting various forms of social media. Students of school age who are heavily active in using social media. Therefore, they will have an impact on the kids' lives, both personally and academically. As a result, the purpose of this study is to investigate the impact that students' use of social media has had on their academic achievement in the Cuddalore District. A modified version of the survey approach was used in order to acquire the necessary data for the investigation. A sample size of one thousand was chosen. The selection of the samples was done using a method called random sampling. After then, statistical methods were utilised in order to conduct an analysis of the data.

It was determined that the majority of school students were interested in using social media positively for their academic purpose. This was the case even though public attitudes concerning the inappropriate use of social media among students in the society were present. This suggests that students' use of social media has an effect on their academic performance in school. Because of this, the use of social media can help pupils enhance their academic performance. However, the findings of the ANOVA demonstrated that there are substantial differences amongst the students in terms of the impact that social media has had on their academic progress. Students and teachers alike can benefit from using social media as a teaching and learning tool to streamline and

Fakokunde Jubril Busuyi (2020) Concerns have been raised by researchers working in the field of education about the impact that using social media like Facebook and Twitter can have on the academic performance of students attending postsecondary institutions. Some people have reported a favourable impact, while others have found either a negative or neutral one. On the other hand, significant emphasis has not been paid to education students, who are the prospective builders of up-and-coming generation, on their perspectives in regard to the influence on academic performance. As a result, the purpose of this study was to explore the perceived influence that the use of social media has on the academic achievement of students. In this study, a descriptive survey approach was taken, and participants were chosen at random from among 297 undergraduate education students at Osun State University who were in their second, third, or final year of study. A self-developed questionnaire with the working title "Influence of Social Media on Academic Performance" was the instrument that was utilised for the data collection process. The investigation began with the formulation of one research topic and two hypotheses. The data were analysed using descriptive statistics, specifically the simple percentage and frequency count aspects, as well as the t-test and the analysis of variance (ANOVA). According to the findings, participation in social media activities can have both a beneficial and a detrimental effect on academic achievement. The study also found that there was no gender or length of time spent as a student at the university-related bias in the opinions of the people who participated in the survey. The researcher concludes that there is a need to educate students on the educational benefits of social media, guide students on how to use social media to enhance learning, and incorporate social media as an instructional strategy into the school curriculum. These recommendations are in response to the finding that the researcher made.

Manahil Jamil (2020) The term "social media" refers to a type of communication that has an impact on almost every aspect of modern life. Researchers have discovered that using social media can be addictive, which can lead to considerable impairment in many other elements of a person's life. The purpose of this research is to explore the impact that social networking sites like Facebook and Twitter have on the academic achievement of students in the cities of Islamabad and

Rawalpindi (Pakistan). This study was a cross-sectional one, and it was carried out between April 2019 and February 2020. Participants in the study numbered 385 individuals, ranging in age from 15 to 25 years old and attending a variety of educational

institutions in the twin cities. The data was acquired through the use of a questionnaire that was self-designed. SPSS Version 21 was utilised throughout the process of data analysis. There were a total of 348 participants who came from a variety of educational institutes located in the cities of Rawalpindi and Islamabad. According to studies conducted on adolescents, the teen age group is the one that is most addicted to social networking, and the majority of participants have been using social media for more than three years for the sole purpose of pleasure or relaxation. Even though the results do not show statistical significance (Social Network Usage per 24 hours* Negative Effect of social networking on study timings p-value 0.061), the fact that the figure is so close to being statistically significant indicates that spending more time on social networks does, in some way, have an overall negative effect on academic's outcome. We cross-tabulated duration since using social network with social network usage per 24 hours and found a statistically significant association between it (i.e. p-value = 0.000). This indicates that people who have been using social media for a longer duration are actually using it for no particular reason or fruitful purpose. The majority of the subjects in both age ranges were females, and this was true across the board. Spending more time on social media in a given day has a detrimental impact on study timings, which in turn has a bad impact on the outcome of studies and academic results.

Peter Osharive (2015) This research study's objective is to investigate the relationship between students' use of social media and their overall academic performance at the University of Lagos. The investigation was directed by five research questions as well as five research hypotheses. In order to accomplish this goal, we decided to conduct research using a descriptive survey approach. Because the research was conducted at the University of Lagos, the population includes all 24,661 full-time undergraduate students at the university. The selection of a sample of 378 students was accomplished through the use of the method known as the simple random sampling approach. To collect information from the participants, we used a Likert-type rating scale questionnaire with the title "Social Media and Academic Performance of Students Questionnaire" (SMAAPOS). This sort of questionnaire has four points on the rating scale. Inferential statistics, such as Chi-square($x2$), were utilised for the purpose of evaluating the research hypotheses, whilst descriptive statistics, such as frequency counts and percentages, were utilised for the purpose of analysing the demographic data. According to the findings of a recent study conducted at the University of Lagos, a significant proportion of students have developed an addiction to using social media. Because of this, the researcher suggested that social media should also be used for educational reasons; social networking sites should be enlarged, and new pages should be created, in order to

boost academic activities and prevent students' academic performance from deteriorating; and Teachers and parents need to keep an eye on how their children utilise these sites when they are online. This is to achieve a balance between students' use of social media and their academic activities in order to prevent pupils from experiencing any setbacks in their academic performance.

RESEARCH METHODOLOGY

This chapter provides an overview of the research approach that was utilised for the current investigation. The researcher's goal and methodology are, in essence, what highlight the particulars of the work that was carried out by the researcher. This chapter also provides the variables that were used in the study, followed by the research strategy, and then the specifics of the participants. In addition to this, it explains the process that was utilised in the development of the measuring instruments, as well as the psychometric features of each and every measure, the process by which data was collected, and the statistical methods that were utilised in the analysis of the data.

DATA ANALYSIS

A one-way analysis of variance (ANOVA) was performed in order to find out the significant differences between three groups that belong to low social network sites (SNS) users, average social network sites users, and high social network users. Keeping in mind the objectives of the current study, this was done in order to find out which group had the most significant differences. Tukey's post-hoc analysis was computed in order to determine the significant mean differences that existed between matched groups as a further step in the statistical studies that were being conducted. The findings that were collected are shown in the tables and graphs that may be seen below. The next part presents the analysis of data and the testing of hypotheses on academic achievement, emotional maturity, creative ability, and play activities, respectively.
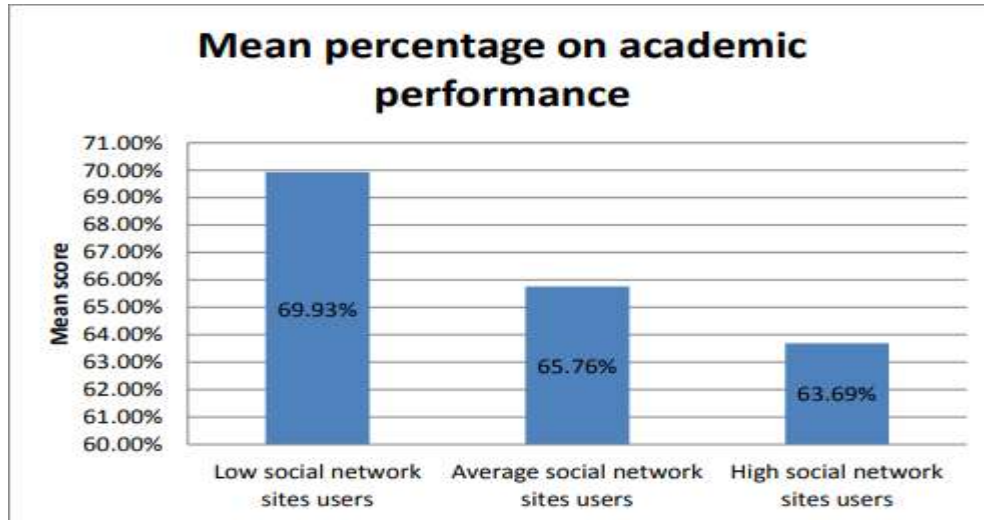
the mean, standard deviation and an ANOVA statistic on academicperformance among sample groups belongs to Low social network sites users, Average social network sites users and high social network sites user groups

Variable	academic performance				
	N	Mean	SD	F	P
Low social network sites users	200	69.93%	11.96%	18.14	.001
Average social network sites users	200	65.76%	10.85%		
High social network sites users	200	63.69%	8.55%		
Total	600				

the mean percentage and standard deviation of academic performance among sample groups that correspond to low social network site users, average social network site users, and high social network site users respectively. When compared to the average social network sites users group (M=65. 76%, SD=10.85), the low social network sites users group obtained a higher mean percentage (M=69.93%, SD=11.96) on academic performance than the average social network sites users group (M=65. 76%, SD=10.85). On the other hand, high social network sites users obtained a lower mean percentage (M=63.69%, SD=8.55) when compared to the average social network sites users group and The mean difference is also depicted in figure 4.1 of the graph. When comparing significant mean differences between groups, an ANOVA is performed, and the result that is obtained is F (2, 597) =18.14, with a significance level of p .01; this unequivocally demonstrates that there is a significant difference in the academic performance of the three different groups of SNS users.

It is not acceptable to accept Hypothesis 1, which states that there is no impact of the usage of social network sites on the academic performance of teenagers. A statistic based on an analysis of variance with one factor demonstrated that the usage of social networking sites has a substantial influence on the academic performance of teenagers. Based on the description provided above, we may deduce that the High SNS user group has demonstrated much higher levels of academic achievement compared to the typical SNS user group. The sample of students who use social networking sites the most had the lowest academic performance when compared to the students who use social networking sites the least and those who use social networking sites on average. It was demonstrated that increased usage of online social networking sites had a negative impact on the academic performance of teenagers.

Mean percentage on academic performance

the mean percentage on academic performance among three groups belong to Low social network sites users, Average social network sites users and highsocial network sites users the multiple comparisons of three groups on academic performanceusing post-hoc tukey's HSD test

HSD	Multiple comparison			
Phase (A)	Phase (B)	Mean Difference	Std	P
		(A-B)	Error	
LOW SNS USERS	AVERAGE SNS USERS	4.17%[*]	.05%	.001
	HIGH SNSUSERS	6.24%[*]	.05%	.001
AVERAGE SNS USERS	LOW SNSUSERS	4.17%[*]	.05%	.001
	HIGH SNSUSERS	2.07%	.05%	.123
HIGH SNS USERS	LOW SNSUSERS	6.24%[*]	.05%	.001
	AVERAGE SNS USERS	2.07%	.05%	.123

In light of the findings of the statistically significant omnibus ANOVA test, post-hoc analyses were carried out; more specifically, the Tukey's HSD test was used to each and every feasible pairwise comparison. It was observed that there was a significant difference between the following pairings of groups (p less than.01). Group 1 is the low social networking site user group, with a mean percentage of 69.93% and a standard deviation of 11.96. Group 2 is the average social networking site user group, with a mean percentage of 65.76% and a standard deviation of 10.85. Group 3 is the high social networking site user group, with a mean percentage of 63.69% and a

standard deviation of 8.55. To put it another way, the low SNS user group had demonstrated statistically significant higher levels of academic achievement compared to the average SNS user group and the High SNS user group. In addition, the following combinations of groups were determined to not be statistically significant (p >.05). Group 2 (the typical social networking site user group) and group 3 (High SNS user group). A statistically significant gap could be seen between the high users of social networking sites and the low users of social networking sites in terms of academic achievement.

the z mean, standard deviation and ANOVA statistic on creativityamong sample groups belongs to Low social network sites users, Average social network sites users and high social network sites user groups

Variable	Creativity				
	N	Mean	SD	F	P
Low social network sites users	200	-.802	2.78	8.71	.001
Average social network sites users	200	.203	3.34		
High social network sites users	200	.598	4.12		
Total	600				

The Z mean scores and standard deviation on Creativity for sample groups that correspond to low social network site users, average social network site users, and high social network site users are displayed in Table 4.3. In terms of creativity, the high social network sites users group received a Z mean score that was higher (M=0.598, SD=4.12) than the average social network sites users group (M=0.203, SD=3.34), while the low social network sites users group received a Z mean score that was lower (M=-0.802,SD=2.78) than the average social network sites users group. When comparing significant Z mean differences between groups, an ANOVA is performed. The results obtained are F (2, 597) =8.71, p .01, which unequivocally demonstrates that there is a significant difference in the level of creativity among the three different groups of social networking service users.

The second hypothesis It is not acceptable to say that "there is no impact of social network site use on the creativity of teenagers." The results of an analysis of variance with one factor

indicated that the use of social networking sites had a substantial impact on creative output. The utilisation of social networking sites among teenagers paves the way for improved imaginative thinking.

Comparing the Low SNS user group to the average SNS user group reveals that the former has a lower level of creative capacity than the latter does. This can be deduced from the description given above. In comparison to the groups with low and medium levels of social network usage, the sample from the group with high levels of social network use demonstrated significantly higher levels of creative capacity. It was shown that increased use of social networking sites online has assisted teenagers in a good way in terms of increasing their creative thinking.

the multiple comparisons of three groups on creativity using post-hoctukey's HSD test

HSD	Multiple comparison			
Phase (A)	Phase (B)	Mean Difference (A-B)	Std Error	P
LOW SNS USERS	AVERAGE SNS USERS	-1.005	.346	.011
	HIGH SNS USERS	-1.401*	.346	.000
AVERAGE SNS USERS	LOW SNS USERS	1.005	.346	.011
	HIGH SNS USERS	-.395	.346	.488
HIGH SNS USERS	LOW SNS USERS	1.401*	.346	.000
	AVERAGE SNS USERS	.395	.346	.488

In light of the findings of the statistically significant omnibus ANOVA test, post-hoc analyses were carried out; more specifically, the Tukey's HSD test was used to each and every feasible pairwise comparison. It was observed that there was a significant difference between the following pairings of groups (p less than.01). Group 1 had a mean of -0.802 and a standard deviation of 2.78, while group 3 had a mean of 0.598 and a standard deviation of 4.12. In other words, the group of people who use social networking sites less frequently displayed a statistically significant lower level of divergent thinking abilities than the groups of people who use social networking sites

more frequently. And the following combinations of groups were determined to not be significantly different from one another (p >.05). Group 1 is for those who don't use social networking sites very often, while Group 2 has an average number of users (M=0.203, SD=3.34) Group 2 (the typical social networking site user group) and group 3 (High SNS user group). The group with heavy usage of social networking sites showed a considerably higher degree of divergent thinking abilities than the group with low use of social networking sites. It was discovered that the high SNS users group had

demonstrated a high level of creativity in comparison to the low SNS users group; however, there was no significant mean difference between the low SNS users group and the average SNS users group, and the same was true between the average SNS users group and the high SNS users group.

Shows the mean, standard deviation and an ANOVA statistic on Emotionalmaturity among sample groups belongs to Low social network sites users, Average social network sites users and high social network sites users

Variable	Emotional Maturity				
	N	Mean	SD	F	P
Low social network sites users	200	92.61	10.51	66.83	.001
Average social network sites users	200	105.19	17.04		
High social network sites users	200	108.58	15.34		
Total	600				

Table 4.5 presents the sample groups that correspond to low social network site users, average social network site users, and high social network site users, together with the mean score and standard deviation for emotional maturity. When compared to the average social network sites users group (M=105.19, SD=17.04), the high social network sites users group received a higher mean score (M=108.58, SD=15.34) on the emotional maturity scale than the average social network sites users group (M=105.19, SD=17.04), whereas the low social network sites users group received a lower mean score (M=92.61, SD=10.51) than the average social network sites users group. In addition, the mean difference is displayed in the graph labelled 4.2. When
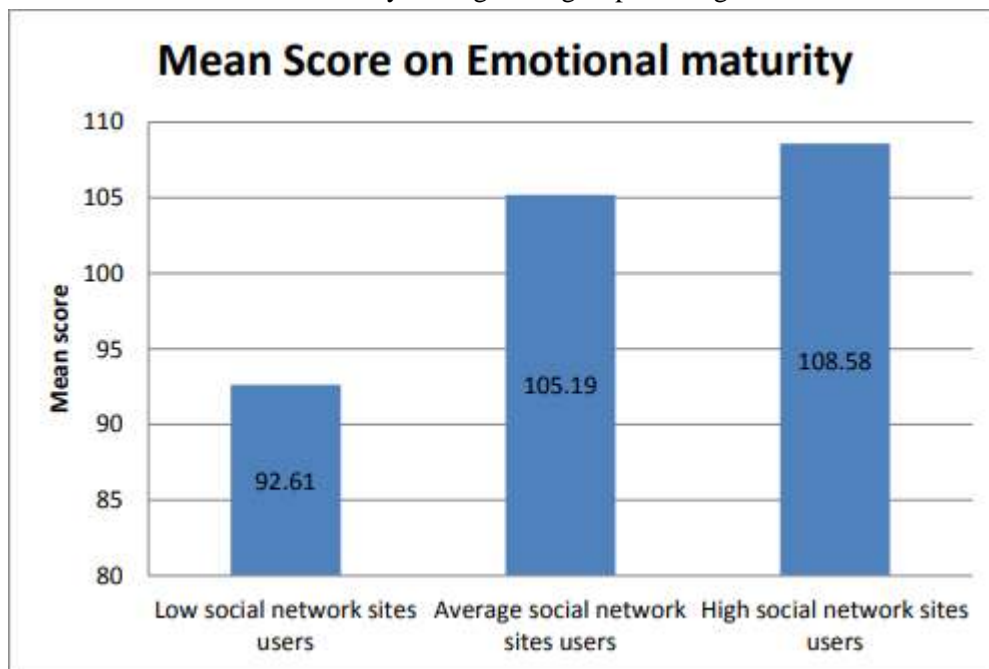
comparing significant mean differences between groups, an analysis of variance (ANOVA) is performed, and the result that is obtained is F (2, 597)

=66.83, with a significance level of p .01; this unequivocally shows that there is a significant difference in the level of emotional maturity between the three groups of social networking service users.

The third hypothesis, which states that using social networking sites has no effect whatsoever

on the level of emotional maturity seen in teenagers, cannot be supported. The results of an analysis of variance with one factor indicated that the usage of social networking sites had a substantial influence on the level of emotional maturity. [Citation needed] [Citation needed]

The above explanation leads us to the conclusion that the average users of social networking sites have shown a lower level of emotional maturity as compared to the low users of social networking sites. When compared to the low SNS user and medium SNS groups, the sample from the high Social Networking Service (SNS) using group indicated a lower degree of emotional maturity. It was demonstrated that increased use of online social networking sites is associated with negative outcomes for the emotional development of teenagers.

Shows the mean scores on emotional maturity among three groups belong toLow social network sites users,

Average social network sites users and high social network sites users

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Shows the multiple comparisons of three groups on Emotional maturity usingpost-hoc tukey's HSD test

HSD	Multiple comparison			
Phase (A)	Phase (B)	Mean Difference (A-B)	Std Error	P
LOW SNS USERS	AVERAGE SNS USERS	-12.58[*]	1.45	.000
	HIGH SNS USERS	-15.98[*]	1.45	.000
AVERAGE SNS USERS	LOW SNS USERS	12.58[*]	1.45	.000
	HIGH SNS USERS	-3.39	1.45	.052
HIGH SNS USERS	LOW SNS USERS	15.98[*]	1.45	.000
	AVERAGE SNS USERS	3.39	1.45	.052

In light of the findings of the statistically significant omnibus ANOVA test, post-hoc analyses were carried out; more specifically, the Tukey's HSD test was used to each and every feasible pairwise comparison. It was observed that there was a significant difference between the following pairings of groups (p less than.01). Group 1 (Low SNS user group; mean score of 92.61, standard deviation of 10.51), group 2 (Average SNS user group; mean score of 105.19, standard deviation of 17.04), and group 1 and group 3 (High SNS user group; mean score of 108.58, standard deviation of 15.34). To put it another way, the low SNS user group had a statistically significant higher level of emotional maturity compared to the average SNS user group and the High SNS user group. In addition, the following combinations of groups were shown to be statistically significant (p .05). Group 2 (the typical social networking site user group) and group 3 (High SNS user group). The high SNS user group has shown statistically significant signs of a lower degree of emotional maturity than the average SNS group, and it is statistically different from the average SNS user group on the level of emotional maturity than the high SNS user group.

CONCLUSION

The term "social network sites" refers to an online networking system that enables users to build their own personal social networks and links individuals from all over the world. Users of a social network can post information about themselves, including their profiles, interests, hobbies, images, and other background details. The services provided by social networking websites are delivered over the Internet, and users are able to communicate with one another and their friends using a variety of mediums, including instant messaging, e- mail, online conversation, video and audio chat, and file sharing, amongst others.

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